



Outcomes of Participants in Cornell Cooperative Extension Active Parenting Parent Education Program 2015-2016

By Eliza Lathrop Cook

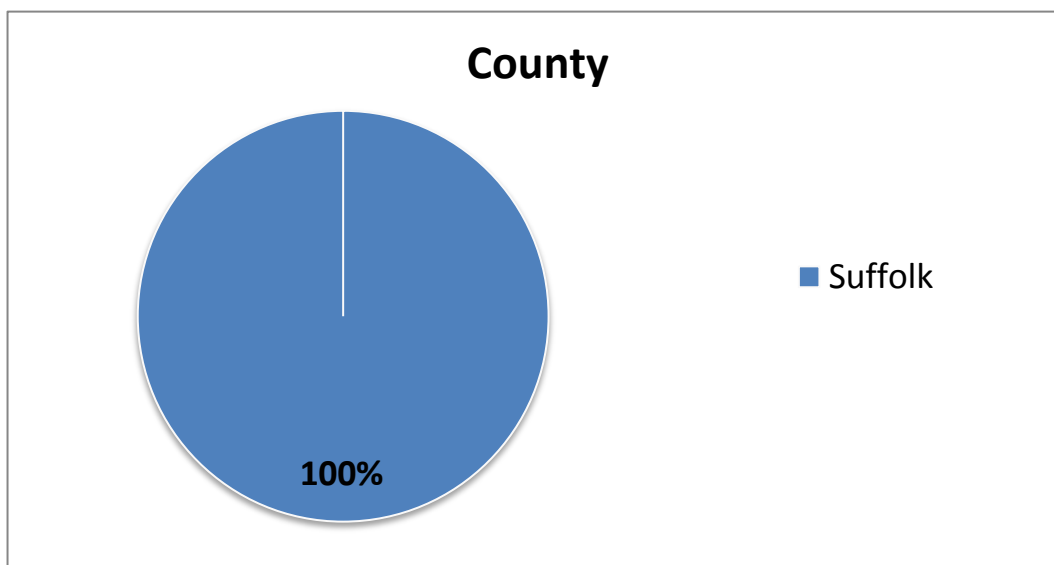
Cornell Cooperative Extension (CCE) offers a variety of programs for parents and caregivers. These programs reach a wide range of families and seek to promote positive parenting and, ultimately, healthy family and child development. This research brief presents data collected from participants in the Active Parenting program from July 2015 to July 2016. 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 attending Active Parenting

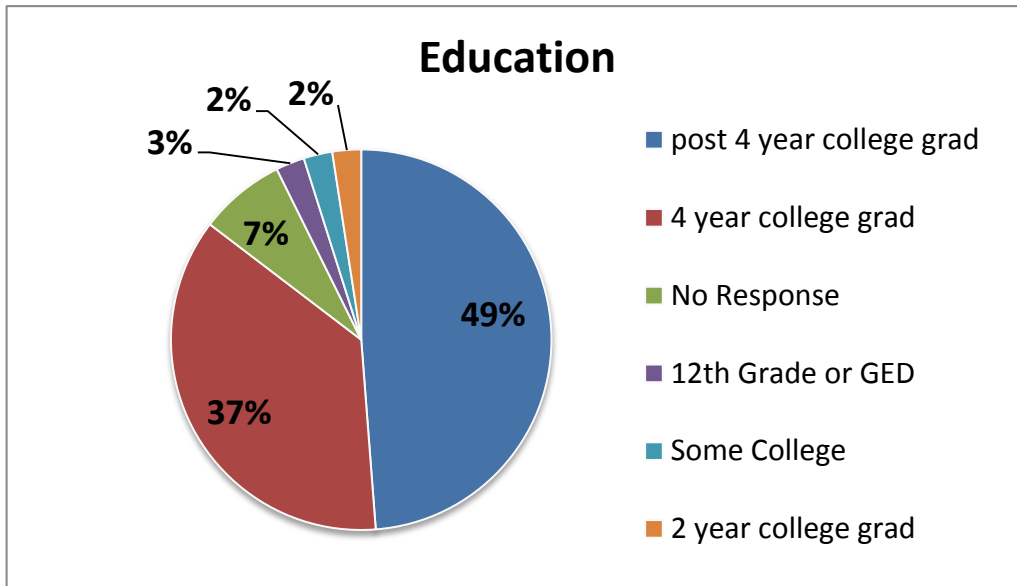
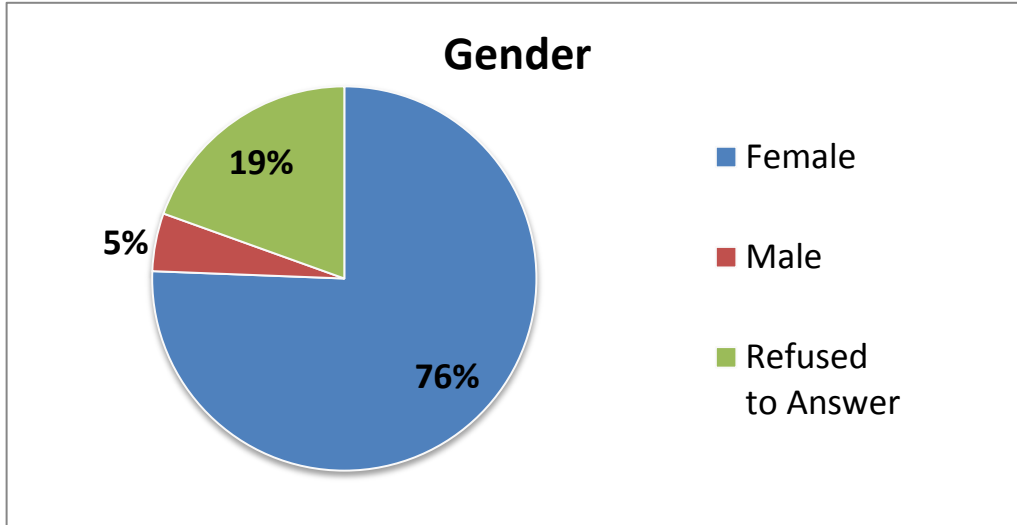
The following summaries use data from 41 participants who completed a pre-test survey given at the first session of their parent education class.

All of the participants in the Active Parenting program were from Suffolk County (100%). Seventy-six percent of the participants in the program were female. Educational attainment



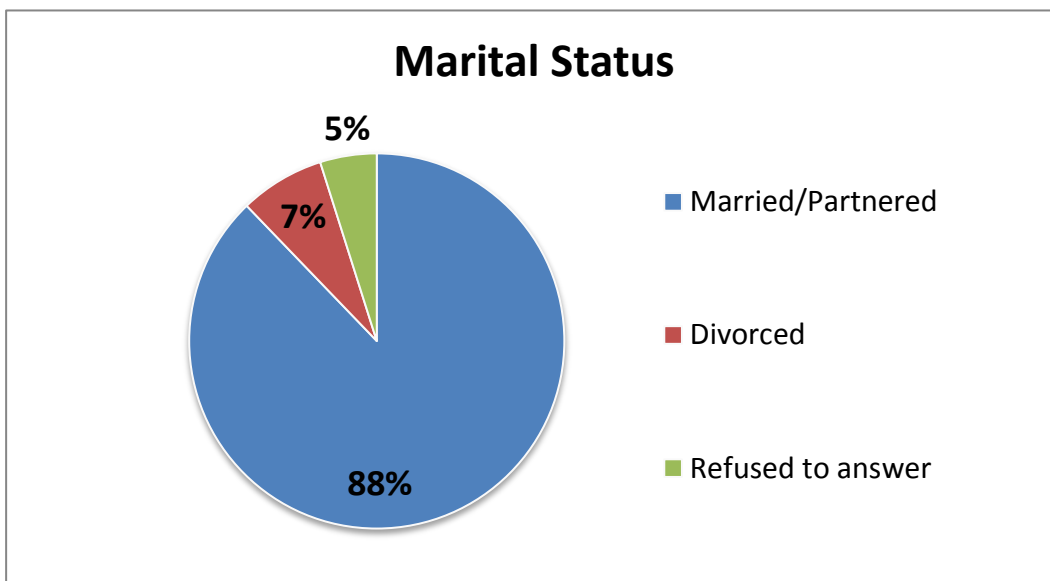
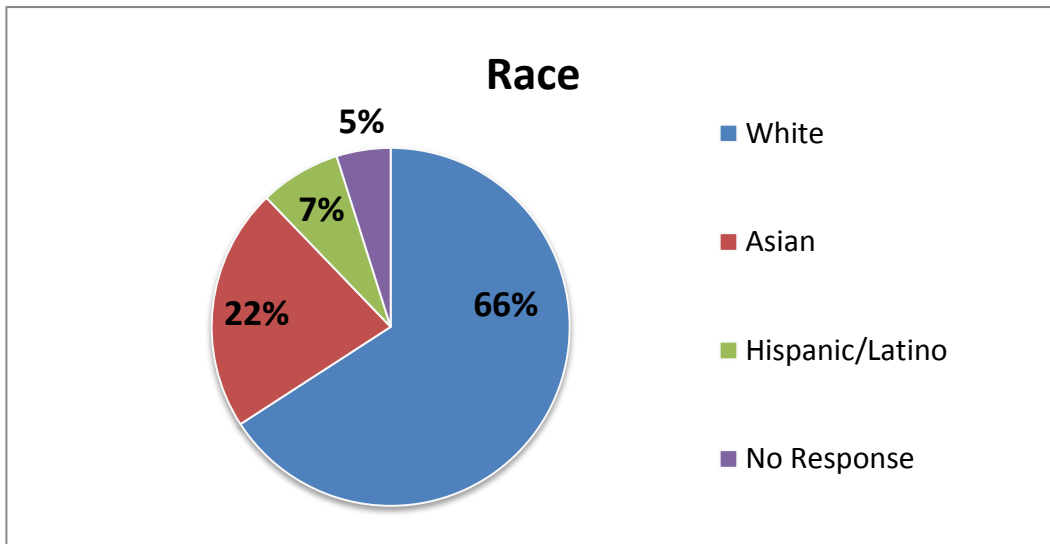
among participants varied widely, with the greatest number of participants having completed beyond

a 4- year college degree (49%), followed by those having completed a 4-year college degree (37%).



The majority of the participants in the Active Parenting parent education class were White (66%)

and the most common marital status was married or partnered (88%).



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

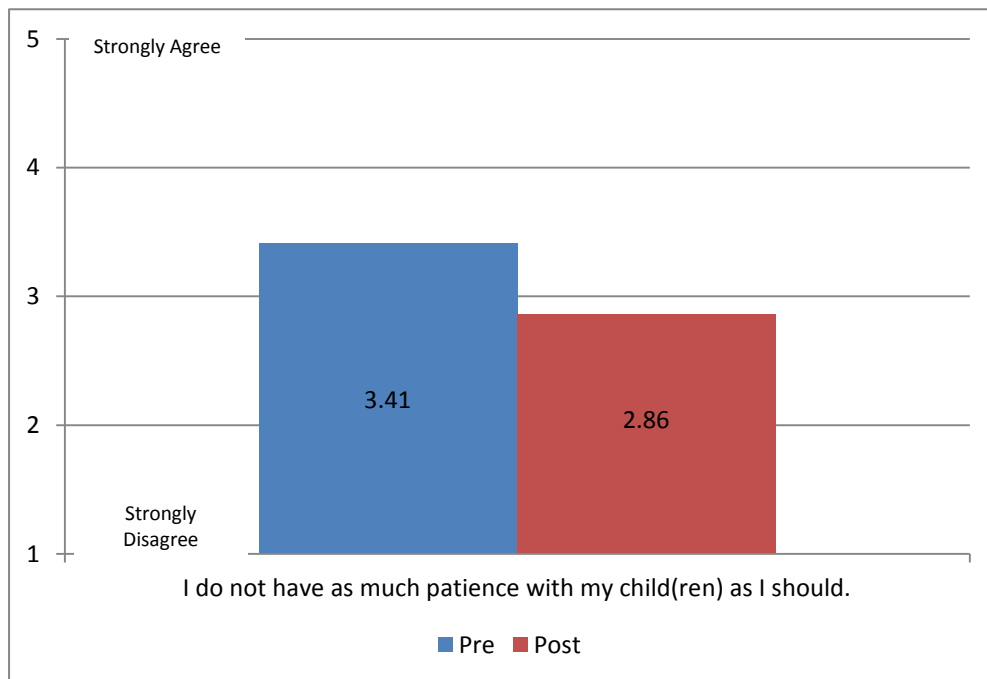
capture some of what was taught in the class. The pre- post-study design allows researchers to see if attitudes, behaviors, and knowledge change during the course of the workshop. Using this type of research design does not allow one to determine whether taking part in the parent education class *caused*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

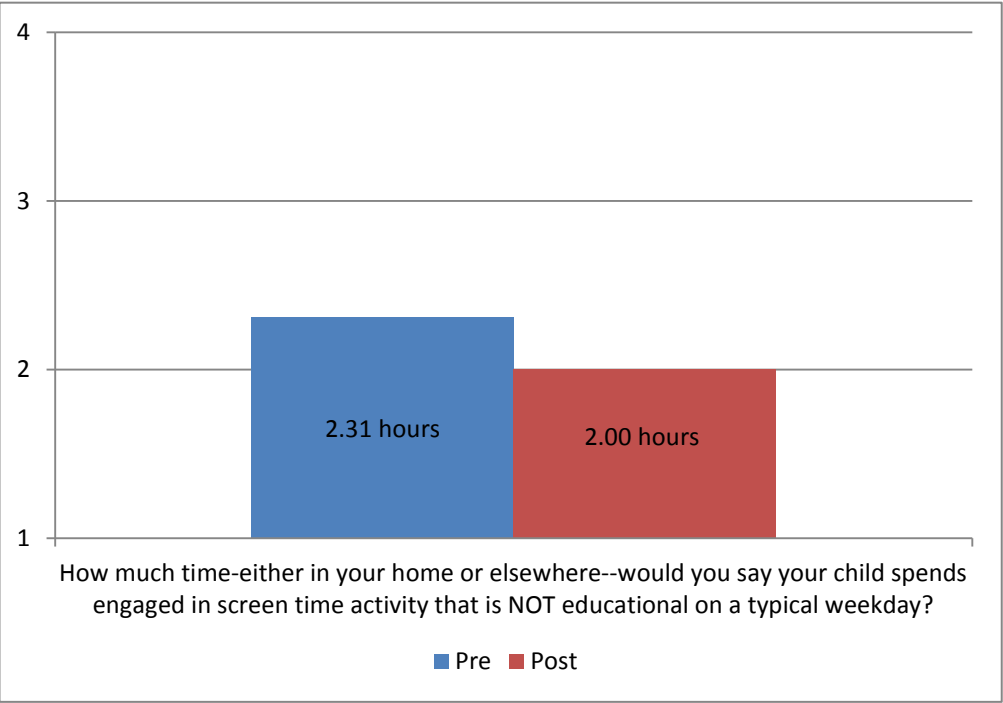
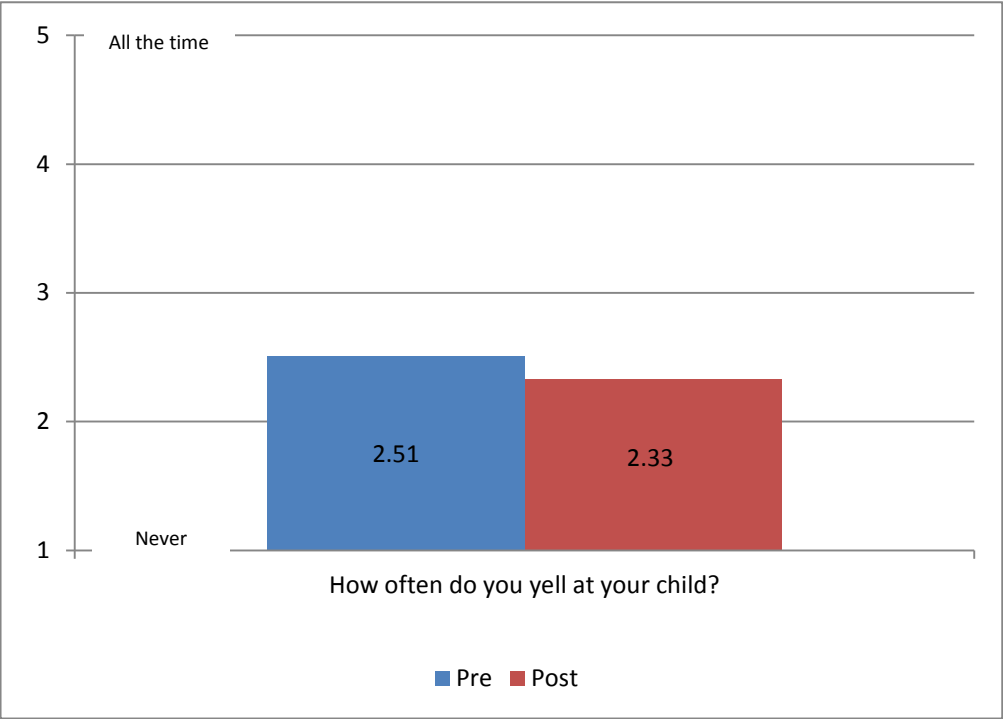
such changes could occur for other reasons outside of the workshop. However, it is possible that any significant pre-to-post changes in parenting attitudes, behaviors and knowledge that are observed may have resulted from taking part in the program.

The following evaluation is based on information provided by 21 participants who completed their program and completed both a pre- and a post-test survey. Three 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, decreases in how often they yell at their child, 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 three out of ten measures of parenting attitudes, behaviors and knowledge improved significantly from the pre- to the

post-test, highlighting areas in which the Active Parenting 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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