



Eliza Lathrop Cook  
Rachel Dunifon  
Kimberly Kopko

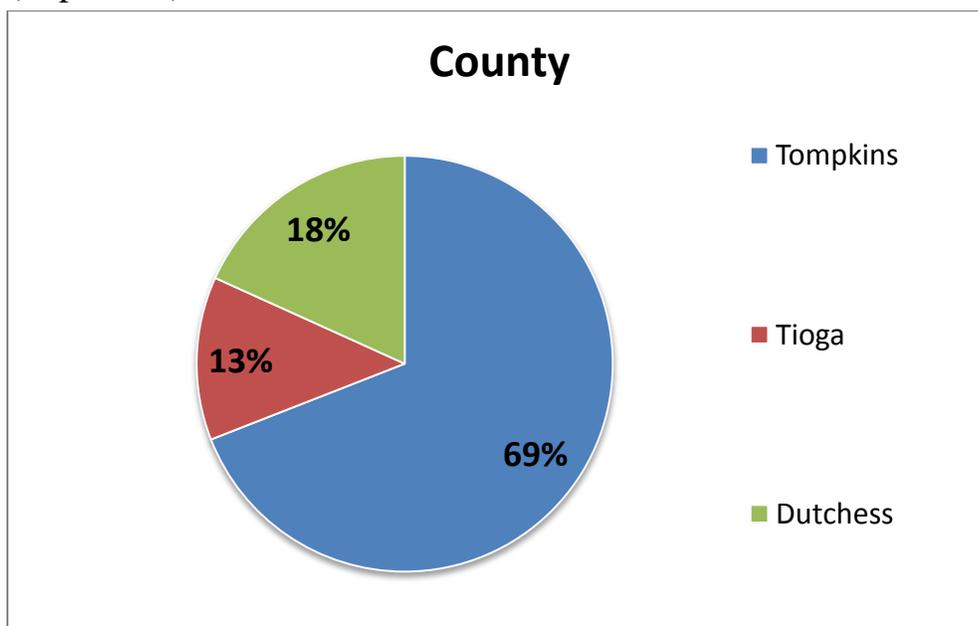
## Outcomes of Participants in Cornell Cooperative Extension Parenting Skills Workshop Series Parent Education Program

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, held from August 2010 to July 2011. 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.

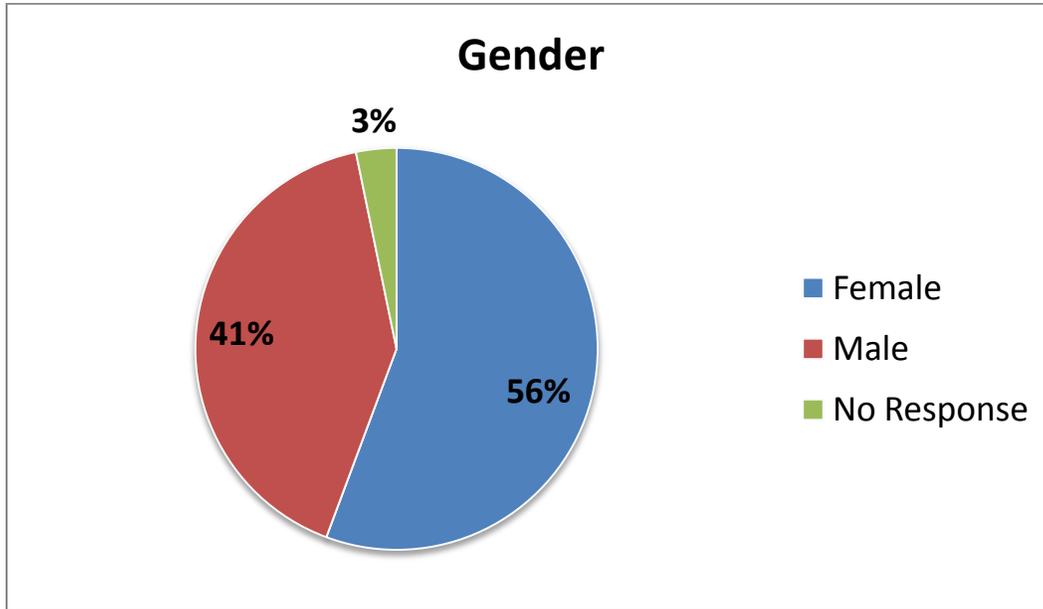
### Demographics of Participants attending the Parenting Skills Workshop Series

The following summaries use data from 185 participants who completed a pre-test survey given at the first session of their parent education class.



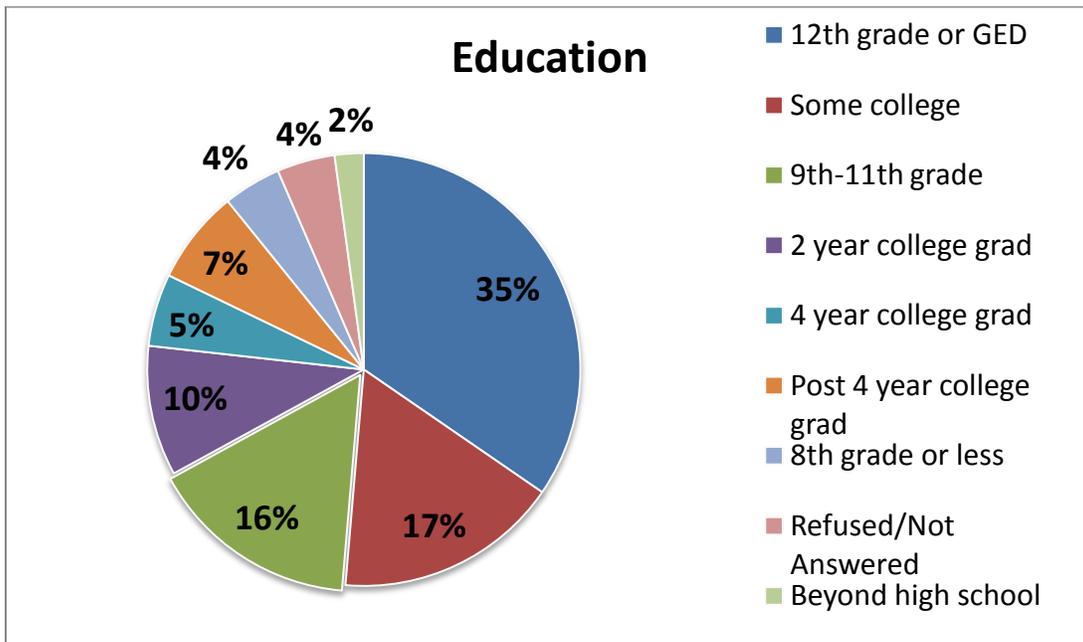
The majority of participants in the Parenting Skills Workshop Series program were from Tompkins

County. Fifty-six percent of the participants in the program were female.



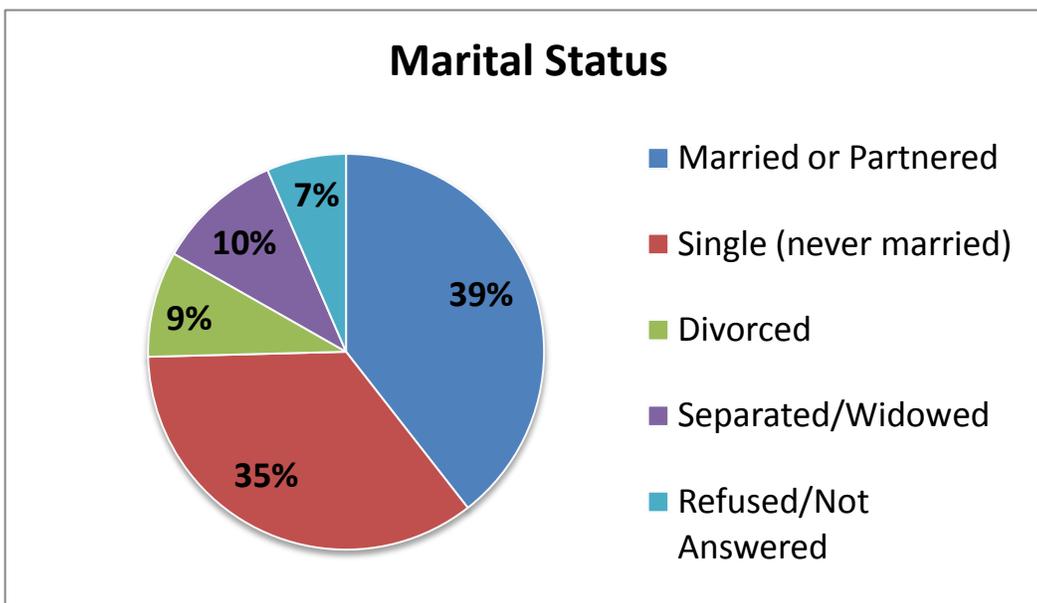
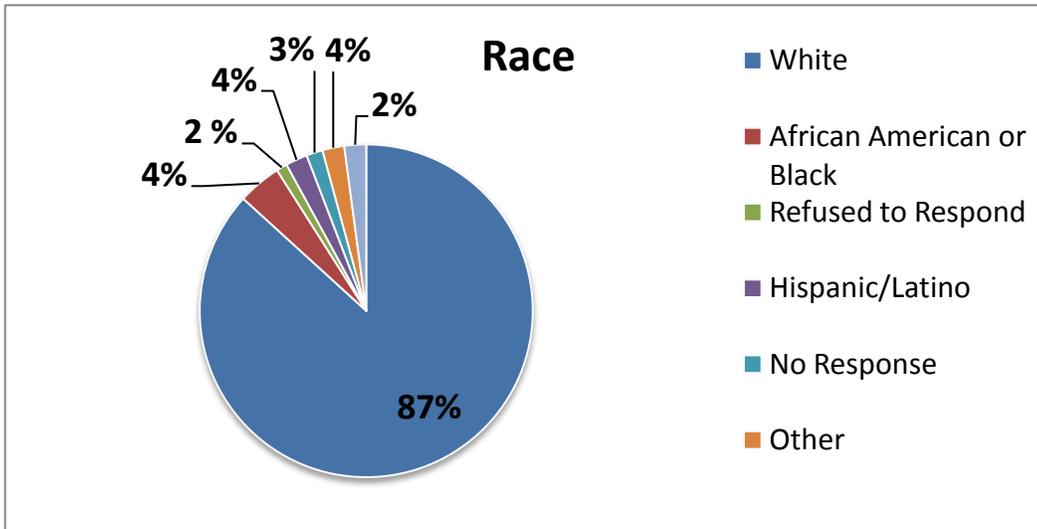
Educational attainment among the participants varied widely, with the greatest number of participants having

finished their education at 12<sup>th</sup> grade or a GED (35%), followed by those who completed some college (17%).



The majority of the participants in the Parenting Skills Workshop Series

classes were white (87%) and 39% were married or partnered.



## Pre-Post Survey Results

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

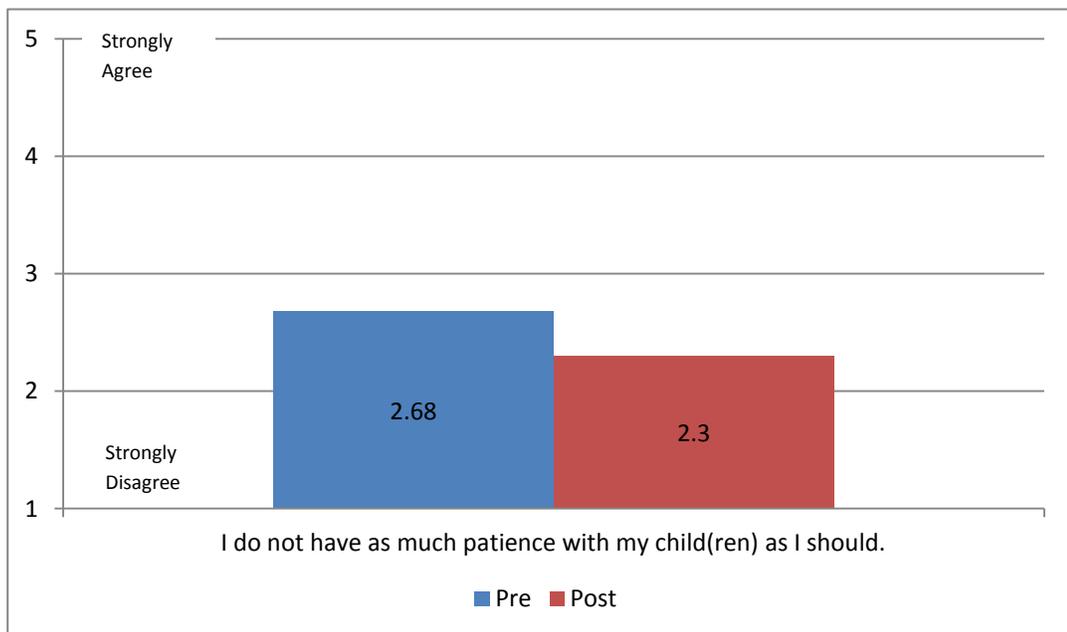
capture some of what was taught in the class. The pre- post-study design allows researchers to see if attitudes, behaviors, and knowledge change during the course of the workshop. Using this type of research design does not allow one to determine whether taking part in the parent education class *caused*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

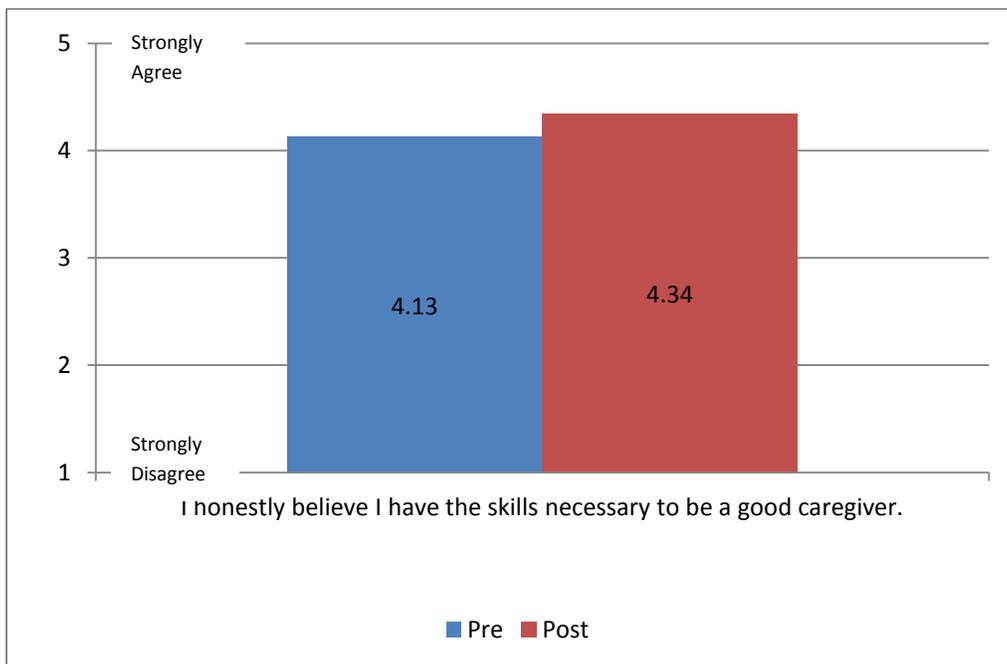
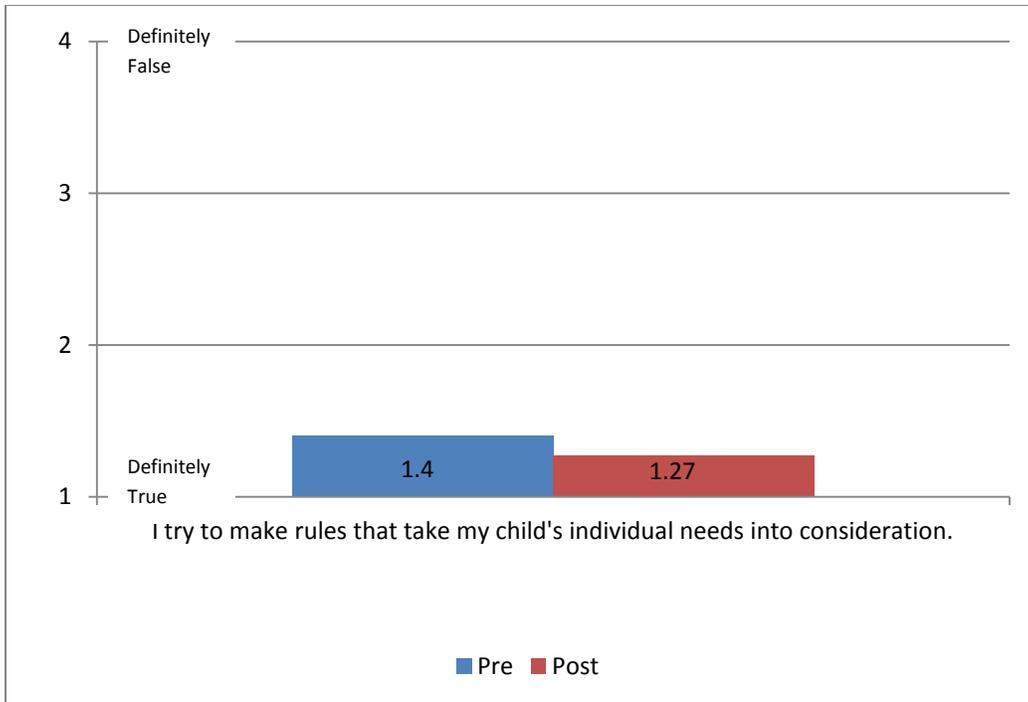
such changes could occur for other reasons outside of the workshop. However, it is possible that any significant pre-to-post changes in parenting attitudes, behaviors and knowledge that are observed may have resulted from taking part in the program.

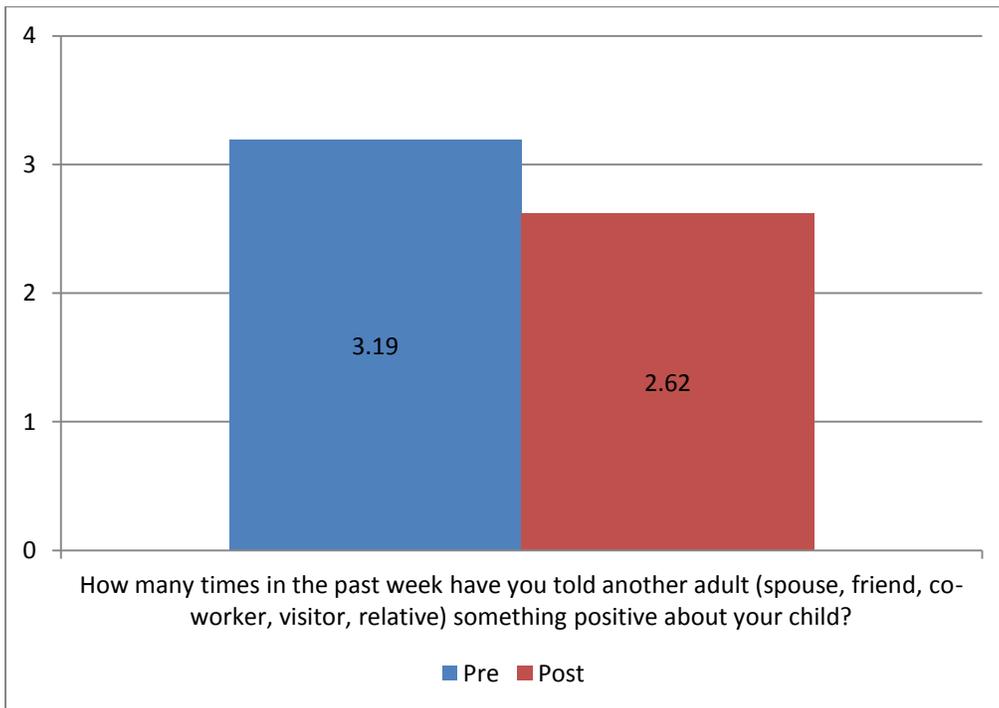
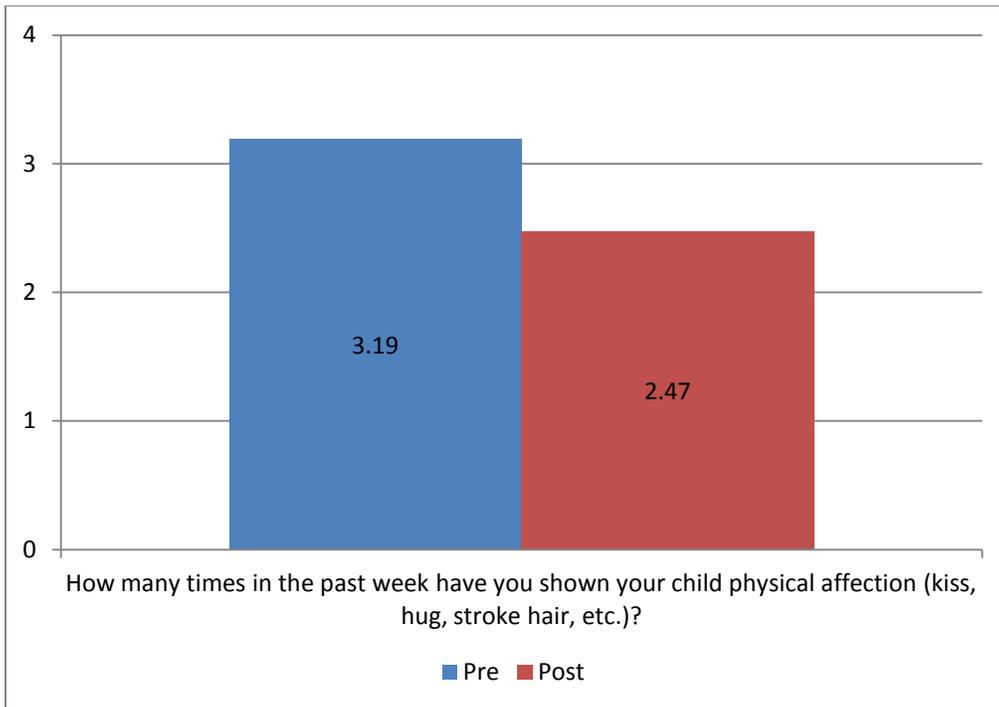
The following evaluation is based on information provided by 106 participants, who completed the Parenting Skills Workshop Series program and completed both a pre- and a post-test survey. Five of the ten measures tested showed significant improvements from the pre- to the post-test. Specifically, participants of parent education classes in the Parenting Skills Workshop Series program reported increased patience with their child, increased confidence

in making rules which take their child's need into consideration, increased confidence that they have the skills necessary to be a good caregiver, and an increased amount in physical affection given to their child.

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% sure 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 five out of ten measures of parenting attitudes, behaviors and knowledge improved significantly from the pre- to the post-

test, highlighting areas in which Parenting Skills Workshop Series parent education program has had a positive impact on participants.

**Visit the *Parenting in Context* project at:**

<http://www.parenting.cit.cornell.edu>

*This work was supported by a joint research and extension program funded by Cornell University Agricultural Experiment Station (Hatch funds) and Cornell Cooperative Extension (Smith Lever funds) received from Cooperative State Research, Education, and Extension Service, U.S. Department of Agriculture. Any opinions, findings, conclusions, or recommendations expressed in this publication are those of the author(s) and do not necessarily reflect the view of the U.S. Department of Agriculture*

**Eliza Lathrop Cook is a Research Assistant in the Department of Policy Analysis and Management at Cornell University.**

**Rachel Dunifon is an Associate Professor in the Department of Policy Analysis and Management at Cornell University.**

**Kim Kopko is an Extension Associate in the Department of Policy Analysis and Management at Cornell University.**

© 2011 Cornell Cooperative Extension



**Cornell University**  
**College of Human Ecology**

Cornell University offers equal program  
and employment opportunities