

*National Parent Leadership Training Institute  
PLTI Pre-Post Survey Results, 2015-2016*

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Appendix: Suggestions for Improvement and Additional Comments about PLTI

## 2015-2016 National PLTI Overview Analysis of Pre-Post Participant Surveys

RMC Research Corporation analyzed the 2015-2016 pre-post matched survey data from a total of 388 PLTI parent leaders who completed the family civics leadership training. Matched pair surveys came from classes in 28 sites in 10 states: Connecticut (9 sites), CO (5 sites), New York (4 sites), CA (2 sites), FL (2 sites), WY (2 sites), and one site each from HI, LA, RI, and VA.

The findings from the analysis of 2015-2016 survey data from National PLTI are in general consistent with results reported in previous years from the national PLTI program starting in 2012-2013. Across the National PLTI sites, data from 388 matched pre-post surveys show that:

- The National PLTI continues to be effective at attracting, enrolling and graduating parents from diverse racial/ethnic backgrounds, educational attainment and income levels (Charts 1, 2 and 3):
- Twenty-nine percent (29%) of parent leaders were Hispanic/Latino, 32% were Black/African American, 28% were White, and 6% were Asian/Pacific Islander.
- Notable differences were in the percent of Black/African Americans who attended PLTI in 2015-2016, showing an increase of 6%, from 26% in 2014-2015, in the percent of Hispanic/Latinos, increasing from 24% in 2014-2015 to 29% in 2015-2016, and in the percent of Asian Americans, increasing from 4% in 2014-2015 to 6% in 2015-2016.
- Over half (52%) of the parent leaders reported they had a bachelor's or an advanced degree, a slight increase of 5% from the previous year. One out of three (33%) parent leaders reported that they had less than high school education or had a high school diploma/GED, comparable with the previous year (32%).
- The National PLTI drew parent leaders who reported annual household incomes representing a broad spectrum of social economic backgrounds. Fifty percent (50%) reported incomes of less than \$40,000, an increase of 10% from 2014-2015. On the other hand, 27% of the parent leaders reported earnings of over \$85,000, an increase of 7% from the previous year.
- These results from 2015-2016 national data support that the PLTI model is successful in recruiting, engaging and graduating parent leaders from diverse backgrounds. This finding is significant because it demonstrates that the parent leaders' diversity in Connecticut's PLTI sites is not an artifact of one small state, but is achieved by PLTI sites across the nation.

In comparing the pre-surveys with the post-surveys collected at the close of the leadership training, the data indicate that PLTI parent leaders:

- Showed a greater understanding of how state and local governments work, most notably in how state budgets are made (Chart 6), an increase of 69% from pre- to post-survey, similar to the previous year (an increase of 68%);
- Reported more frequent use of *civic skills* such as consensus building skills, and community organizing skills (Chart 7). Similar to 2014-15, the greatest increase was observed in the use of consensus building skills in 2015-16, from "yearly" to "monthly";
- Reported more frequent participation in *civic activities* such as advocating for meaningful community issues or policies, developing programs to address community issues, and assessing community strengths (Chart 7). The most noteworthy change was in advocating for an issue or public policy; this finding was consistent with findings from previous years (2012-2013, 2013-2014, and 2014-2015);

- Perceived a greater sense of self-confidence to influence change and to understand and navigate community systems (Chart 8). Similar to previous years, in 2015-16, the greatest pre-post change occurred in parent leaders' understanding of how community systems are organized. Ratings changed from little or no understanding of the configuration of community systems to understanding these systems nearly "most of the time";
- Reported an increase in involvement in public activities including speaking or presenting at community meetings and contacting local officials (Chart 9). The largest gains were seen in the percent of parent leaders in 2015-16 who reported to have attended (24%) or spoken/presented (23%) at community meetings; and
- Showed an increase of 5% in the percent of parent leaders who reported to have voted, from 70% before attending PLTI to 75% after attending. However, this is a decrease from 2014-2015, which witnessed an increase of 18% in the percent of parent leaders who reported to have voted, from 64% before PLTI training to 82% after PLTI training.

**National PLTI 2015-2016 Pre-Post Survey Results**  
**All Sites (n=388 parent leaders, 28 sites from 10 states)**

**Characteristics of Respondents**

**Table 1. Characteristics of Responding Parent Leaders**

	<b>Number</b>
<b>Average Age (n=381)</b>	42 years
<b>Gender (n=385)</b>	
Male	16% (62)
Female	84% (323)
<b>Employment Situation (n=446)</b>	
Employed for pay full-time	46% (177)
Employed for pay part-time	19% (73)
Seasonal or occasional employment for pay	5% (18)
Recently (last 12 months) unemployed or laid off	4% (15)
Unemployed or laid off over one year ago	4% (17)
I do not work outside the home	14% (55)
Other: In school, on disability or medical, retired, volunteering, etc.	8% (30)
<b>Marital Status (n=386)</b>	
Domestic Partnership	4% (14)
Married	55% (212)
Separated or Divorced	19% (74)
Single (Never Married)	21% (81)
Widowed	1% (5)
<b>Average Weekly Hours of Volunteer Work</b>	
Pre-Survey (n=244)	6.29 hours
Post-Survey (n=333)	7.98 hours

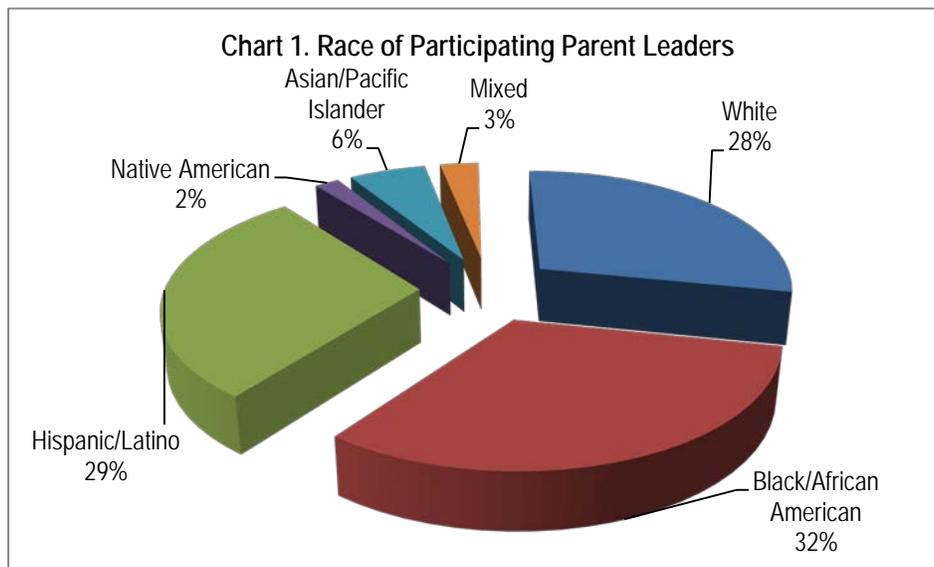


Chart 1 reads: The highest percent (32%) of PLTI’s participating parent leaders in 2015-16 were Black/African American, followed by 29% who were Hispanic/Latino and 28% who were White.

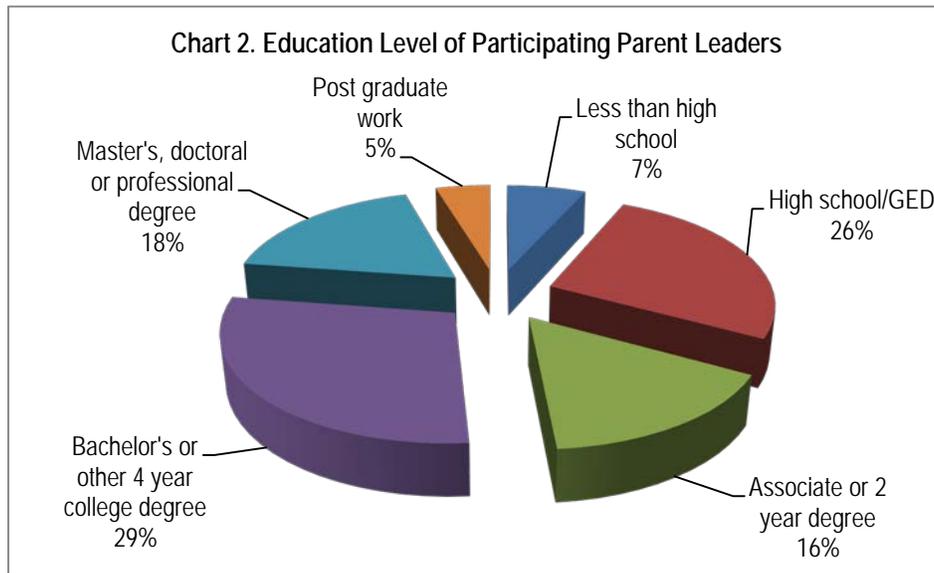


Chart 2 reads: Twenty-nine percent (29%) of National PLTI's parent leaders enrolled in 2015-2016 reported obtaining a bachelor's or other 4-year college degree, followed by 26% who reported a high school/GED as their highest level of education.

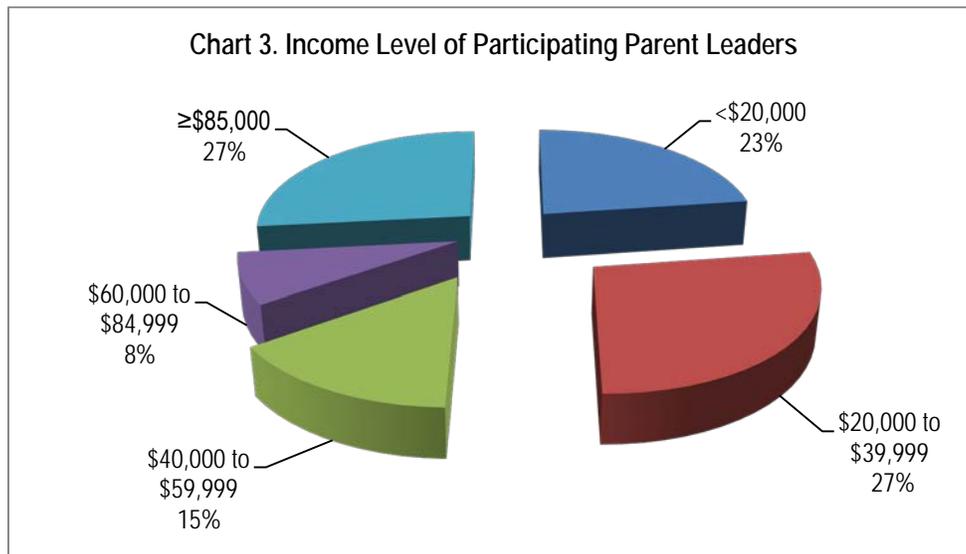
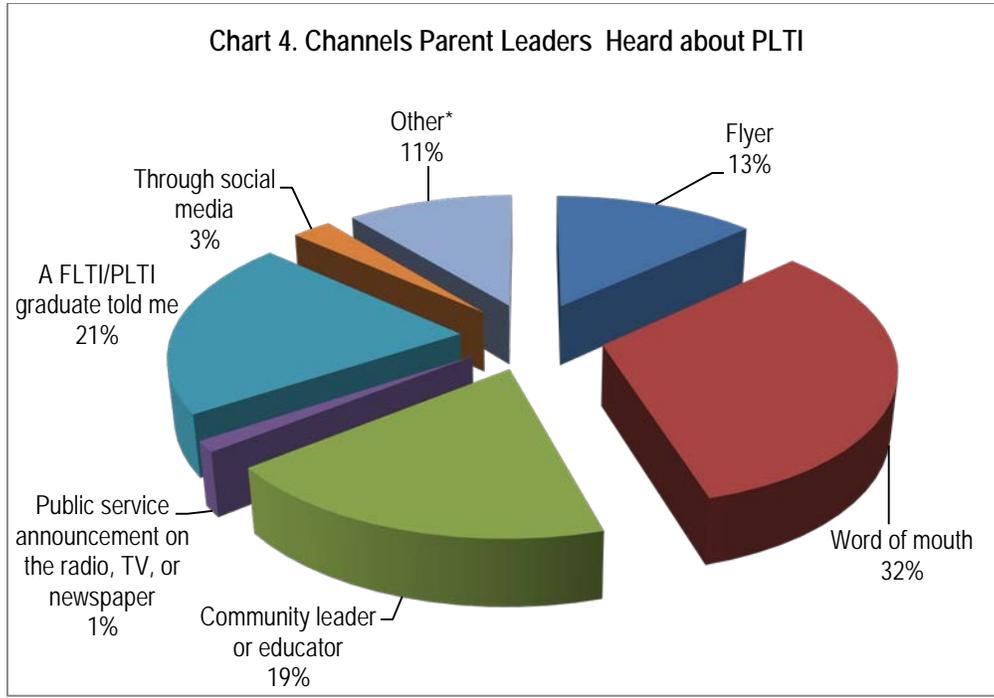


Chart 3 reads: Twenty-seven percent (27%) of National PLTI's parent leaders enrolled in 2015-2016 reported an annual household income between \$20,000 - \$39,999, or \$85,000 or above. Twenty-three percent (23%) reported an income of less than \$20,000.

**Participation in the PLTI Program**

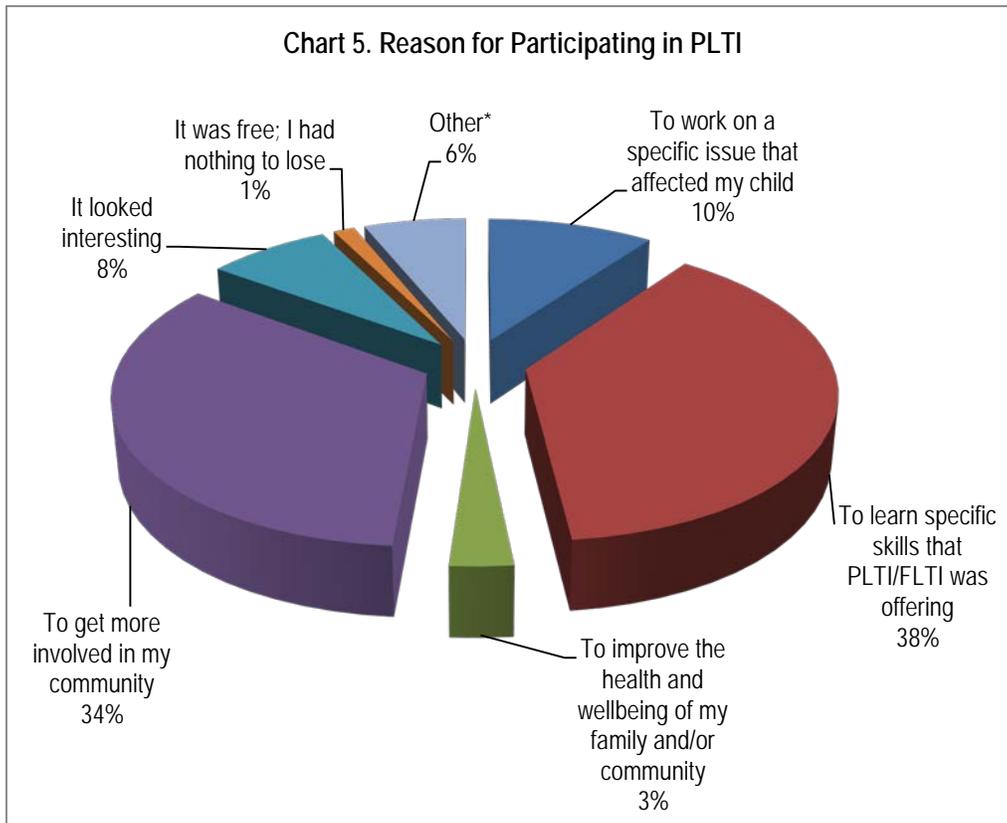
**Channels parent leaders heard about PLTI.** Parent leaders were asked to select from a list how they learned about the PLTI program. Respondents could choose one response only.



\*Various websites; community organizations; children's school/PTA; email; etc.

Chart 4 reads: National PLTI's parent leaders in 2015-2016 heard about PLTI/FLTI from various channels with 72% hearing from word of mouth, including 21% learning from a FLTI/PLTI graduate and 19% hearing from a community leader or educator.

**Reasons for participation.** Parent leaders were asked to select from a list the primary reason for participating in the PLTI program.



\*Primarily more than one of the listed reasons; required for work; etc.

Chart 5 reads: The highest percent (38%) of National PLTI's parent leaders participated in 2015-2016 because they wanted to learn specific skills that PLTI/FLTI was offering, and 34% wanted to become more involved in their community.

**Parent ratings of knowledge and use of skills.** Parent leaders were asked to rate statements about their beliefs and knowledge in areas of civic engagement and personal empowerment, including use of certain skills.

First, respondents were asked, by indicating yes or no, about their **knowledge of local government and policy**. Chart 6 below shows the percent of “Yes” responses at pre-survey and post-survey.

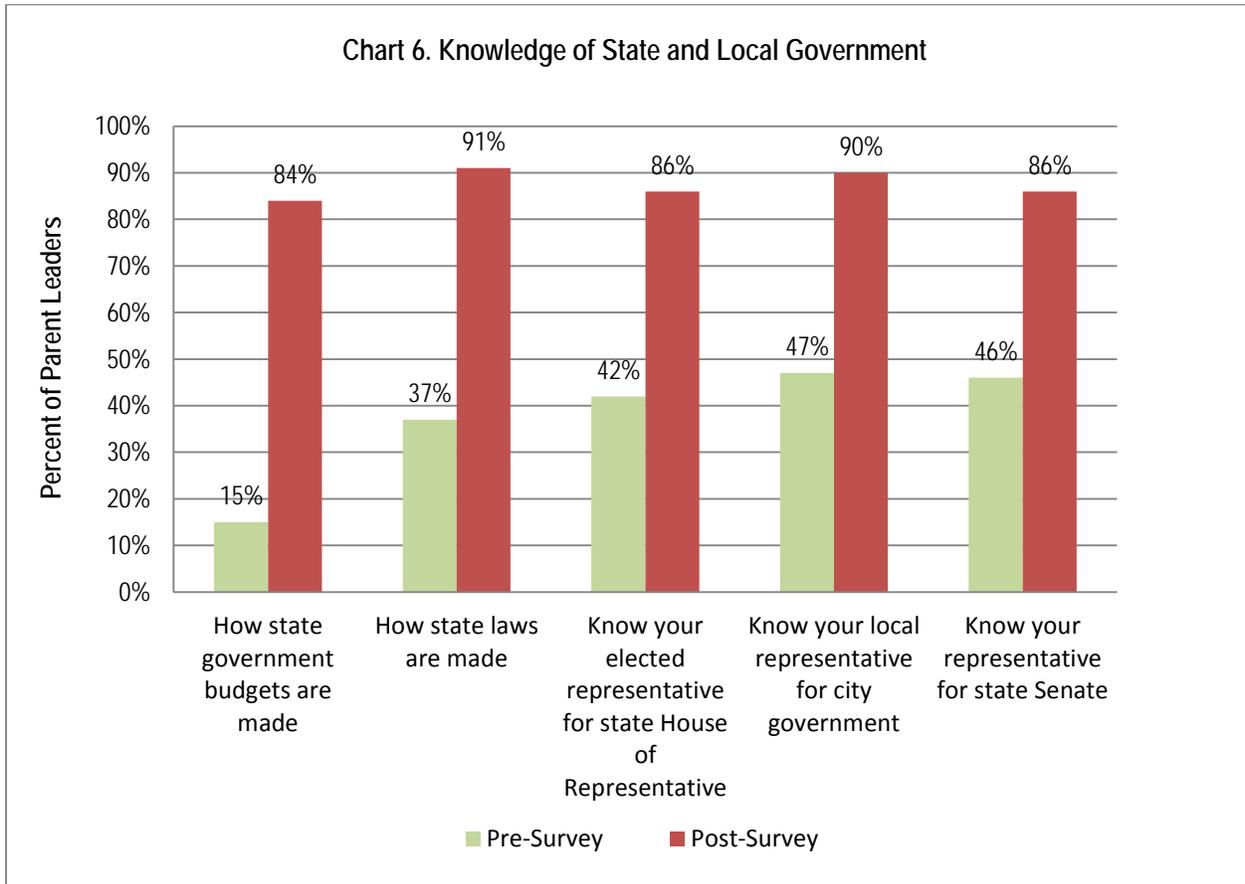


Chart 6 reads: Before participating in PLTI/FLTI, less than 50% of PLTI’s parent leaders enrolled in 2015-2016 understood how government budgets or state laws are made, or who represented them in state and local government. After the PLTI training, 84%-91% of parent leaders reported knowledge of these processes.

Parent leaders were asked to rate how often they used various **civic skills or participated in various civic activities**, on a scale of 1-7 (1 = I don't know what this is, 2 = I don't know how, 3 = Never, 4 = Yearly, 5 = Monthly, 6 = Weekly, 7 = Daily). Mean ratings of skills and activities at pre-survey and post-survey are presented in Chart 7 below for items that demonstrate substantial changes.

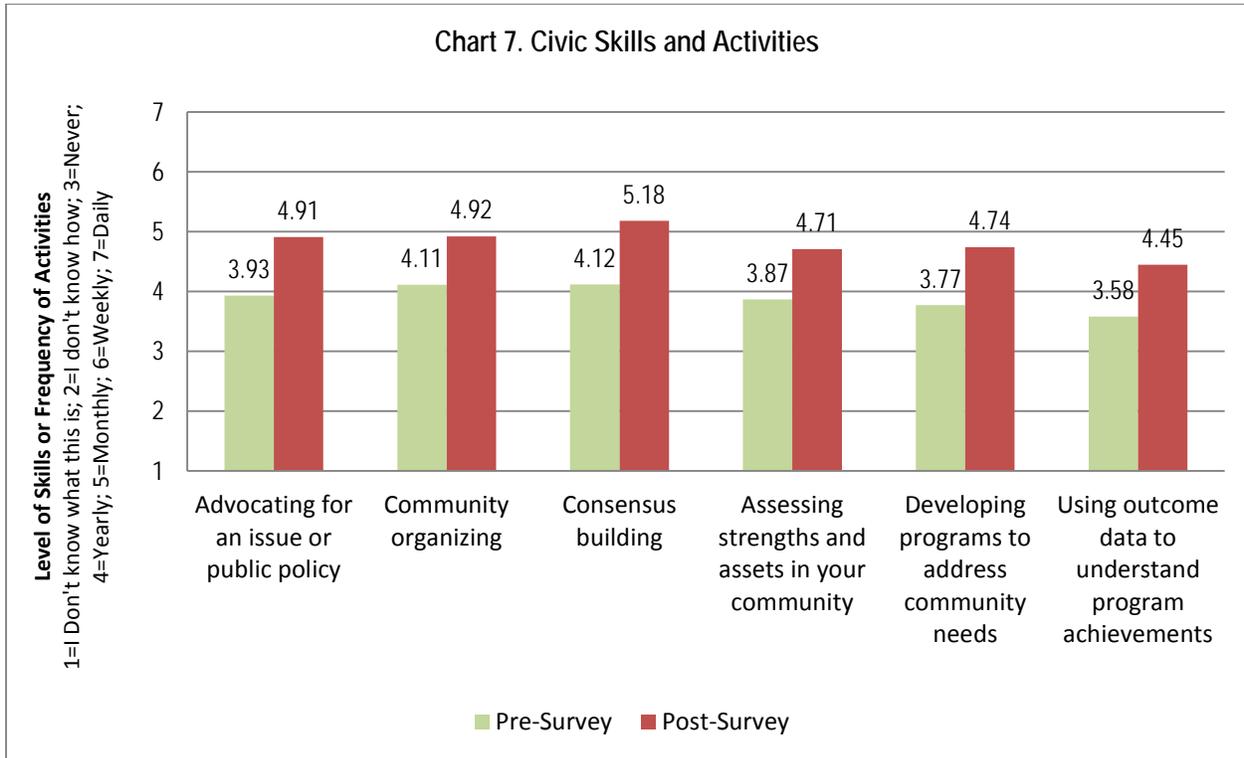


Chart 7 reads: After attending PLTI/FLTI, parent leaders reported the greatest increases in how often they used consensus building skills, advocated for policy issues, or developed programs to address community needs. Parent leaders' use of these skills changed from "yearly" to "monthly."

Parent leaders rated their **understanding of community systems and their confidence to influence change** in their community by rating a set of statements using a scale of 1-4 (1 = None of the time, 2 = Some of the time, 3 = Most of the time, 4 = All of the time). They had the option of selecting “not applicable” if a statement did not apply to their situation. Mean ratings of community knowledge and empowerment at pre-survey and post-survey are presented in Chart 8 below for items that demonstrate substantial changes.

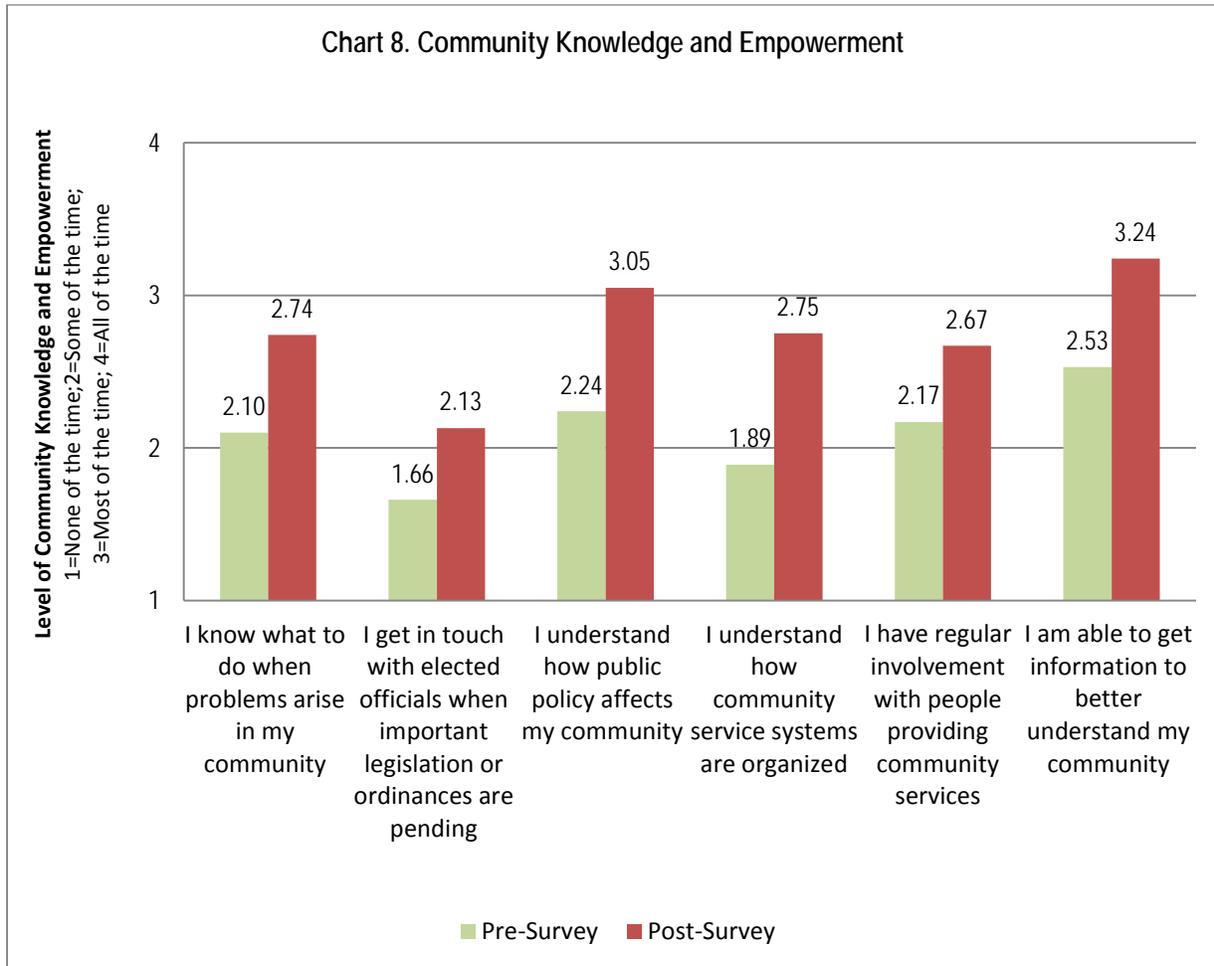


Chart 8 reads: Parent leaders showed the greatest changes in their understanding of how community service systems are organized and how public policy affects their community. After attending PLTI/FLTI, parent leaders indicated they understood these community systems “most of the time” compared to “never” before the training.

Lastly, parent leaders were asked, by indicating yes or no, to rate their experiences in various **civic activities**. The percent of parent leaders who indicated that they participated in civic activities at pre-survey and post-survey was compared. Chart 9 presents the percent of parent leaders who indicated “yes” on pre-survey and post-survey.

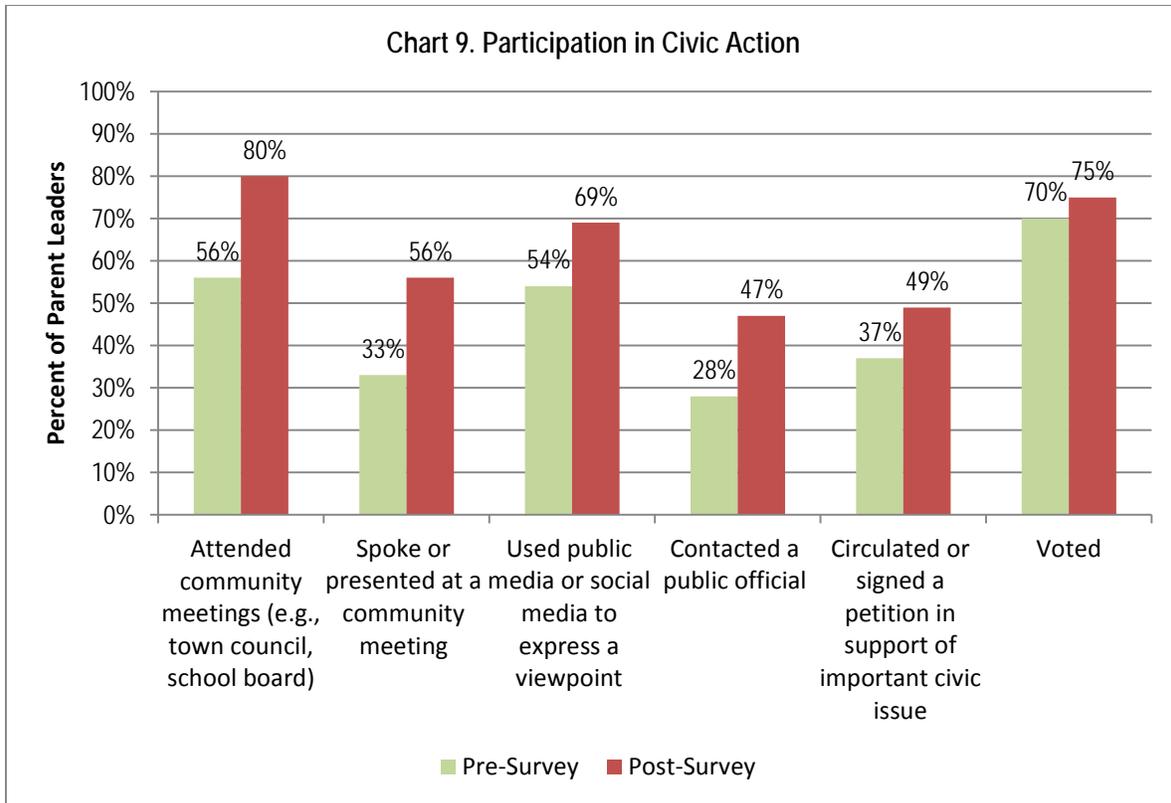


Chart 9 reads: Before the PLTI training, 28% - 37% of the parent leaders reported that they had contacted a public official, spoke or presented at a community meeting, or circulated a petition supporting an important issue. After completing the training, 47% - 56% of the parent leaders reported involvement in these activities.