



Outcomes of Participants in Cornell Cooperative Extension Parent Education Programs in Tompkins County 2015-2016

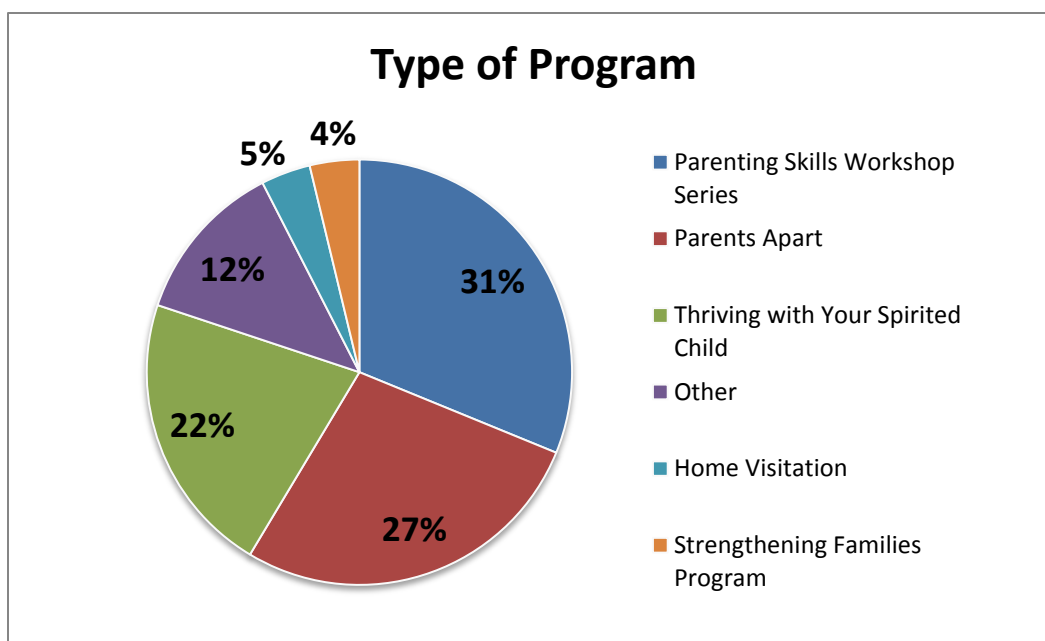
By Eliza Lathrop Cook

Cornell Cooperative Extension (CCE) of Tompkins County offers a variety of programs for parents and caregivers. These programs reach a wide range of families and seek to promote positive parenting and, ultimately, healthy family and child development. This research brief presents data collected from participants in Tompkins County CCE parent education programs from July 2015 to July 2016. Participants included parents and caregivers who participated in programs that comprised of at least six hours of

content delivery. Data were collected from participants at the first session (a pre-test) and at the last session (a post-test). Results of the analysis of these data are shown below.

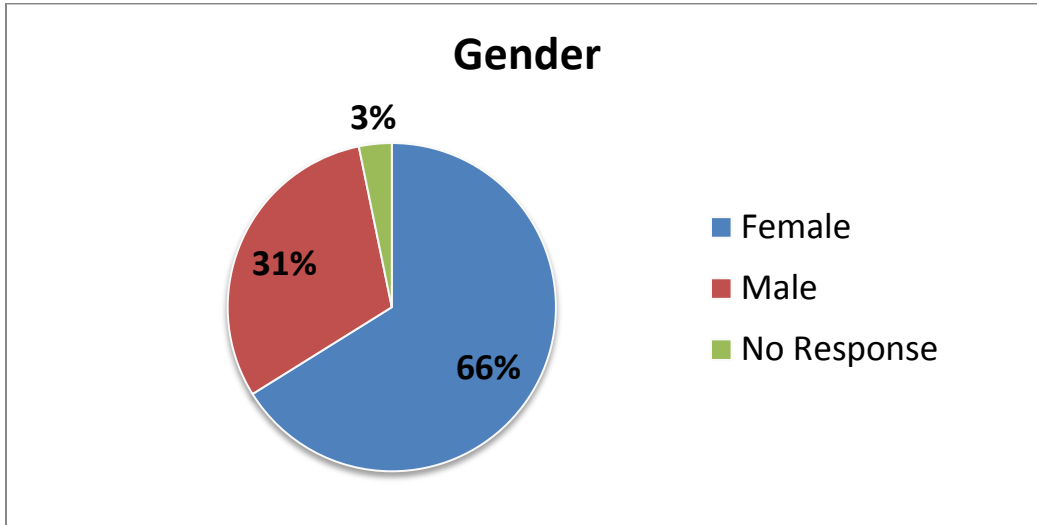
Demographics of Participants in Programs in Tompkins County, New York

A total of six programs were evaluated in Tompkins County, with the largest number of participants involved in Parenting Skills Workshop Series (31%).



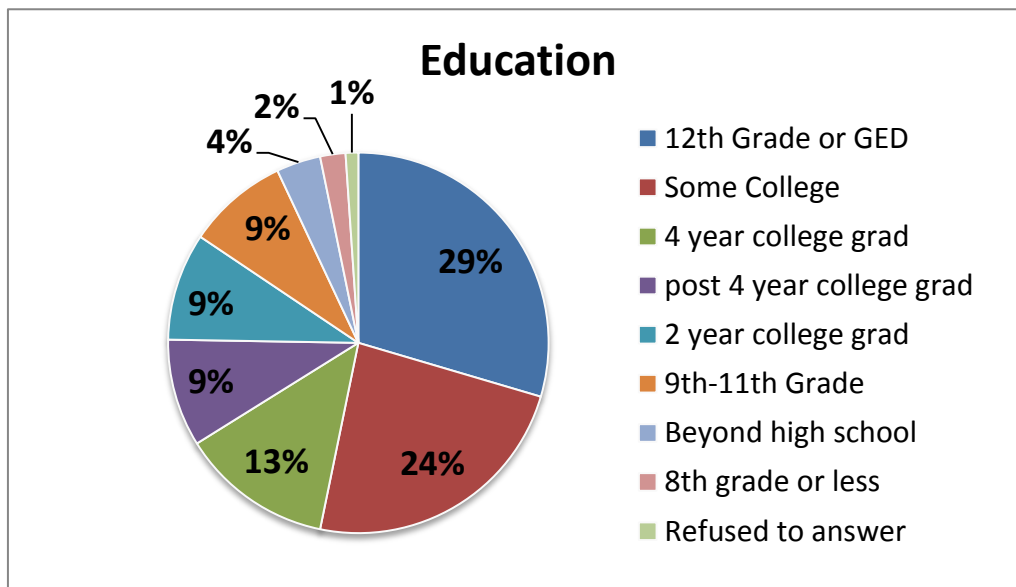
The following summaries use data from 186 participants who completed a pre-test survey given at the first session of their parent education class.

The majority of participants in the Tompkins County CCE parenting classes were females (66%).



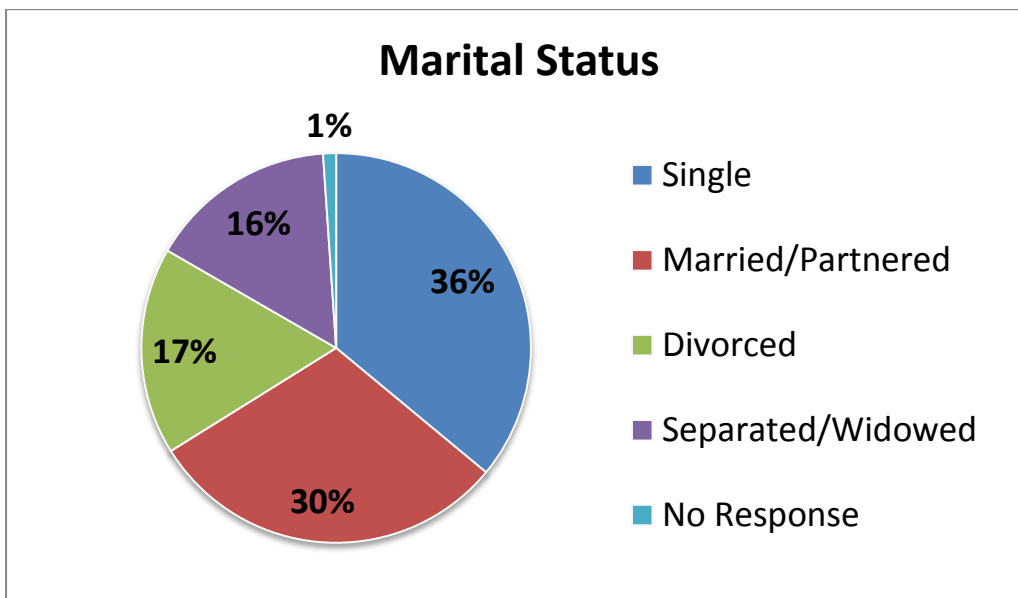
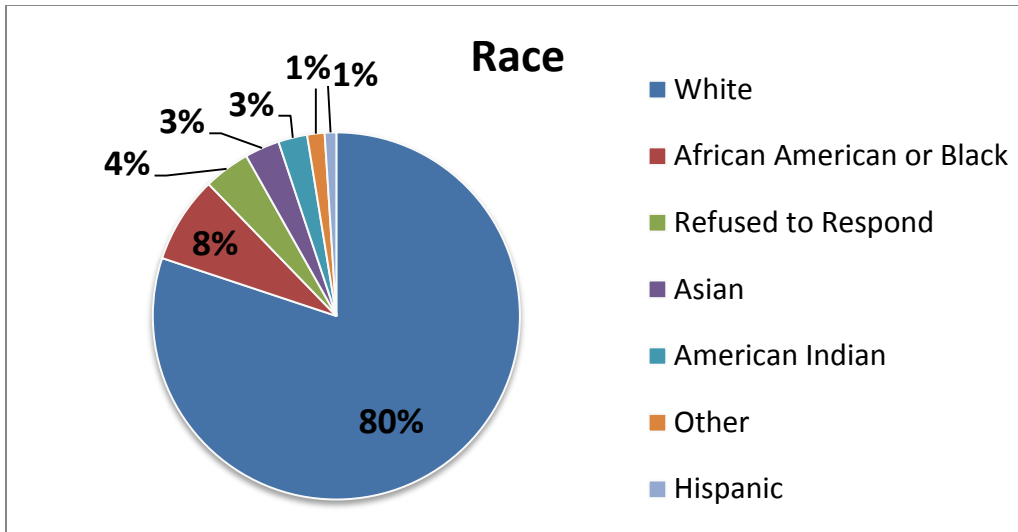
Educational attainment among the participants varied widely, with the greatest number of participants having completed 12th grade or their GED

(29%), followed by those who attended, but did not complete, some college (24%).



The majority of the participants in Tompkins County CCE parent

education classes were white (80%) and 36% were single.



Pre-Post Survey Results

This evaluation used a pre- and post-test in which the participants were asked to answer two identical surveys—one given at the first class session and another given after the completion of the last parenting class. The survey included ten questions about parenting attitudes, behaviors, and knowledge designed to capture

some of what was taught in the class. The pre- post-study design allows researchers to see if attitudes, behaviors, and knowledge change during the course of the workshop. Using this type of research design does not allow one to determine whether taking part in the parent education class *caused* a change in attitudes, behaviors and knowledge;

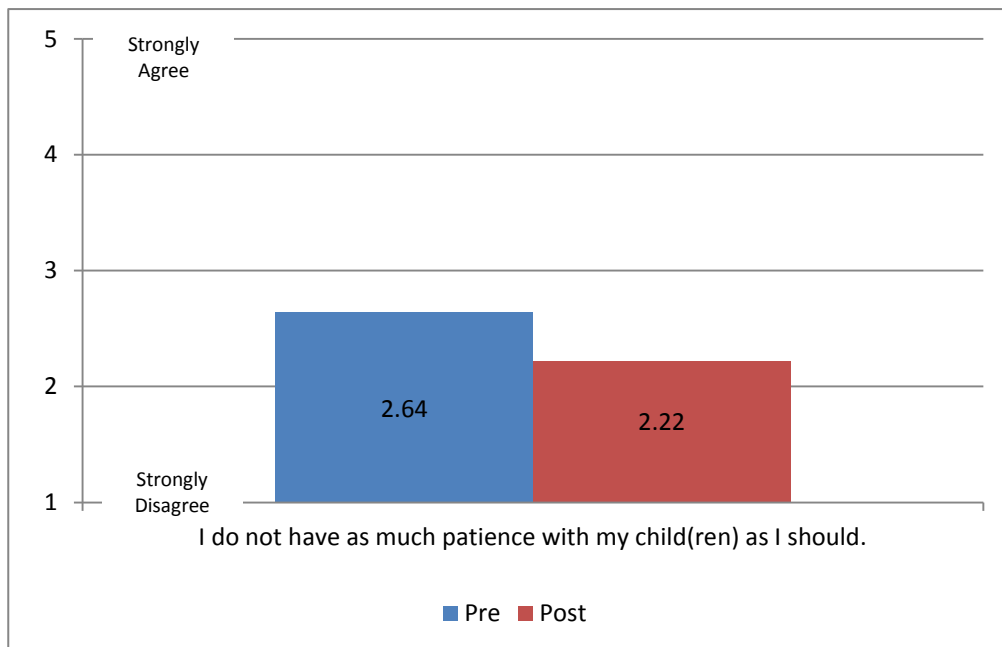
such changes could occur for other reasons outside of the workshop. However, it is possible that any significant pre-to-post changes in parenting attitudes, behaviors and knowledge that are observed may have resulted from taking part in the program.

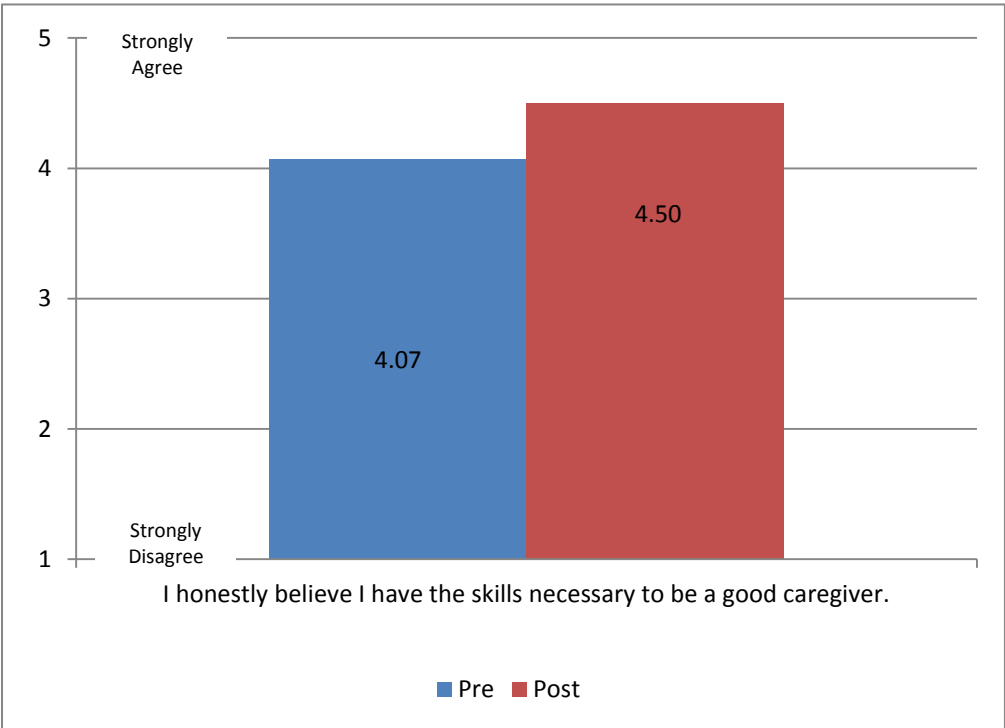
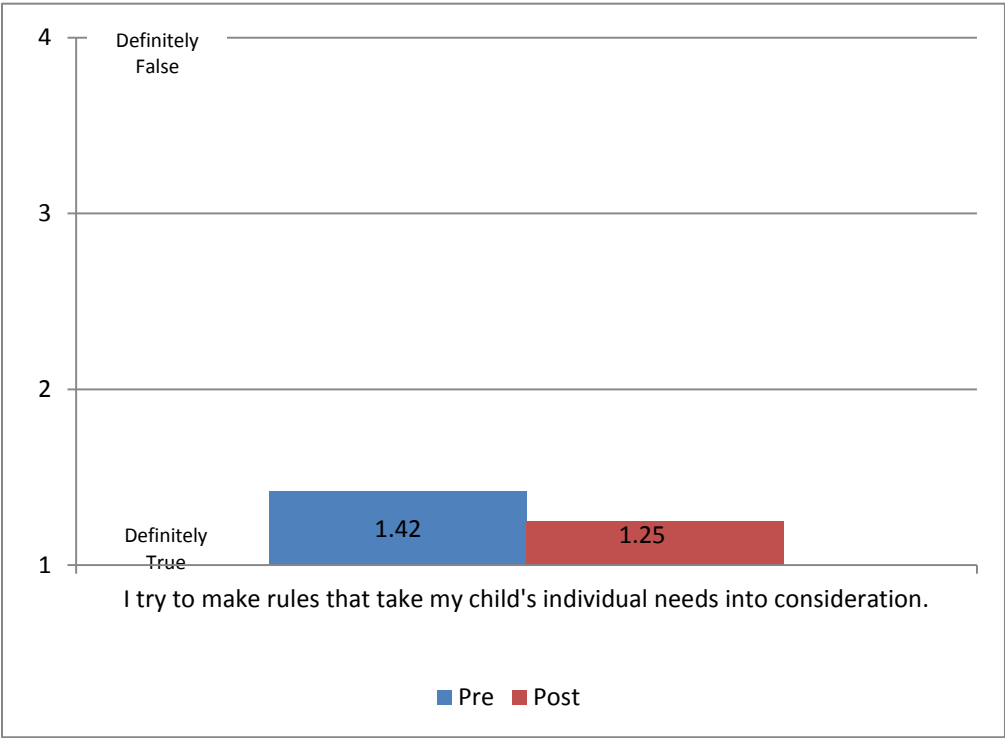
The following evaluation is based on information provided by 114 participants who completed their program and completed both a pre- and a post-test survey. Seven of the ten measures tested showed significant improvements from the pre- to the post-test. Specifically, CCE parent education participants reported increased patience with their child, increased confidence in making rules that take their child's needs into consideration, increased belief that they have the skills necessary to be a

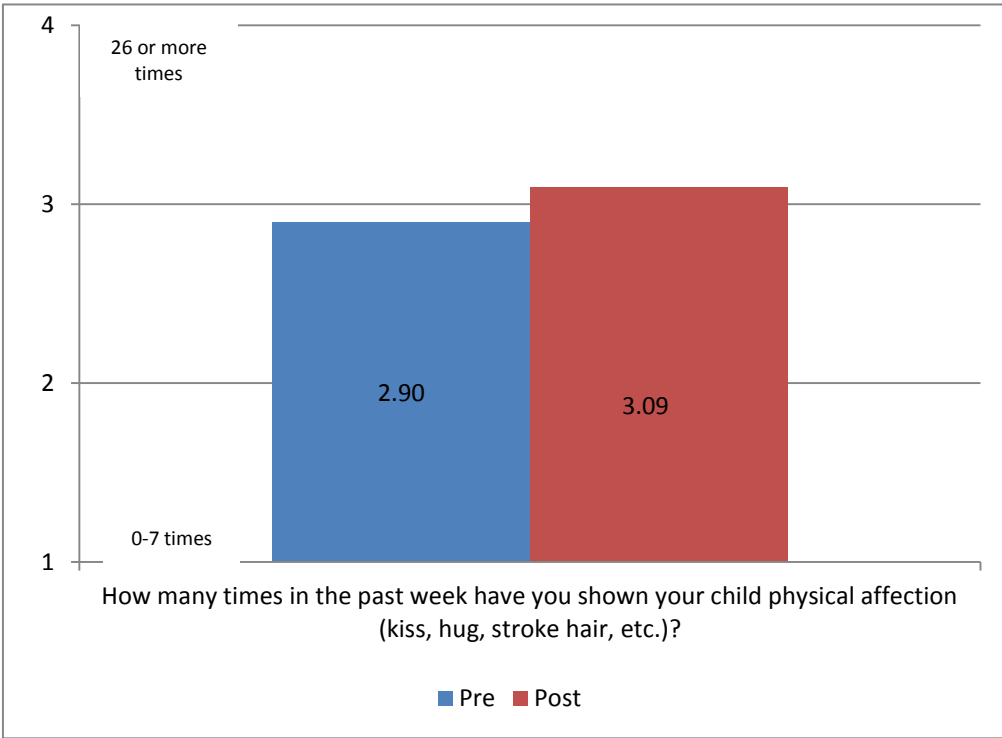
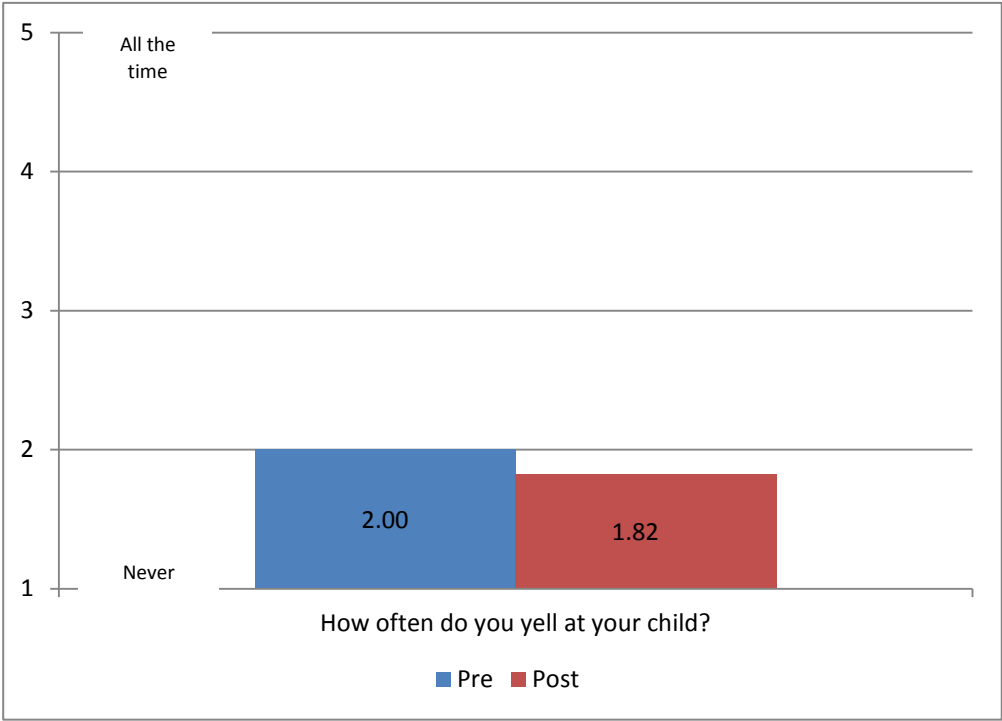
good caregiver, decreases in how often they yell at their child, increased physical affection towards their child, an increase in communicating something positive about their child with other adults, and decreases in the number of hours their children spend watching television.

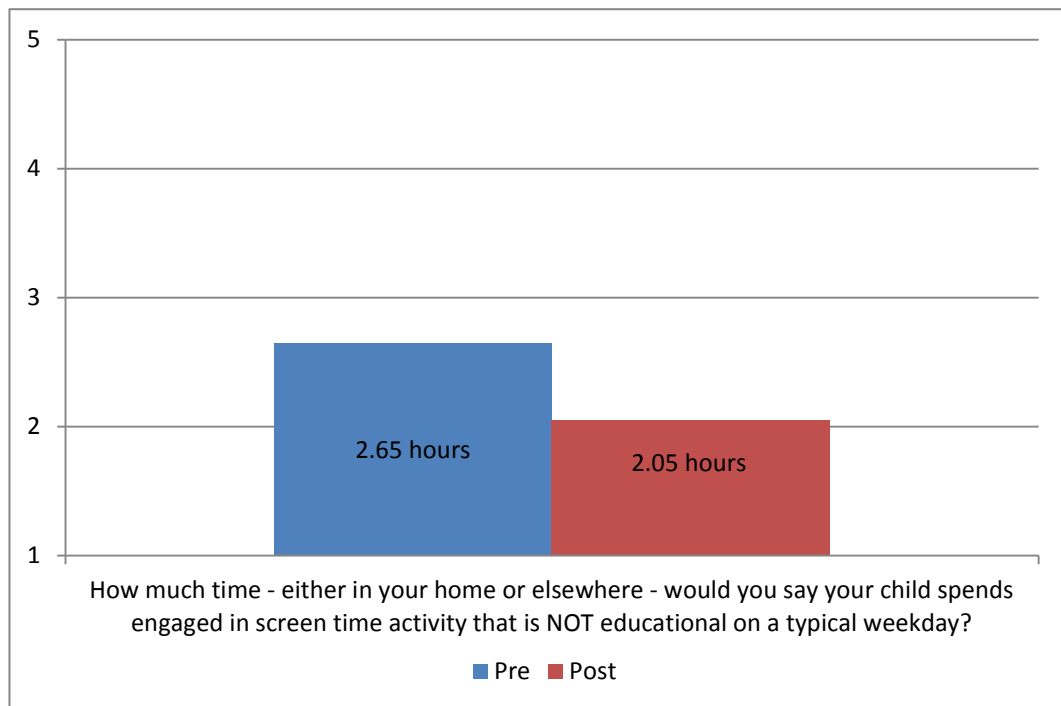
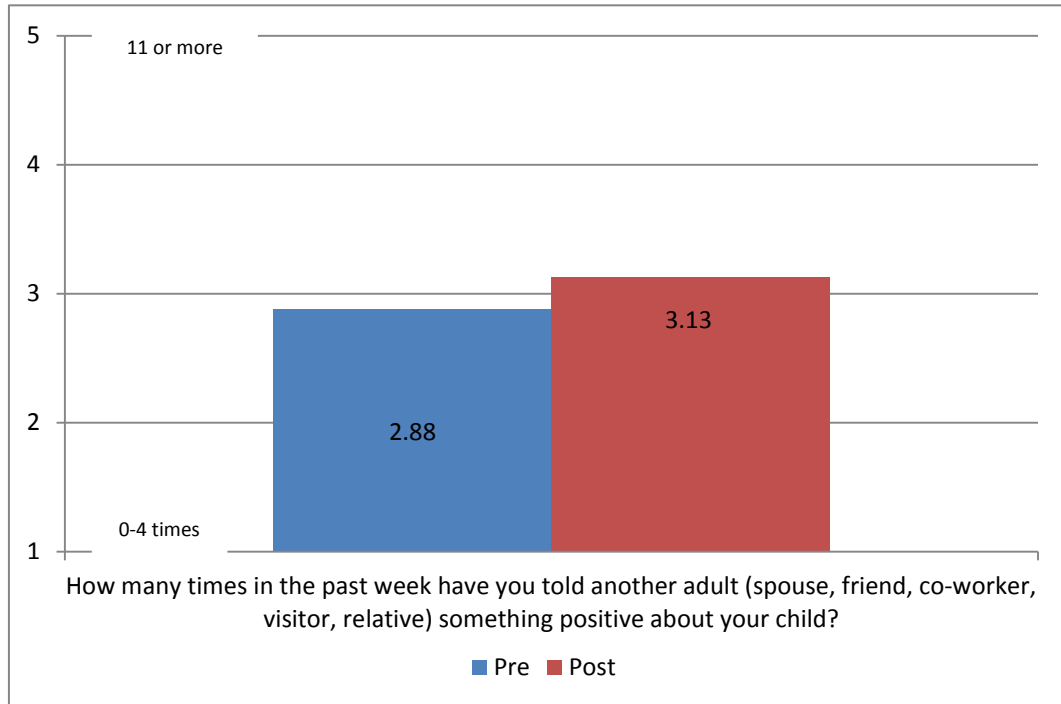
A p-value generated from a paired t-test was used as a statistical measure to determine whether a change in a given survey question between the pre- and post-test was significant. A p-value of .10 or less was considered statistically significant, and means that we can be 90% certain that the pre-to-post changes in participant responses are not due to chance.

In comparing participants' pre- and post-test survey results, the following questions showed statistically significant changes.









These results indicate that seven out of ten measures of parenting attitudes, behaviors and knowledge improved significantly from the pre- to the post-

test, highlighting areas in which CCE Tompkins County parent education programs may have had a positive impact on their participants.

Visit the *Parenting in Context* project at:

<http://www.human.cornell.edu/pam/outreach/parenting/>

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