



Eliza Lathrop Cook
Rachel Dunifon
Kimberly Kopko

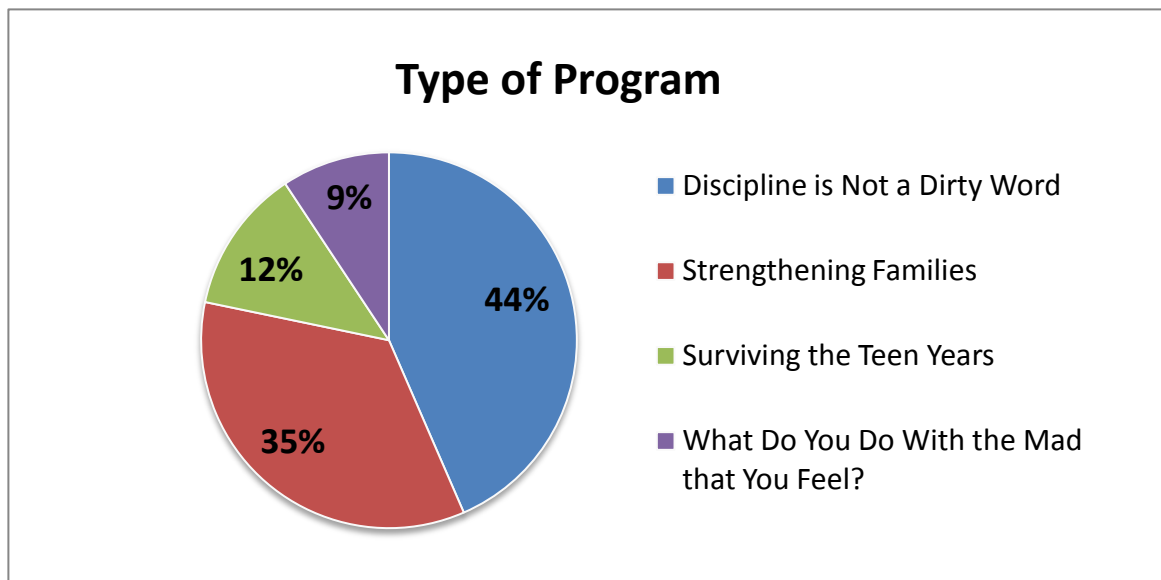
Outcomes of Participants in Cornell Cooperative Extension Parent Education Programs in Orange County

Cornell Cooperative Extension (CCE) of Orange 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 Orange 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.

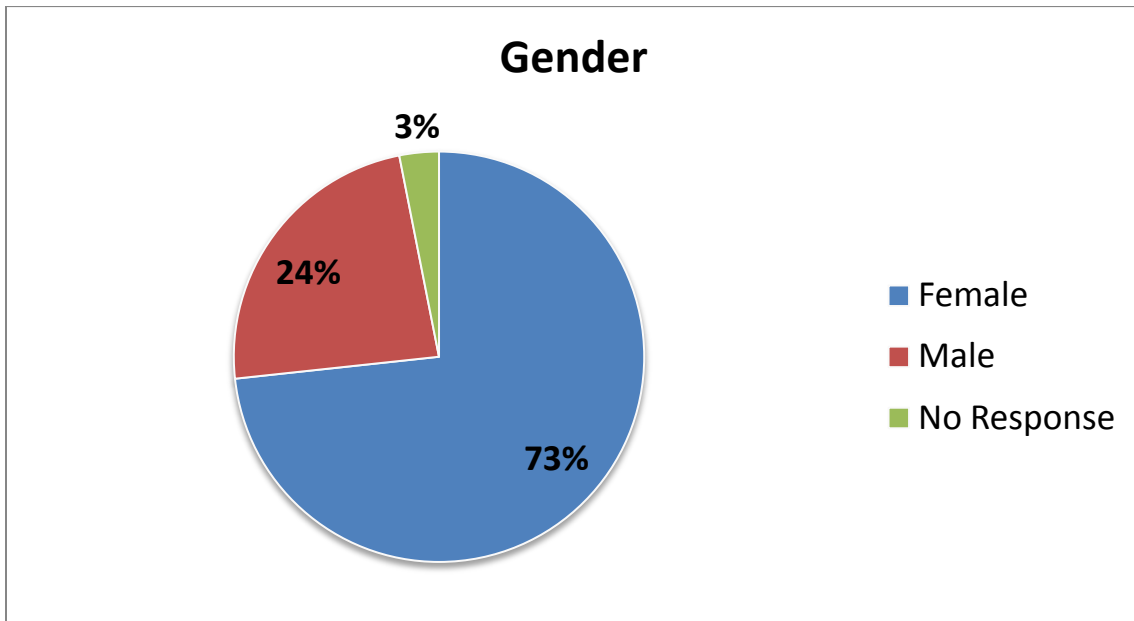
Demographics of Participants in Programs in Orange County, New York

The following summaries use data from 161 participants who completed a pre-test survey given at the first session of their parent education class. A majority of participants attended the Discipline is Not a Dirty Word program (44%).



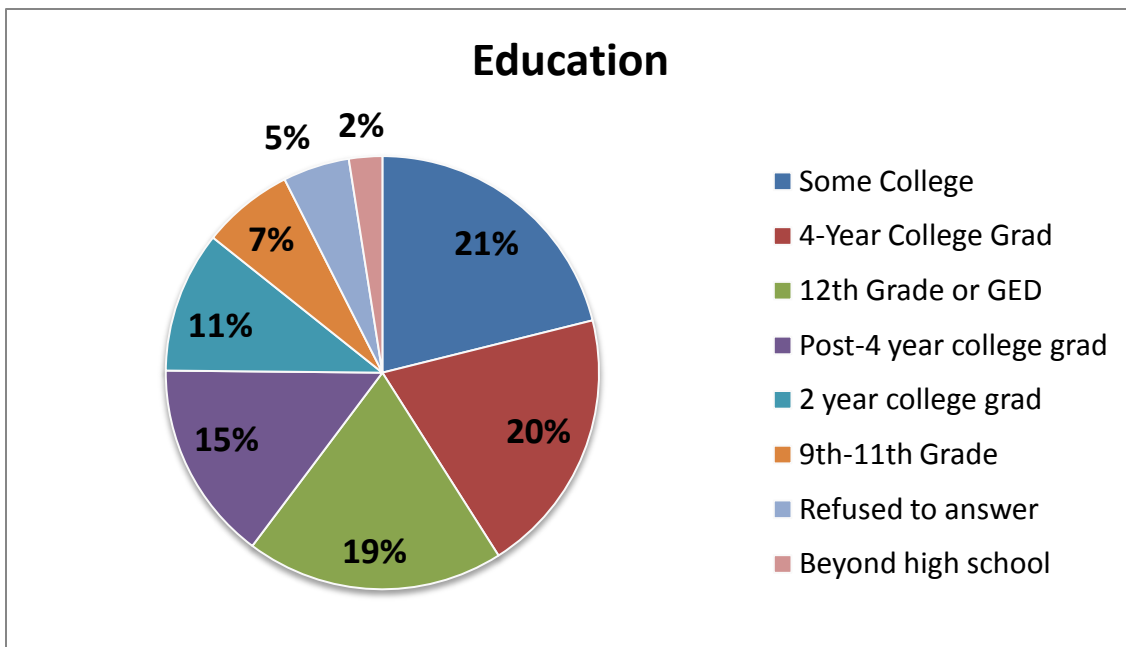
The majority (73%) of participants in the Orange County CCE parenting

classes were females.



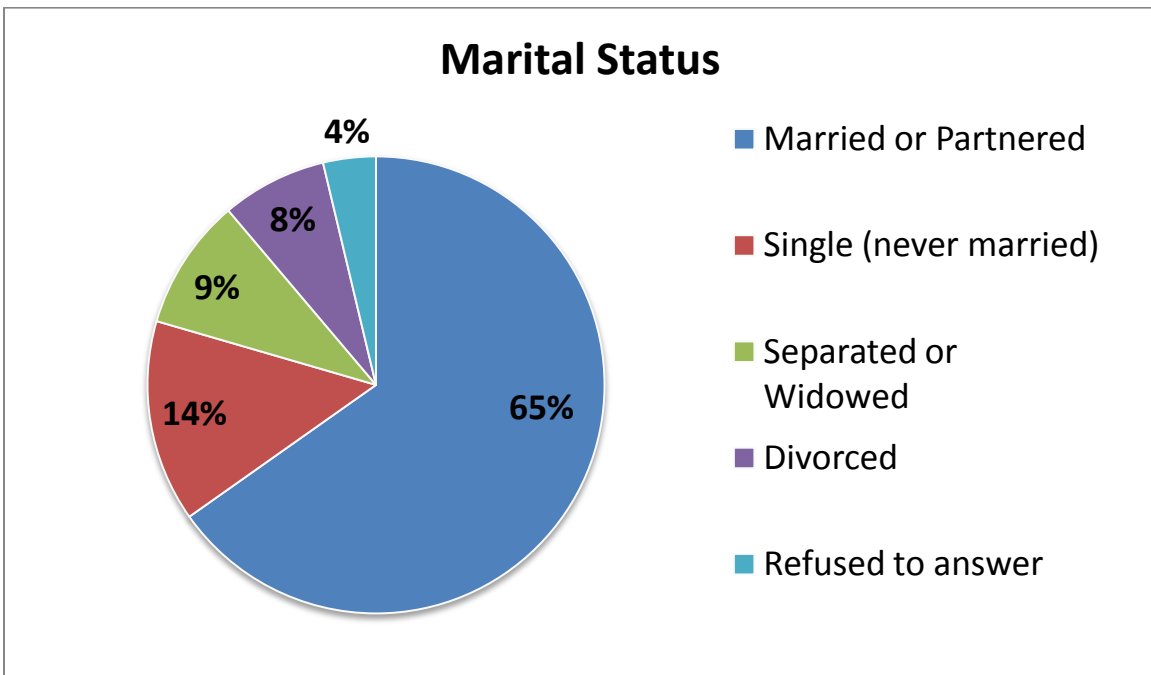
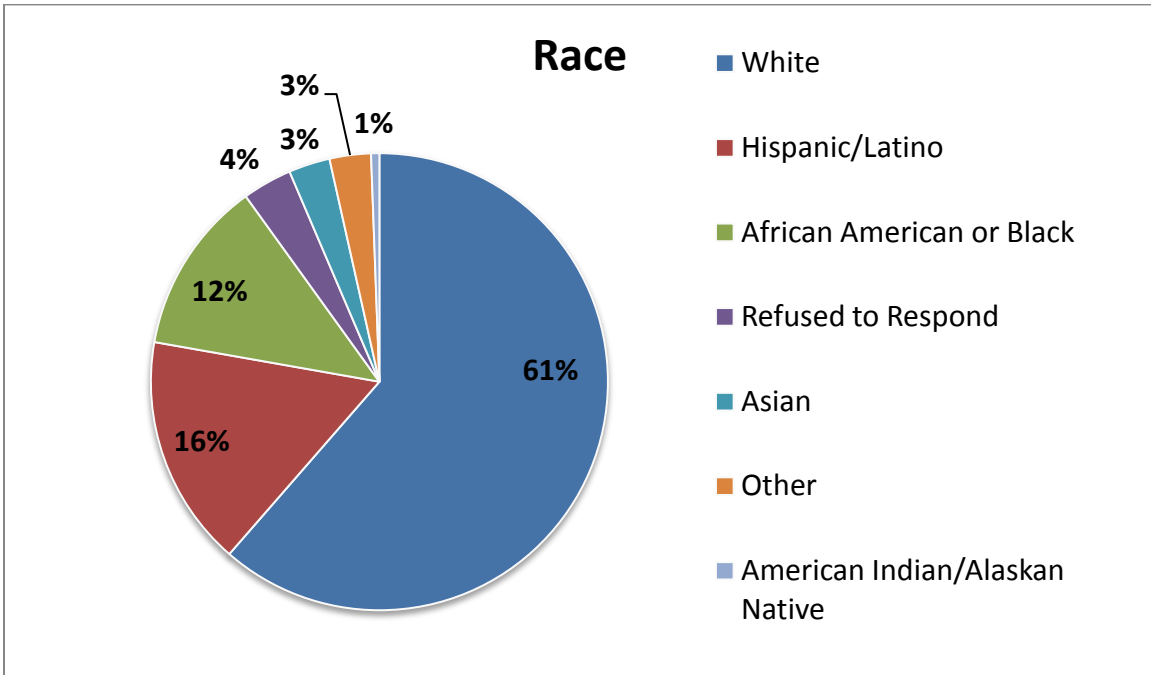
Educational attainment among the participants varied widely, with the greatest number of participants having attended, but not graduated from,

college (21%) followed by those who had completed a 4-year college degree (20%).



The vast majority of the participants in Orange County CCE parent education classes were white (61%),

and 65% of the participants 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.

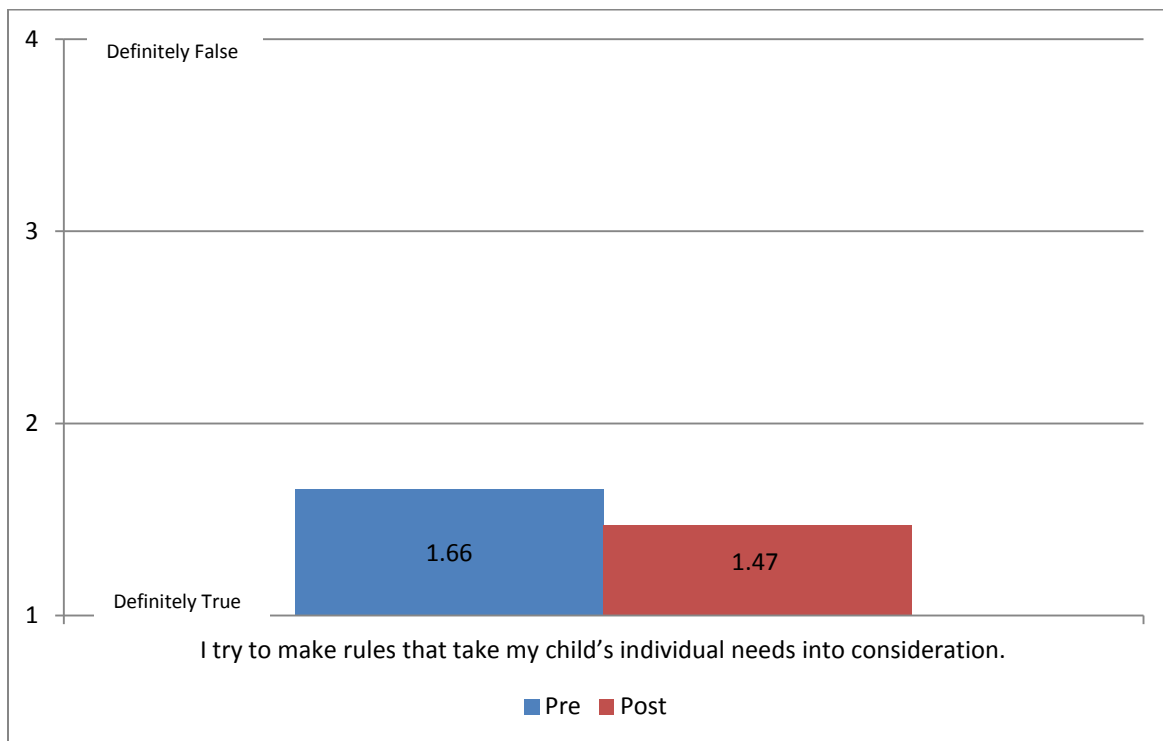
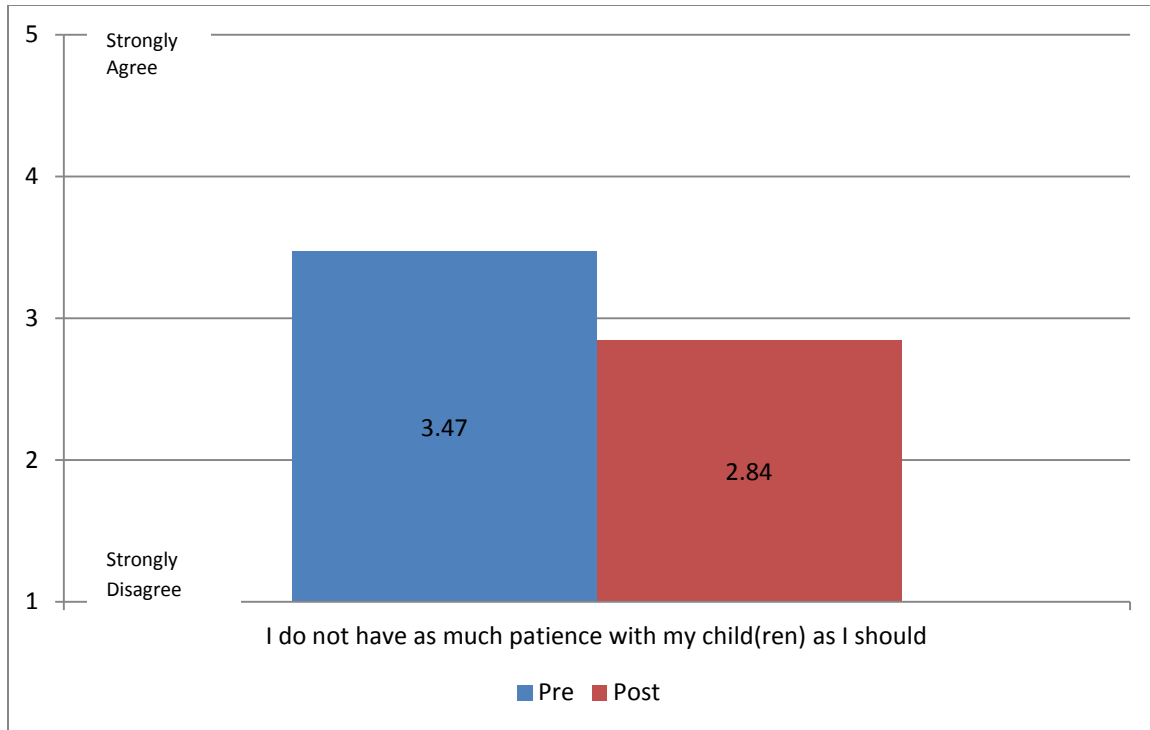
Using this type of research design does not allow one to determine whether taking part in the parent education class *caused* a change in knowledge, attitude or behaviors; such changes could occur for other reasons outside of the workshop. However, it is possible that any significant pre-to-post changes in parenting attitudes, behaviors and knowledge that are observed may have resulted from taking part in the program.

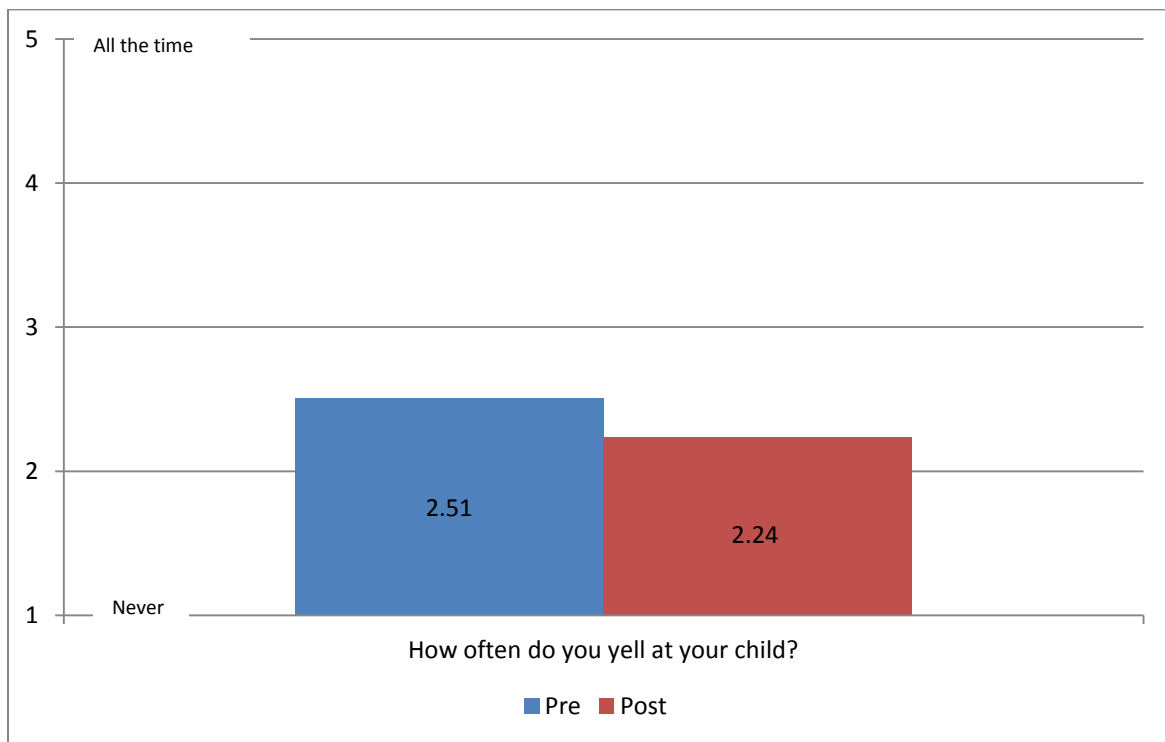
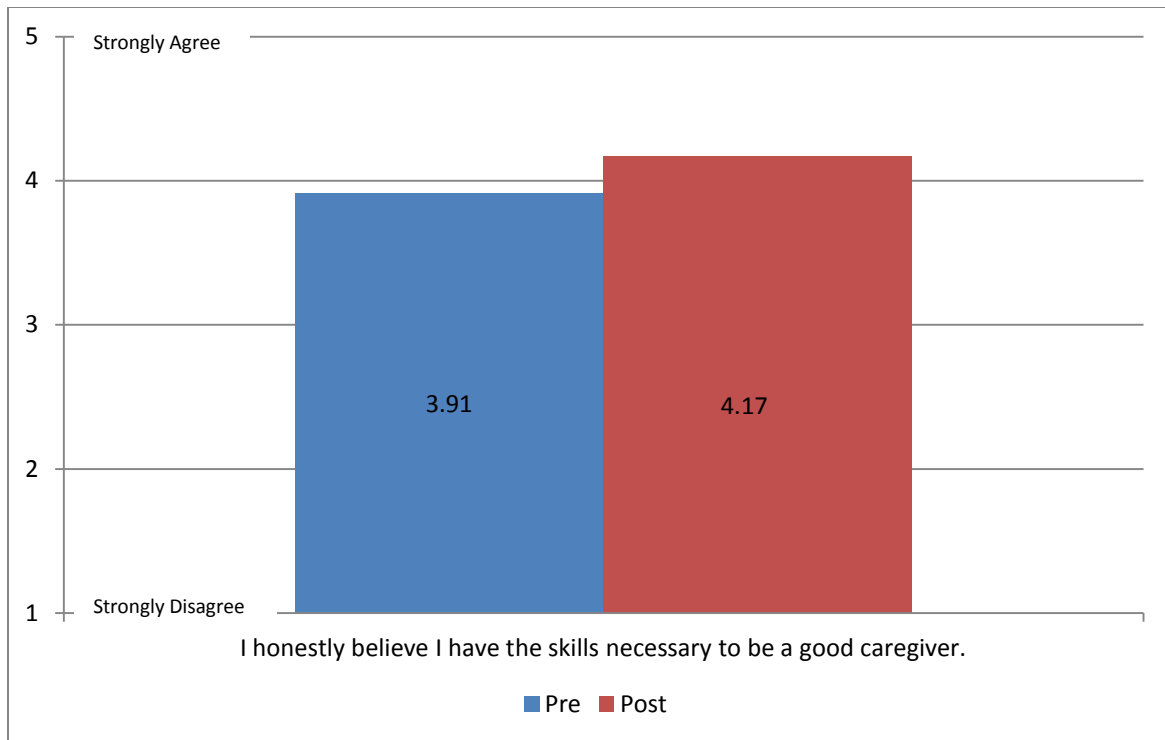
The following evaluation is based on information provided by 128

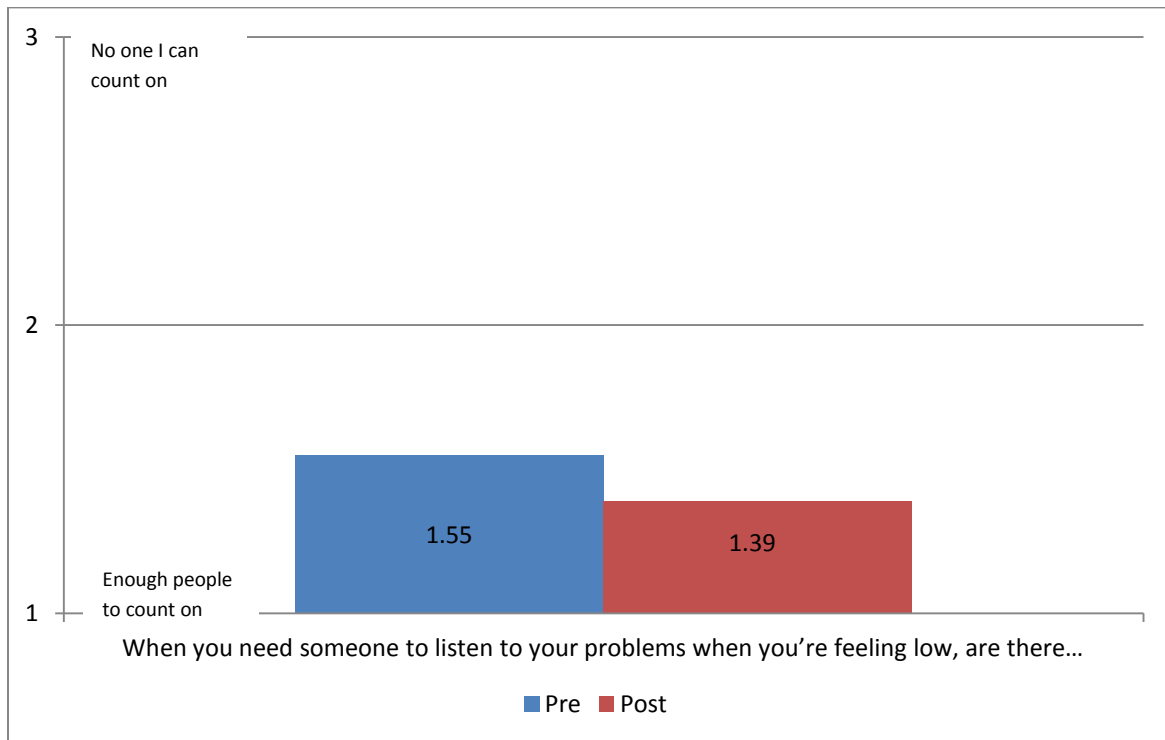
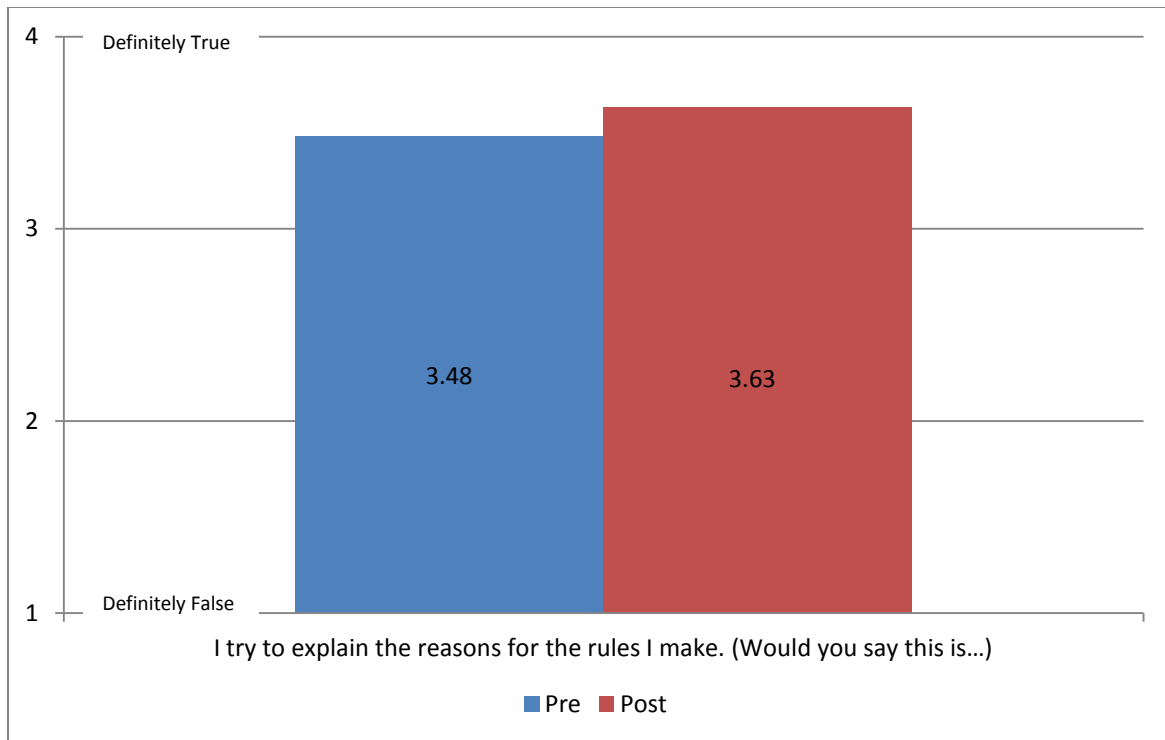
participants, who completed a parent education program and completed both a pre- and a post-test survey. Six of the ten items on the survey showed significant improvements from the pre- to the post-test. Specifically, participants of parent education classes at CCE of Orange County reported increased patience with their child, increased confidence in making rules which take their child's needs into consideration, increased confidence in skills as a good caregiver, decreases in how often they yell at their child, increased use of explanations for the rules they make, 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 six out of ten measures of parenting attitudes, behaviors and knowledge improved significantly from the pre- to the post-

test, highlighting an area in which CCE Orange County parent education programs have positive impacts on their participants.

Visit the *Parenting in Context* project at:

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

This work was supported by a joint research and extension program funded by Cornell University Agricultural Experiment Station (Hatch funds) and 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

Eliza Lathrop Cook is a Research Assistant in the Department of Policy Analysis and Management at Cornell University.

Rachel Dunifon is an Associate Professor in the Department of Policy Analysis and Management at Cornell University.

Kimberly Kopko is an Extension Associate in the Department of Policy Analysis and Management at Cornell University

© 2011 Cornell Cooperative Extension

Cornell University offers equal program
and employment opportunities



Cornell University
College of Human Ecology