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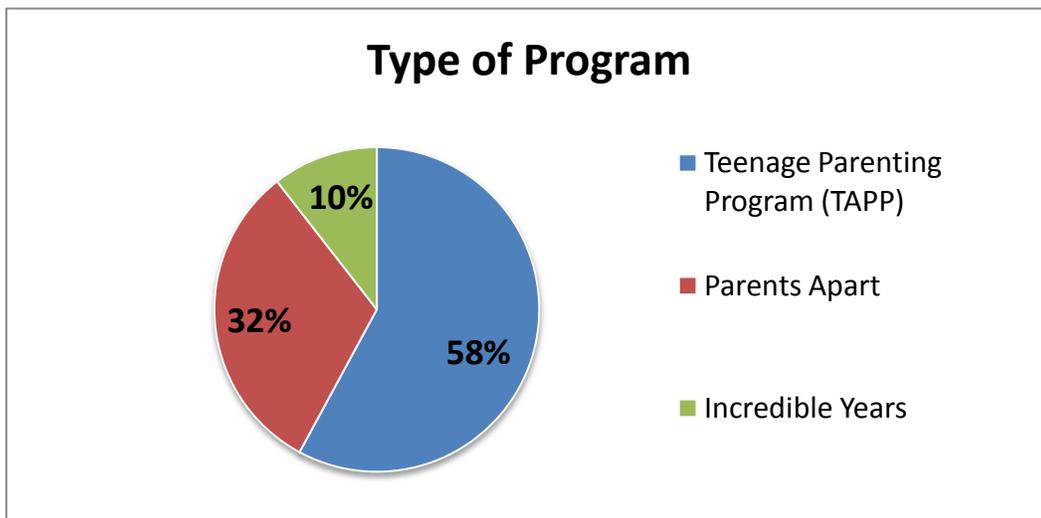
Outcomes of Participants in Cornell Cooperative Extension Parent Education Programs in Cortland County

Cornell Cooperative Extension (CCE) of Cortland 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 research brief presents data collected from participants in Cortland County CCE parent education programs 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) and was gathered

from those parents and caregivers taking part in programs that comprised at least six hours of content delivery. Results of the analysis of these data are shown below.

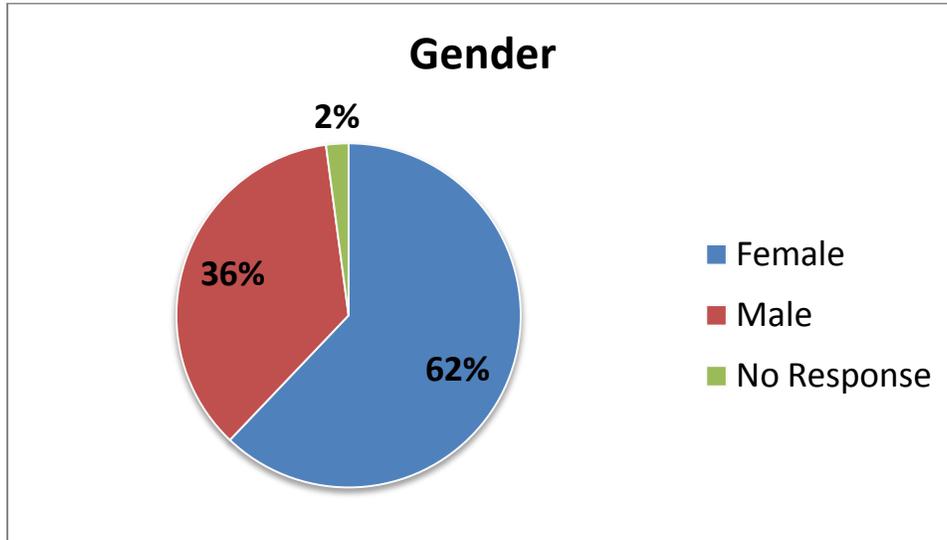
Demographics of Participants in Programs in Cortland County, New York

A total of three programs were evaluated in Cortland County, with the largest number of participants involved in the Teenage Parenting Program (58%).



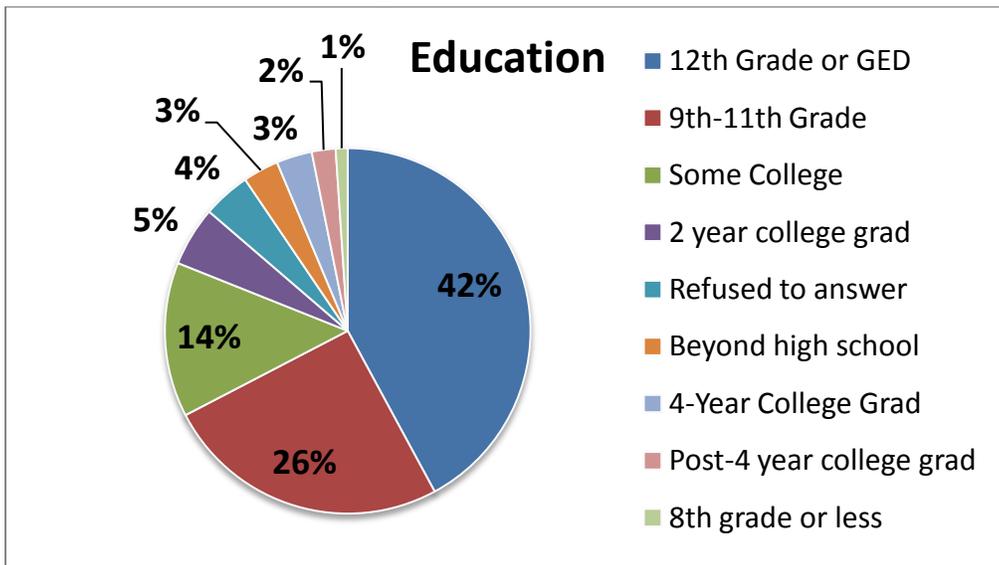
The following summaries use data from 95 participants who completed a pre-test survey given at the first session of their parent education class.

The majority of participants in the Cortland County CCE parenting classes were females (62%).



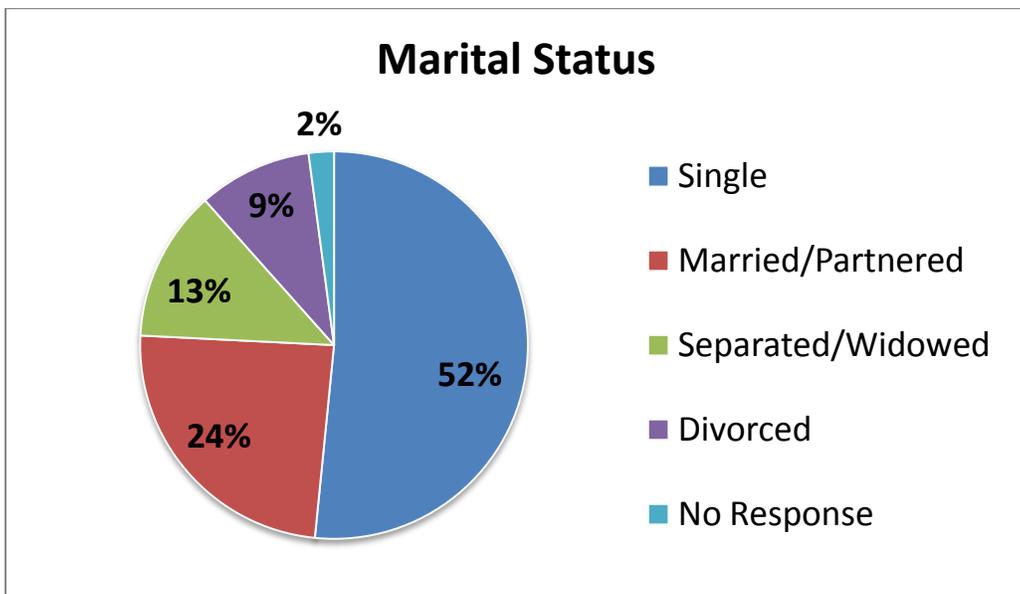
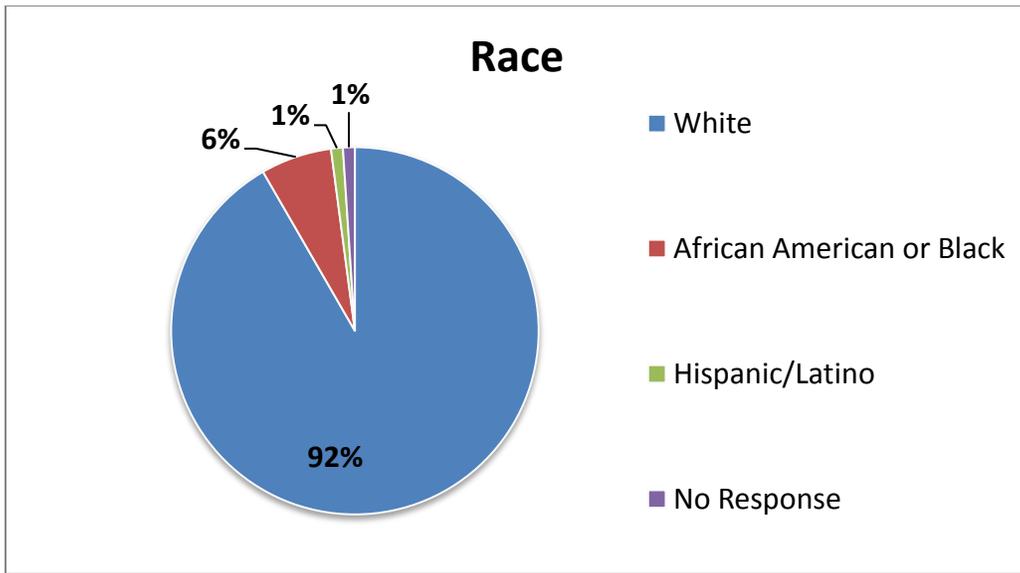
Educational attainment among the participants varied widely, with the greatest number of participants having finished their education at 12th grade

or a GED (42%), followed by those who completed between 9th and 11th grade (26%).



The majority of the participants in Cortland County CCE parent

education classes were white (92%) and 52% were single.



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 eight 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 87 participants, who completed their program and completed both a pre- and a post-test survey. None of the eight measures tested showed significant improvements from the pre- to the post-test at our stringent level of p-value of .10 or less.

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.

Although none of the eight measures were considered significant at a p-value of .10 or less, one measure exhibited results that nearly reached our rigorous cut-off. Specifically, participants of parent education classes in CCE of Cortland County reported increased feelings of support.

Visit the *Parenting in Context* project at:

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

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