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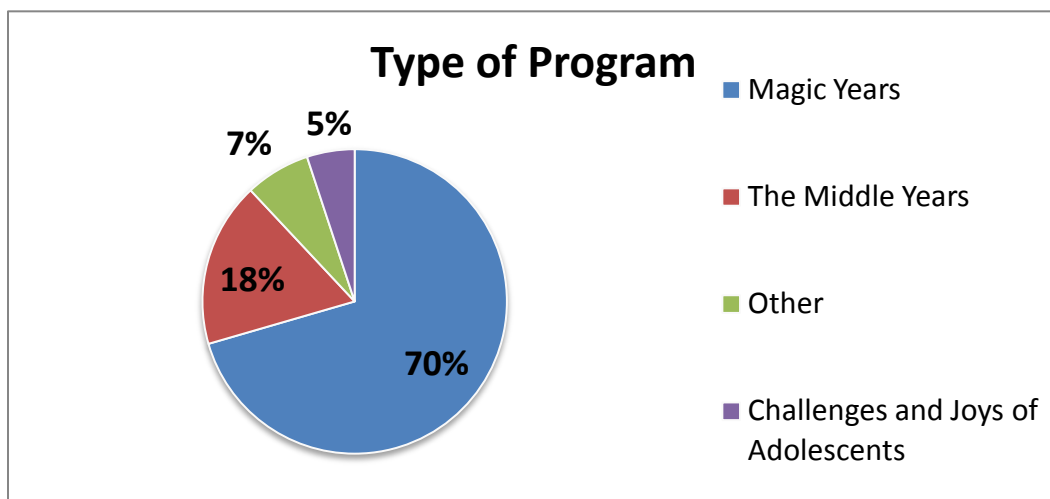
Outcomes of Participants in Cornell Cooperative Extension Parent Education Programs in Jefferson County

Cornell Cooperative Extension (CCE) of Jefferson 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 Jefferson 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.

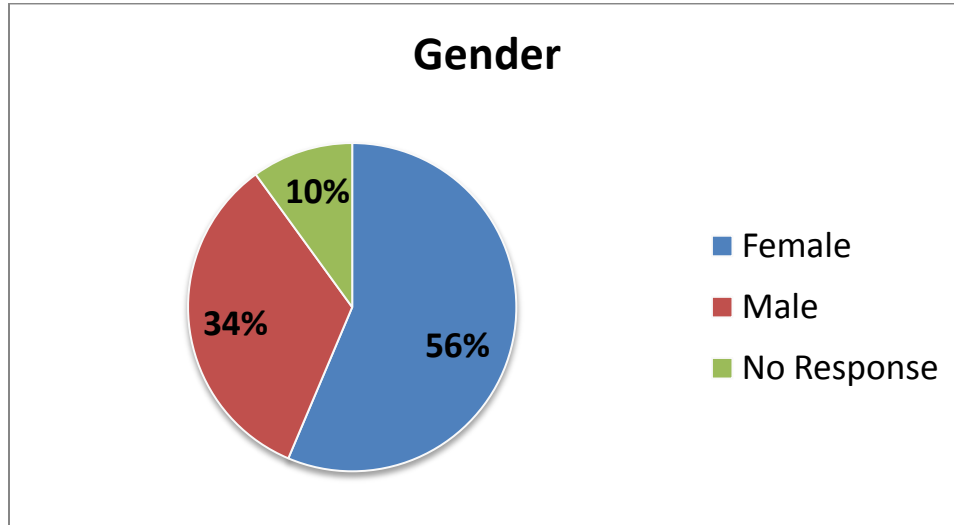
Demographics of Participants in Programs in Jefferson County, New York

A total of seven programs were evaluated in Jefferson County, with the largest number of participants involved in the Magic Years Program (70%). In addition to the report seen below, one participant was involved in each of the following programs: Discipline is Not a Dirty Word, Parent Partner Program, and Parenting a Second Time Around.



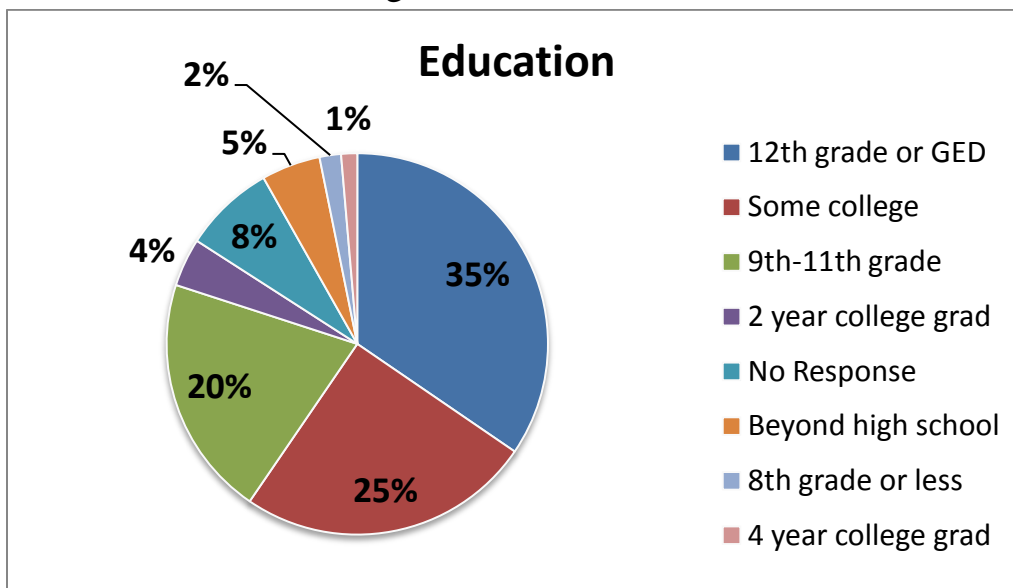
The following summaries use data from 220 participants who completed a pre-test survey given at the first session of their parent education class.

The majority of participants in the Jefferson County CCE parenting classes were females (56%).



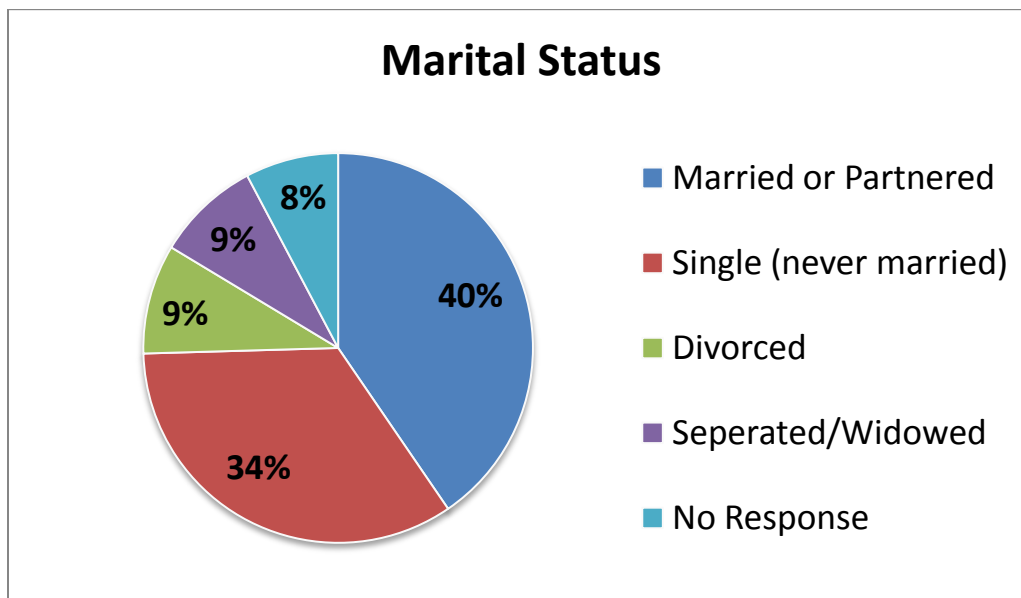
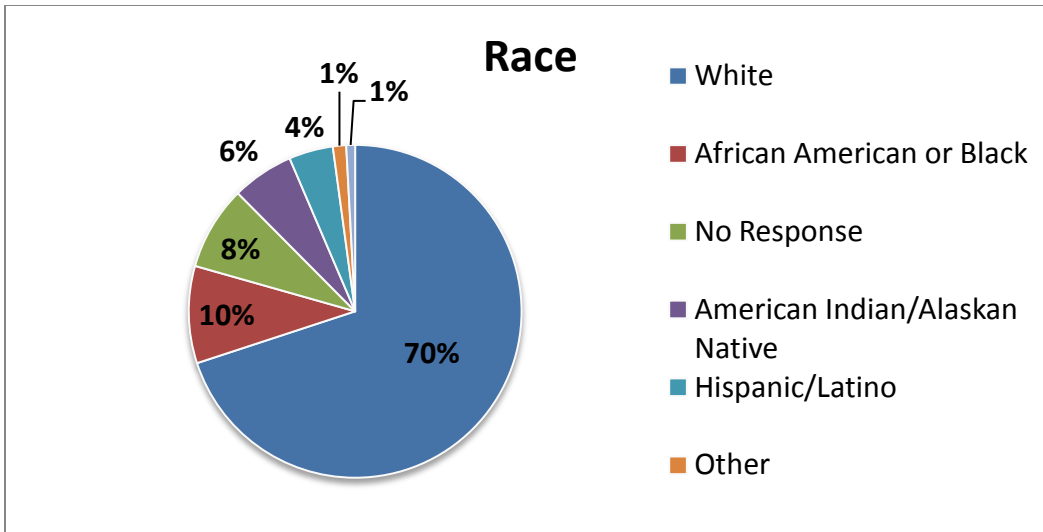
Educational attainment among the participants varied widely, with the greatest number of participants having finished their education at 12th grade

or a GED (35%), followed by those who attended, but did not complete, college (25%).



The majority of the participants in Jefferson County CCE parent

education classes were white (70%) and 40% 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;

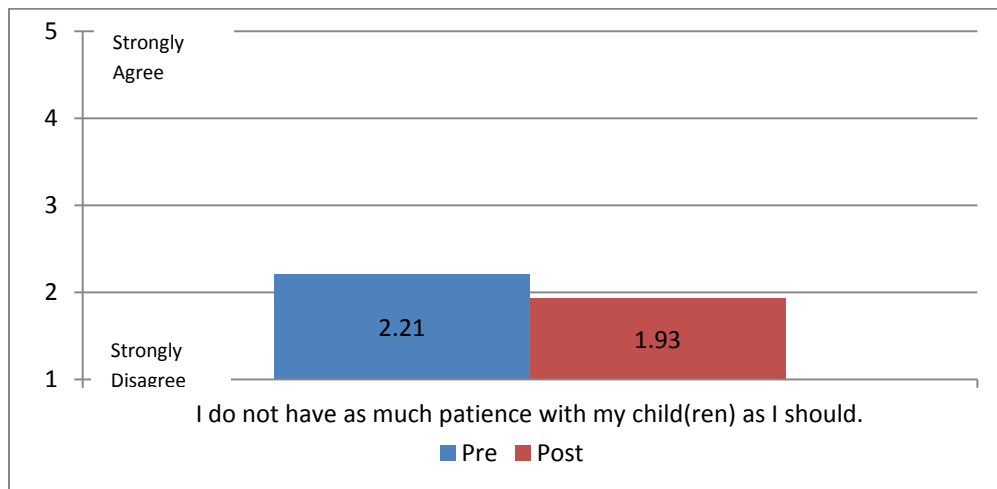
such changes could occur for other reasons outside of the workshop. However, it is possible that any significant pre-to-post changes in parenting attitudes, behaviors and knowledge that are observed may have resulted from taking part in the program.

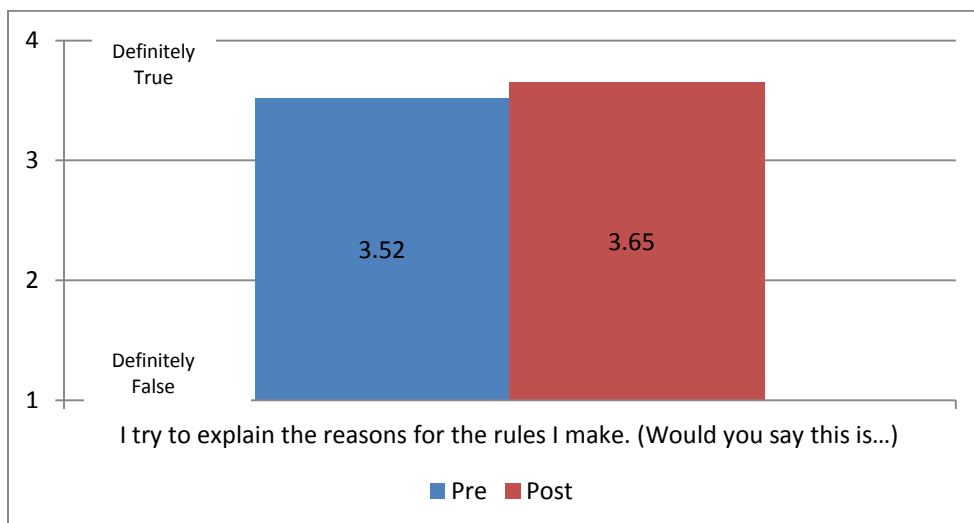
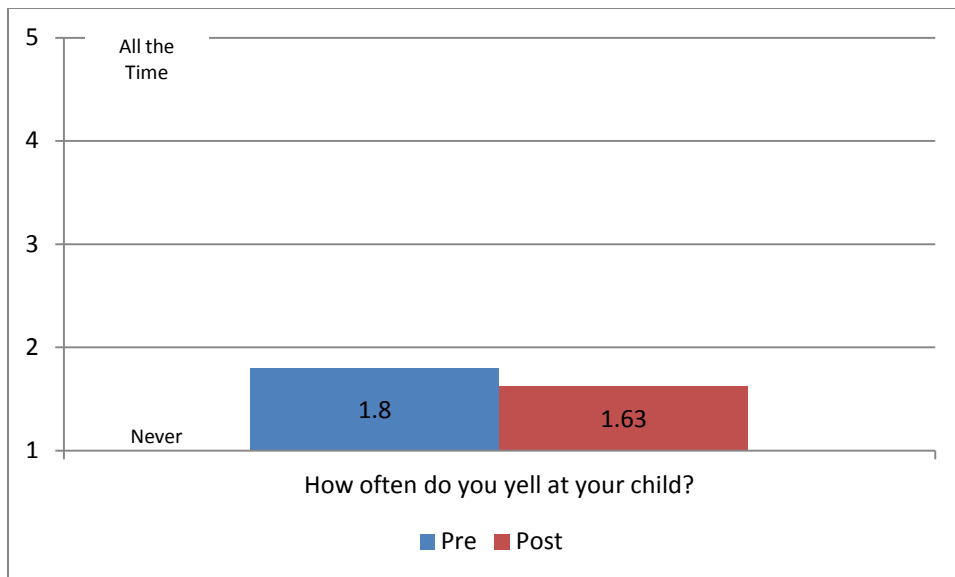
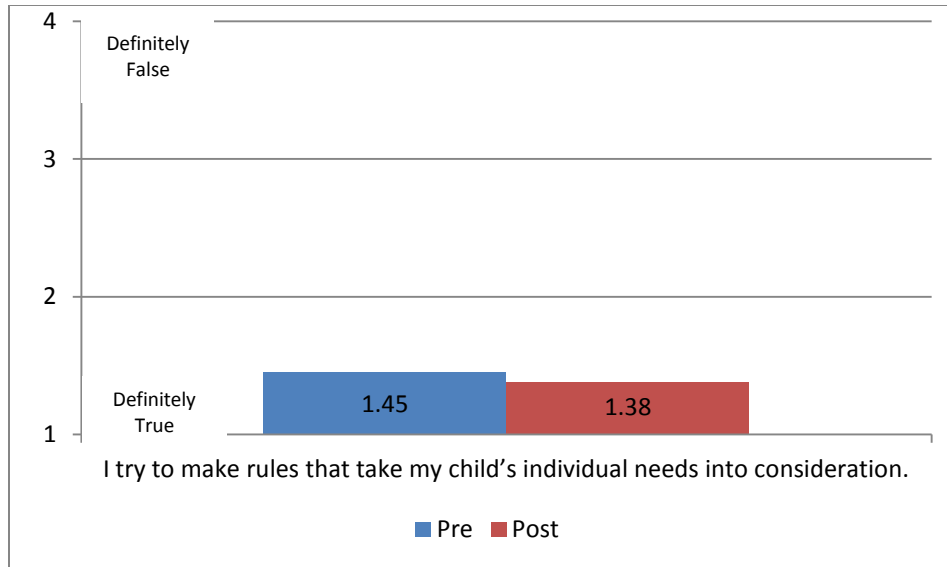
The following evaluation is based on information provided by 168 participants, who completed their program and completed both a pre- and a post-test survey. Seven of the ten measures tested showed significant improvements from the pre- to the post-test. Specifically, participants of parent education classes in CCE of Jefferson County reported increased patience with their child, increased confidence in making rules which take their child's needs into consideration, decreases in how

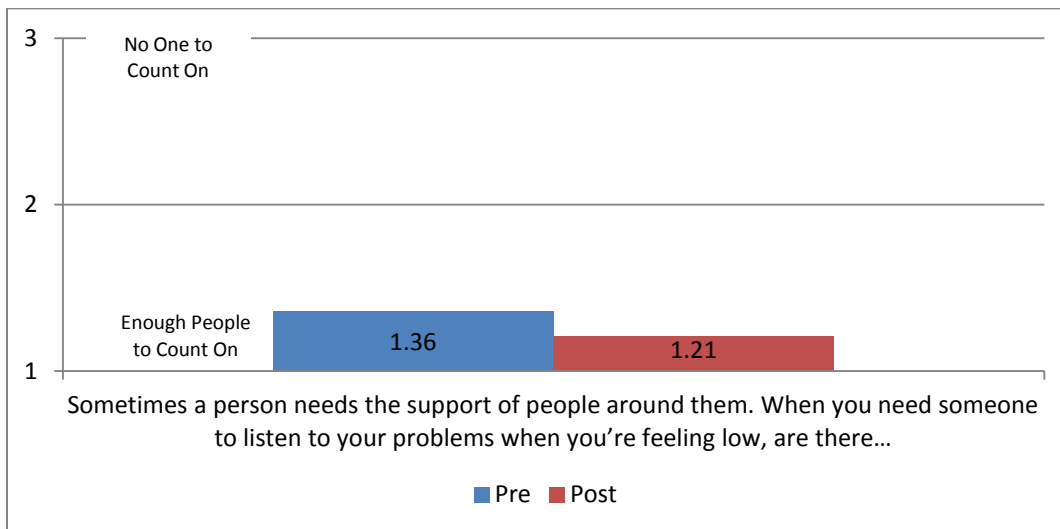
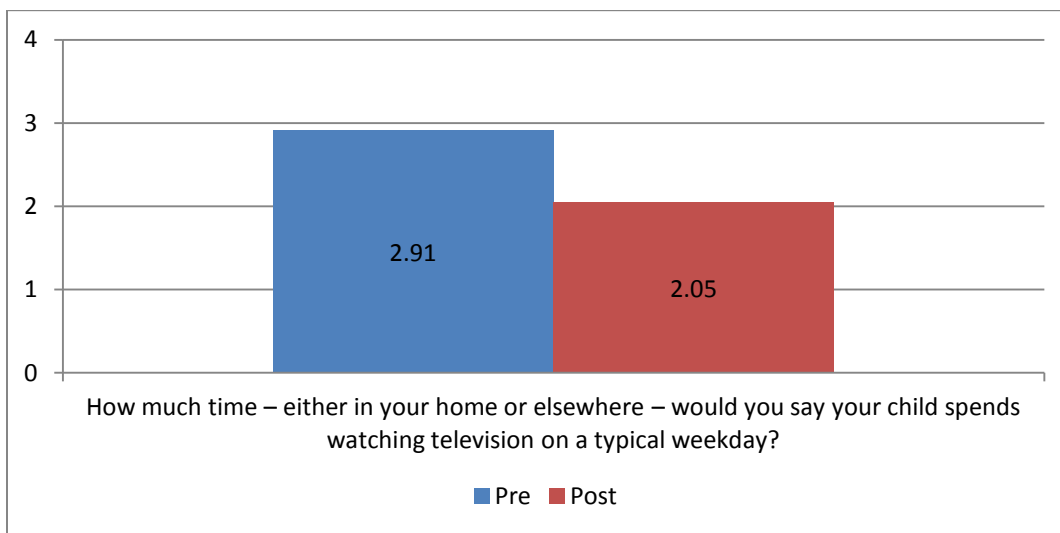
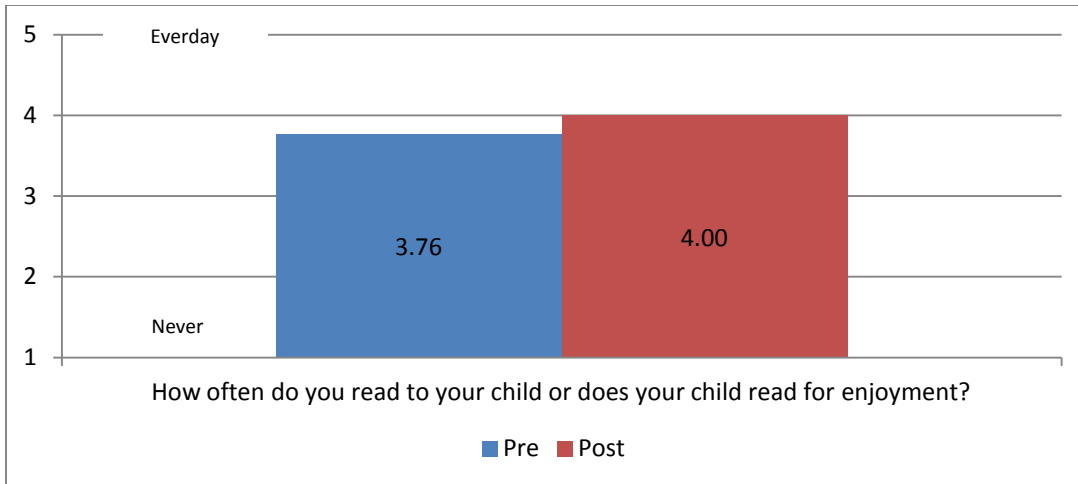
often they yell at their child, increased use of explanations for the rules they make, increases in the amount of time spent reading with their child, decreased amount of time spent watching television, and increased feelings of support.

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

test, highlighting areas in which CCE Jefferson County parent education programs have a positive impact on their participants.

Visit the *Parenting in Context* project at:

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

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