



Outcomes of Participants in Cornell Cooperative Extension Parenting Skills Workshop Series Parent Education Program 2014-2015

By Eliza Lathrop Cook & Kimberly Kopko

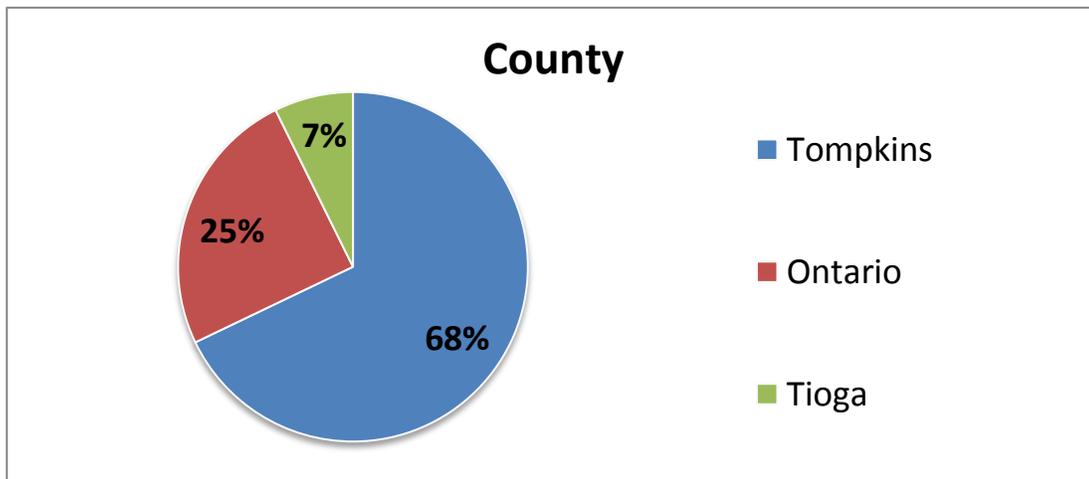
Cornell Cooperative Extension (CCE) offers a variety of programs for parents and caregivers. These programs reach a wide range of families and seek to promote positive parenting and, ultimately, healthy family and child development. This research brief presents data collected from participants in the Parenting Skills Workshop Series from July 2014 to July 2015. 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 attending Parenting Skills Workshop Series

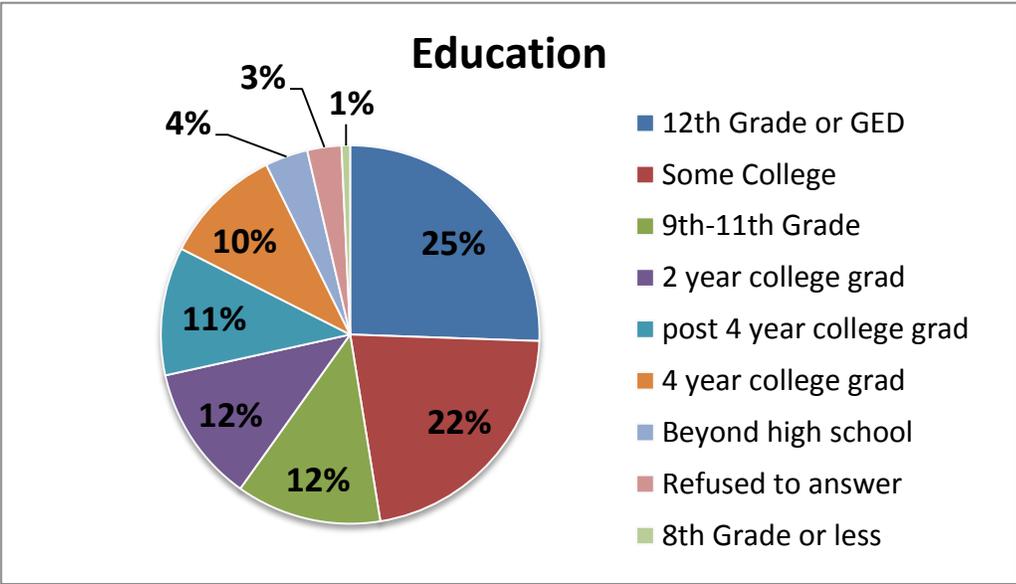
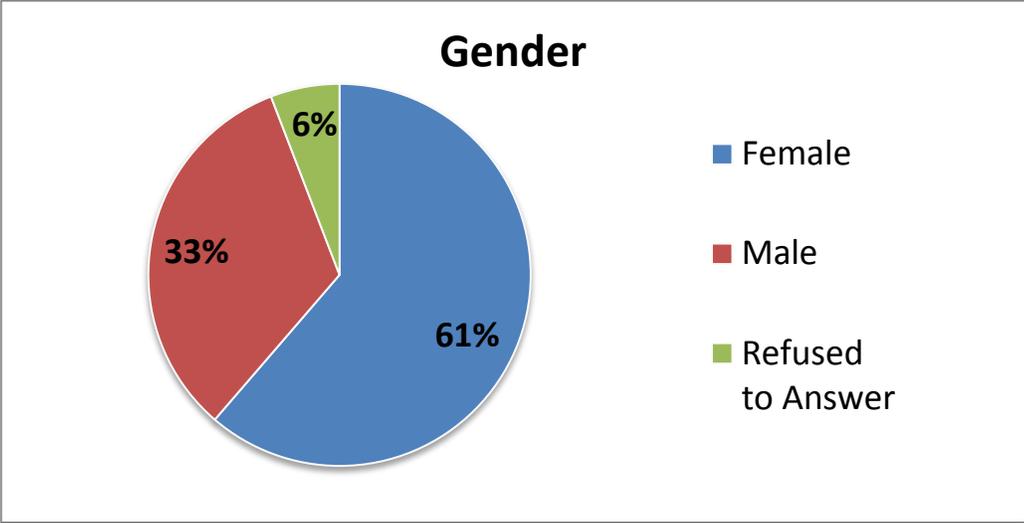
The following summaries use data from 136 participants who completed a pre-test survey given at the first session of their parent education class.

The majority of participants in the Parenting Skills Workshop Series were from Tompkins County (68%).



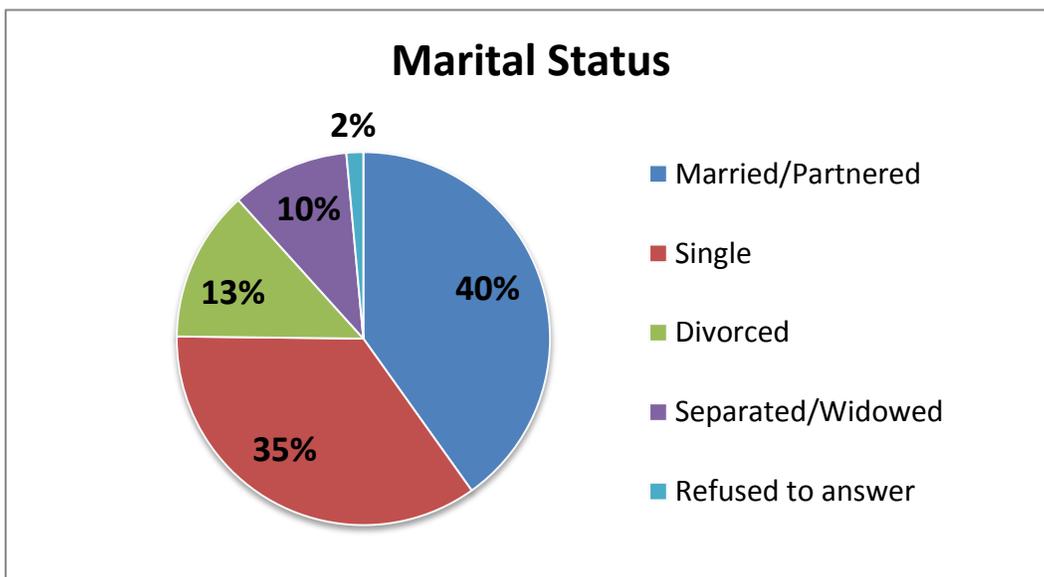
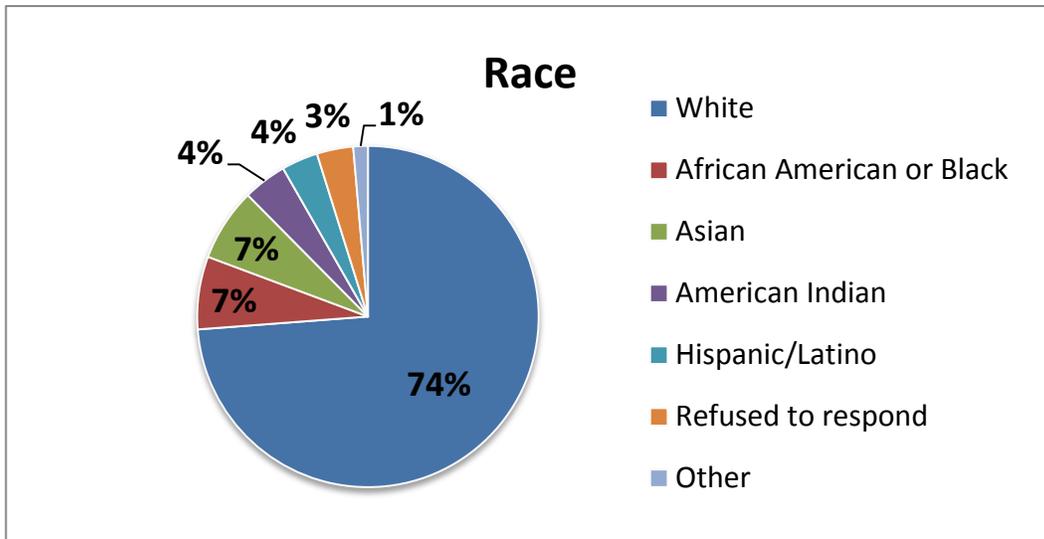
Sixty-one percent of the participants in the program were female. Educational attainment among the participants varied widely, with the

greatest number of participants having finished 12th grade or completed their GED (25%), followed by those who had completed some college (22%).



The majority of the participants in the Parenting Skills Workshop Series parent education class were white

(74%) and the most common marital status was married or partnered (40%).



Pre-Post Survey Results

This evaluation used a pre- and post-test, in which 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;

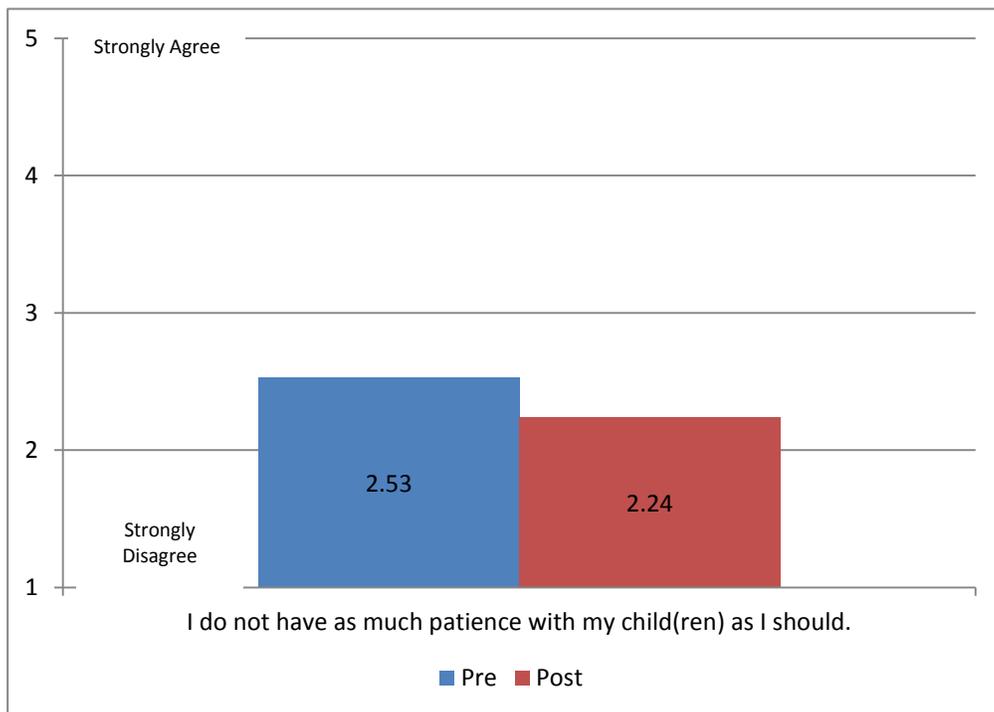
such changes could occur for other reasons outside of the workshop. However, it is possible that any significant pre-to-post changes in parenting attitudes, behaviors and knowledge that are observed may have resulted from taking part in the program.

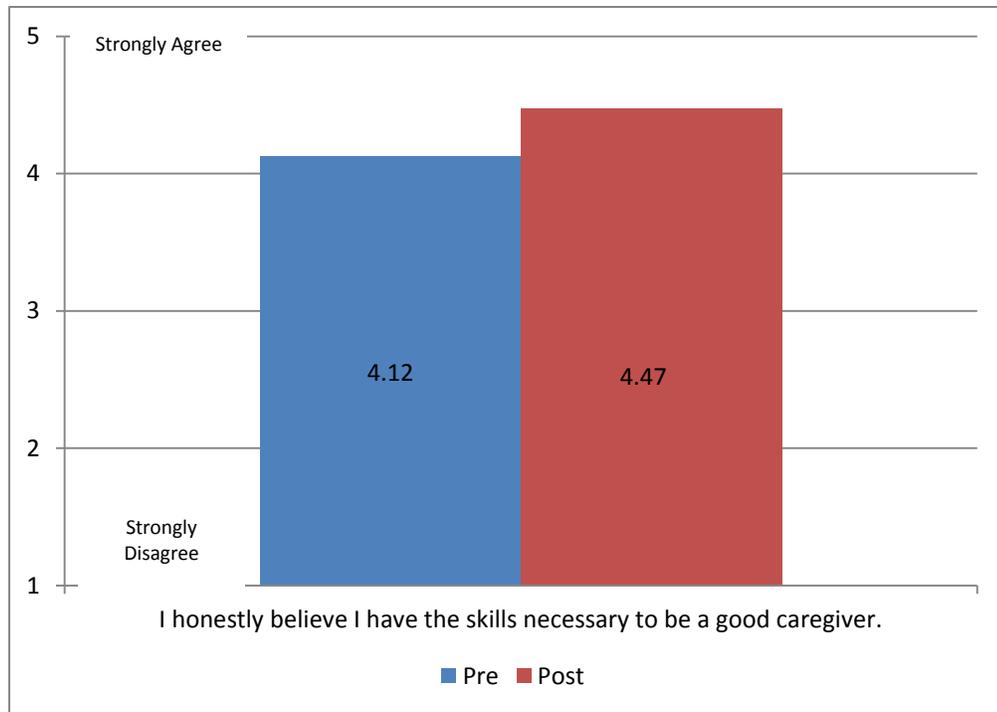
The following evaluation is based on information provided by 62 participants, who completed their program and completed both a pre- and a post-test survey. Two of the ten measures tested showed a significant improvement from the pre- to the post-test. Specifically, participants of the Parenting Skills Workshop Series

reported increases in: patience with their child and having the skills necessary to be a good caregiver.

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 question showed statistically significant changes.





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

post-test, highlighting an area in which the Parenting Skills Workshop Series parent education program may have had a positive impact on participants.

Visit the *Parenting in Context* project at:

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

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