



Outcomes of Participants in Cornell Cooperative Extension Parent Education Programs in Tompkins County 2019-2020

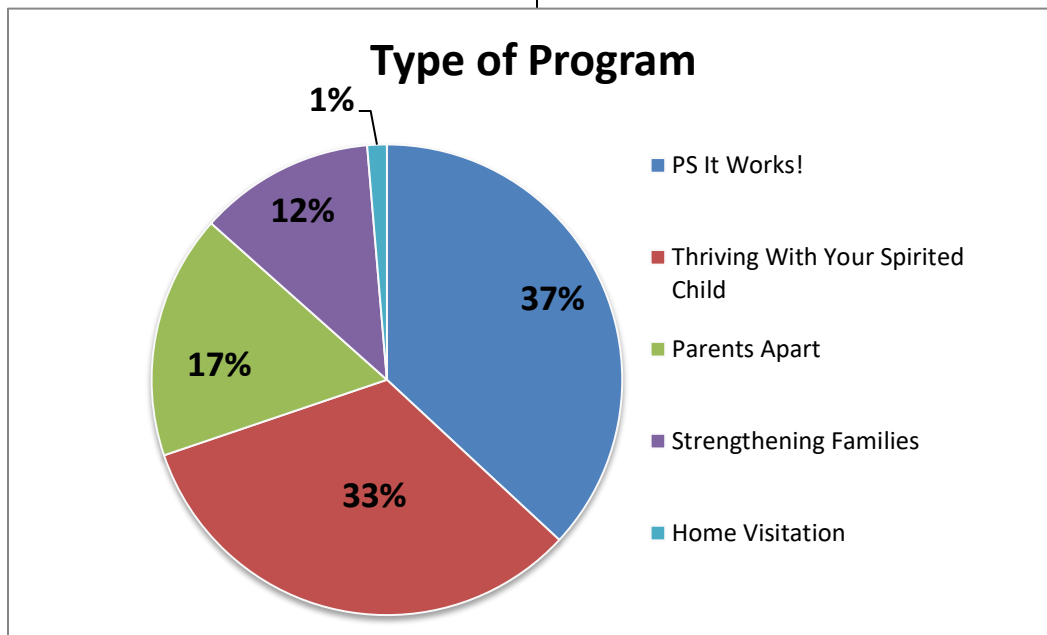
By Julia Chapman & Kimberly Kopko

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 report presents data collected from participants in Tompkins County CCE parent education programs from July 2019 to July 2020. Participants included parents and caregivers who participated in programs 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.

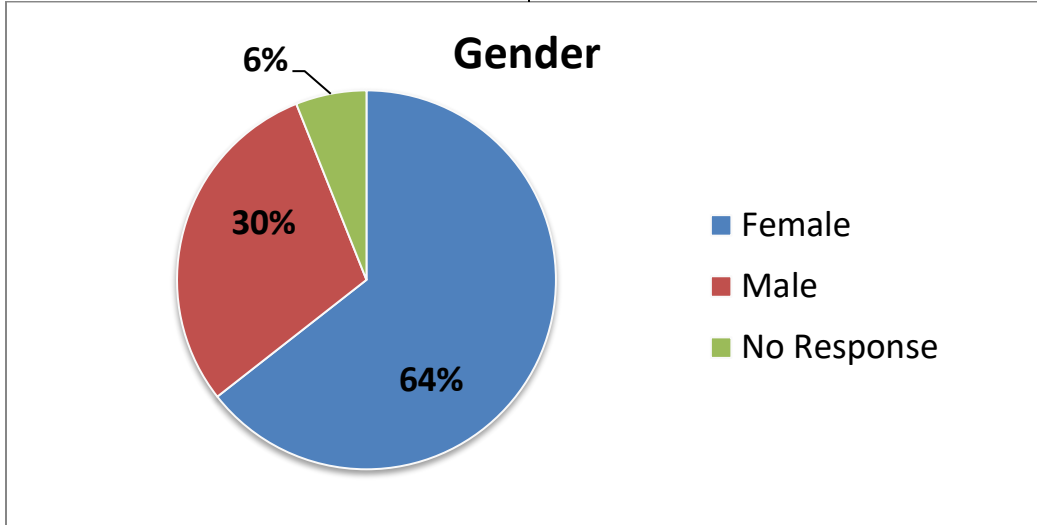
Demographics of Participants in Programs in Tompkins County, New York

A total of five programs were evaluated in Tompkins County, with the largest number of participants involved in the PS It Works! program (37%).



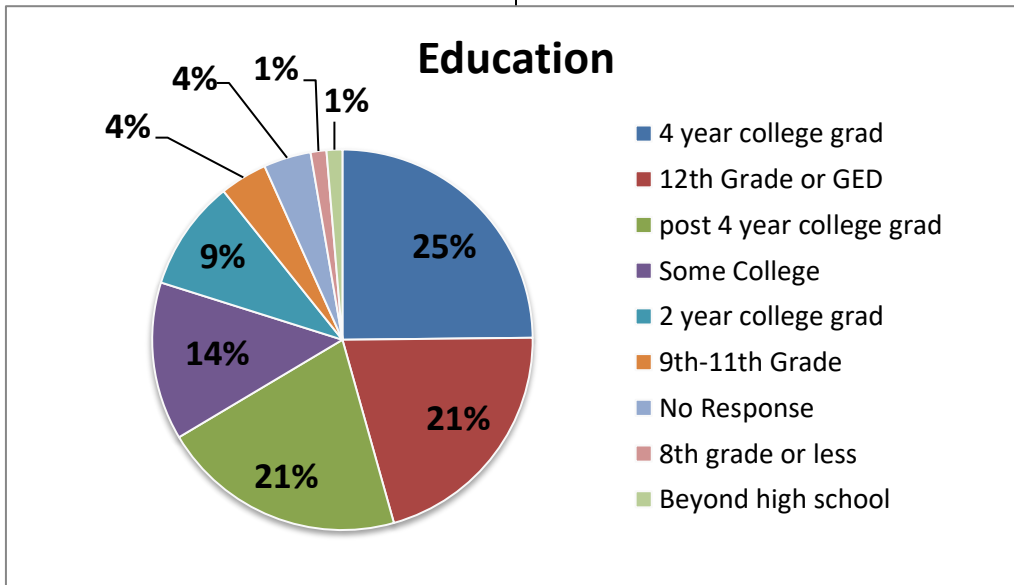
The following summaries use data from 149 participants who completed a pre-test survey given at the first session of their parent education class.

The majority of participants in the Tompkins County CCE parenting classes were female (64%).



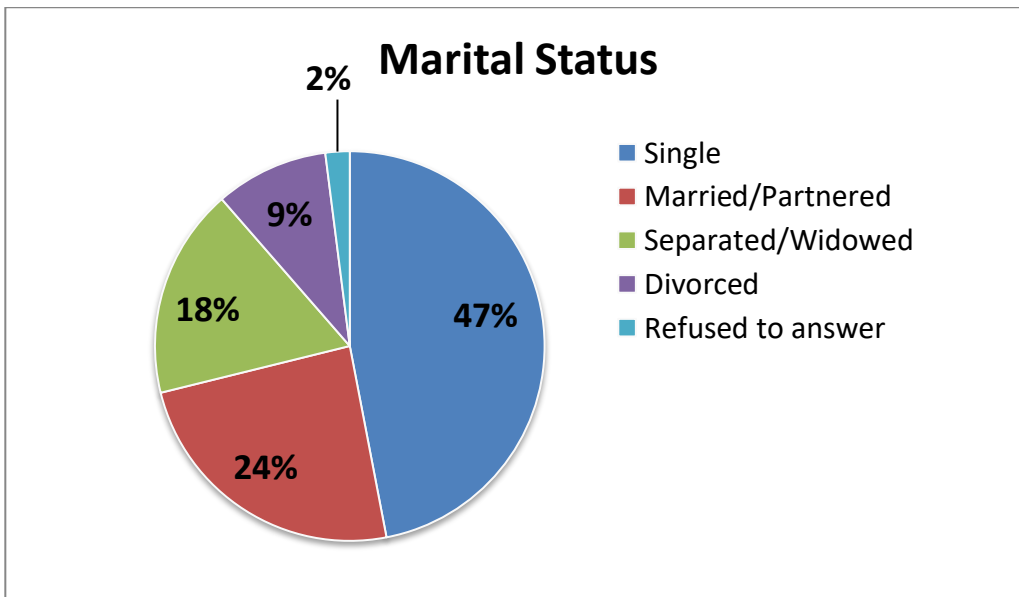
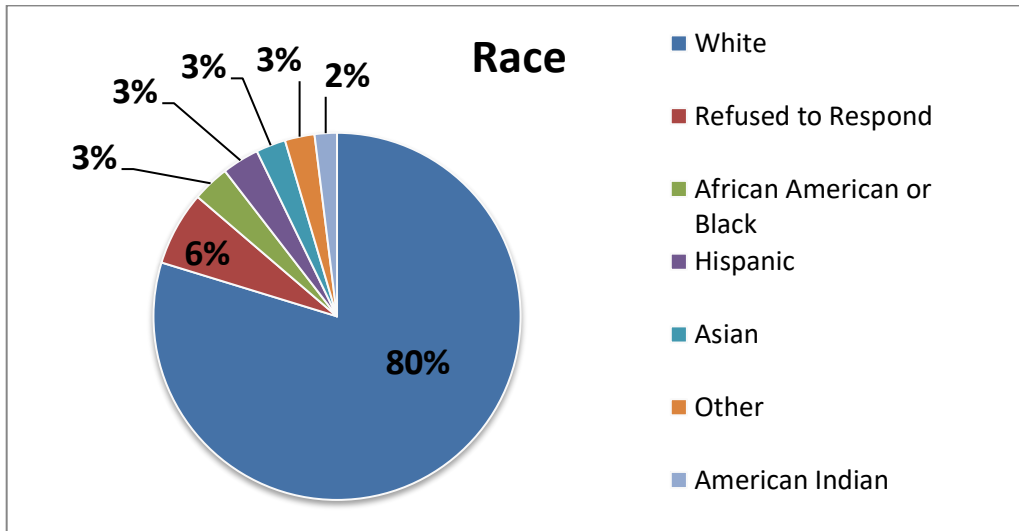
Educational attainment among the participants varied widely, with the greatest number of participants having graduated from a 4 year college (25%),

followed by those completing 12th grade or earning a GED and those having graduated from a post 4 year college education (each 21%).



The majority of the participants in Tompkins County CCE parent

education classes were White (80%) and 47% were single.



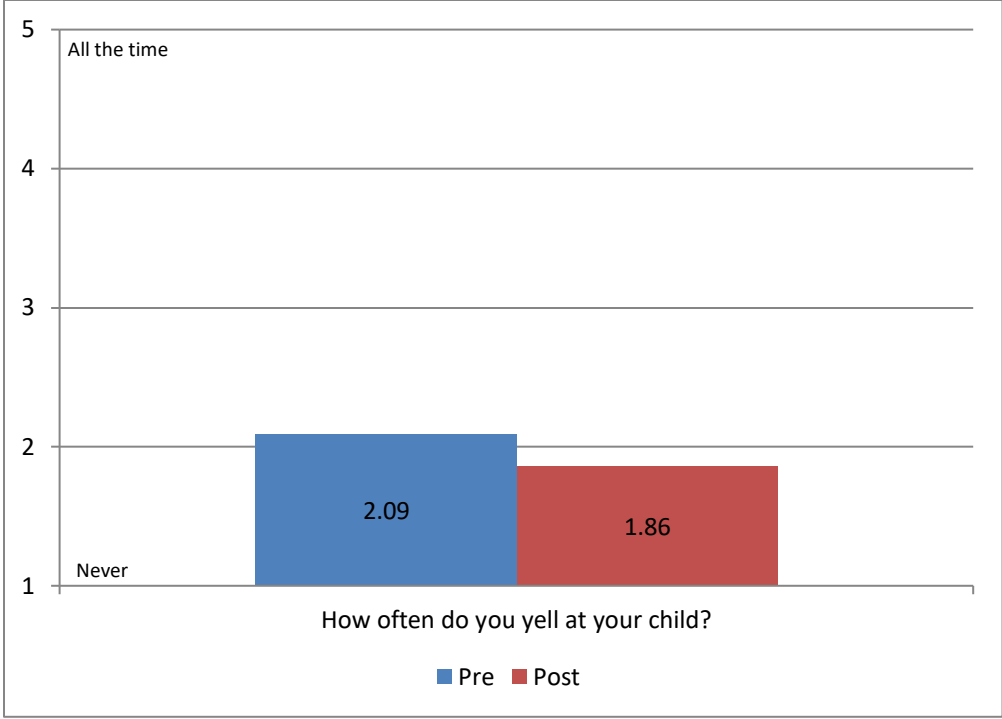
Pre-Post Survey Results

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 70 participants who completed their program and completed both a pre- and a post-test survey. Two of the ten measures tested showed significant improvements from the pre- to the post-test. Specifically, CCE parent education participants reported increases in confidence in making rules that take their child's individual needs into consideration and decreases in how often they yell at their child.

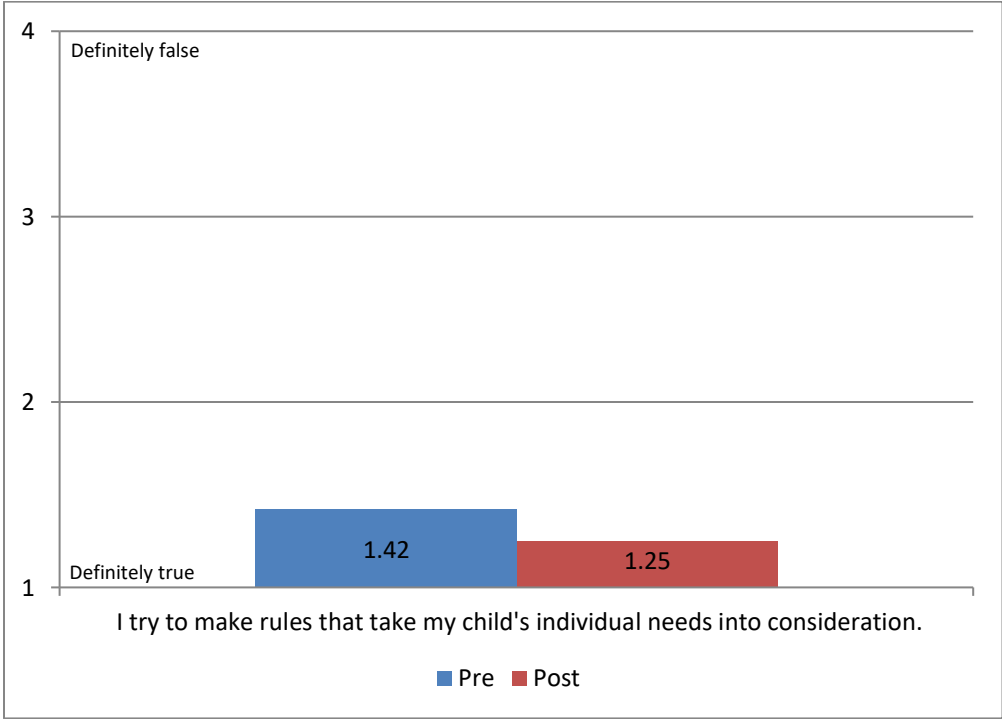
A p-value generated from a paired t-test was used as a statistical measure to determine whether a change in a given survey question between the pre- and post-test was significant. A p-value of .10 or less was considered statistically significant, and means that we can be 90% certain that the pre-to-post 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 at the 1% level.



In comparing participants' pre- and post-test survey results, the following

question showed statistically significant changes at the 5% level.



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

Visit the *Parenting Project* website at:

<https://www.human.cornell.edu/pam/engagement/parenting/home>

This work was supported by 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

Julia Chapman is the Extension Research Aide for *The Parenting Project: Healthy Children, Families, & Communities* in the Department of Policy Analysis and Management at Cornell University.

Kimberly Kopko is a Senior Extension Associate in the Department of Policy Analysis and Management at Cornell University and Director of *The Parenting Project: Healthy Children, Families, & Communities*.



Cornell University
College of Human Ecology

© 2020 Cornell Cooperative Extension
Cornell University offers equal program
and employment opportunities

