



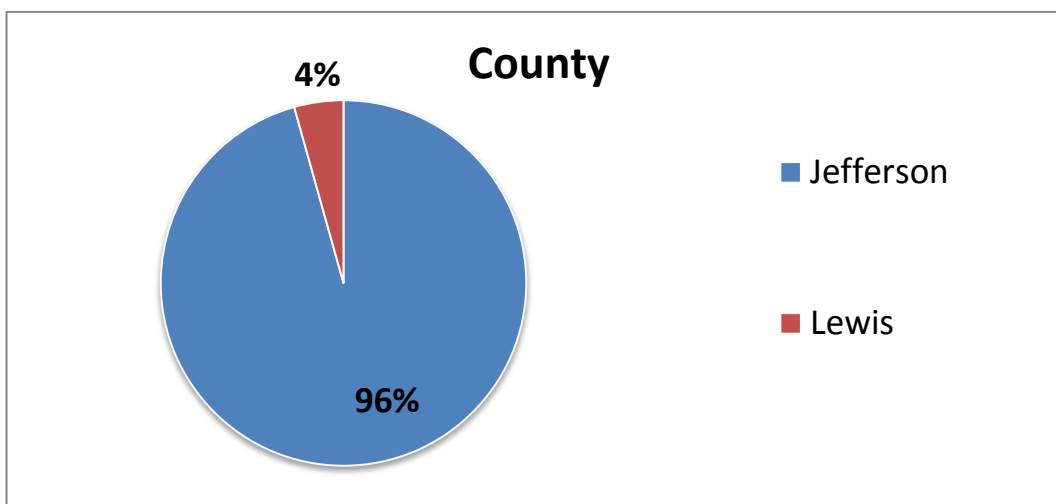
Outcomes of Participants in Cornell Cooperative Extension Magic Years Parent Education Program 2013-2014

By Eliza Lathrop Cook & Kimberly Kopko

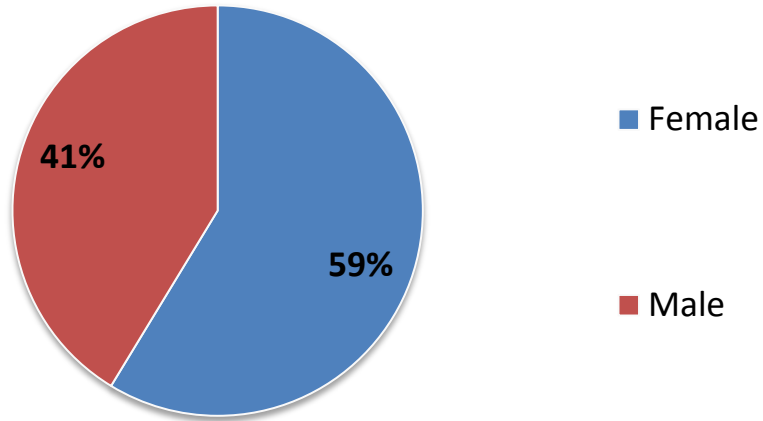
Cornell Cooperative Extension (CCE) offers a variety of programs for parents and caregivers. These programs reach a wide range of families and seek to promote positive parenting and, ultimately, healthy family and child development. This research brief presents data collected from participants in the Magic Years parent education program from July 2013 to July 2014. Participants included parents and caregivers taking part in programs that comprised 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 Magic Years Parent Education Program

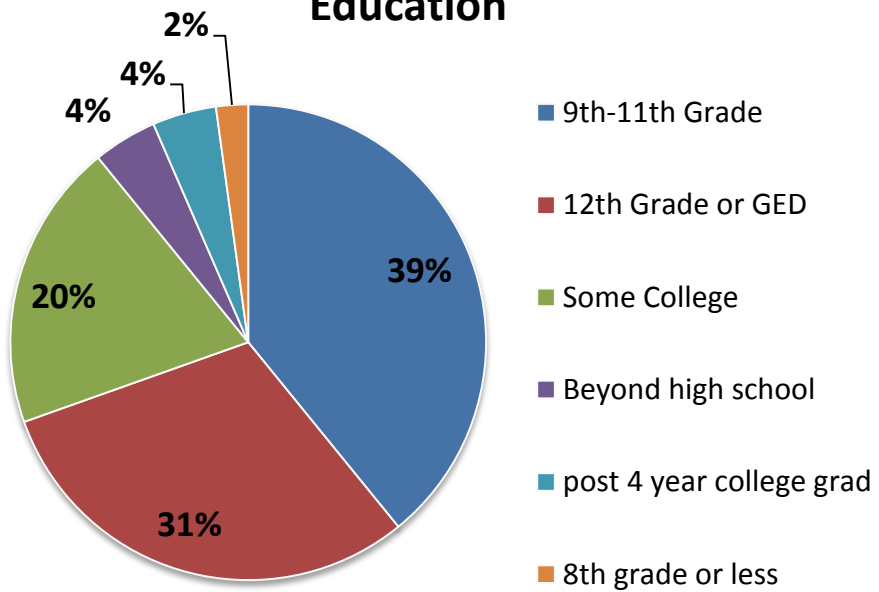
The following summaries use data from 46 participants who completed a pre-test survey given at the first session of their parent education class. A majority of the participants in the Magic Years parent education programs were from Jefferson County (96%). Fifty-nine percent of the participants in the program were female. Educational attainment among the participants varied widely, with the greatest number of participants having finished between 9th -11th grade (39%).



Gender

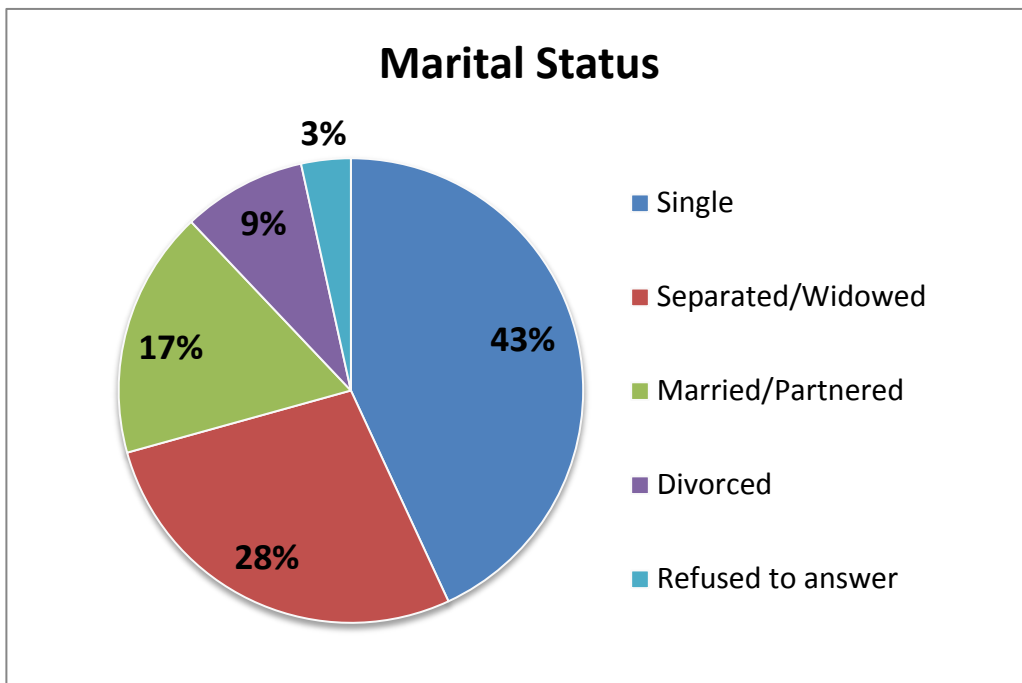
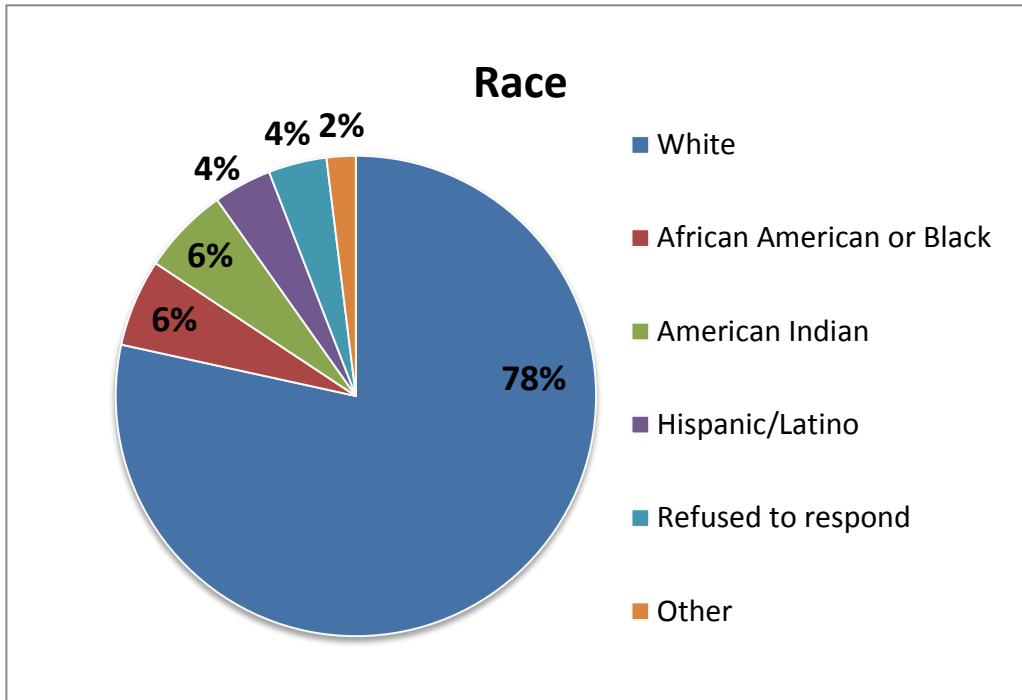


Education



The majority of the participants in the Magic Years parent education class were white (78%) and the most

common marital status was being single (43%).



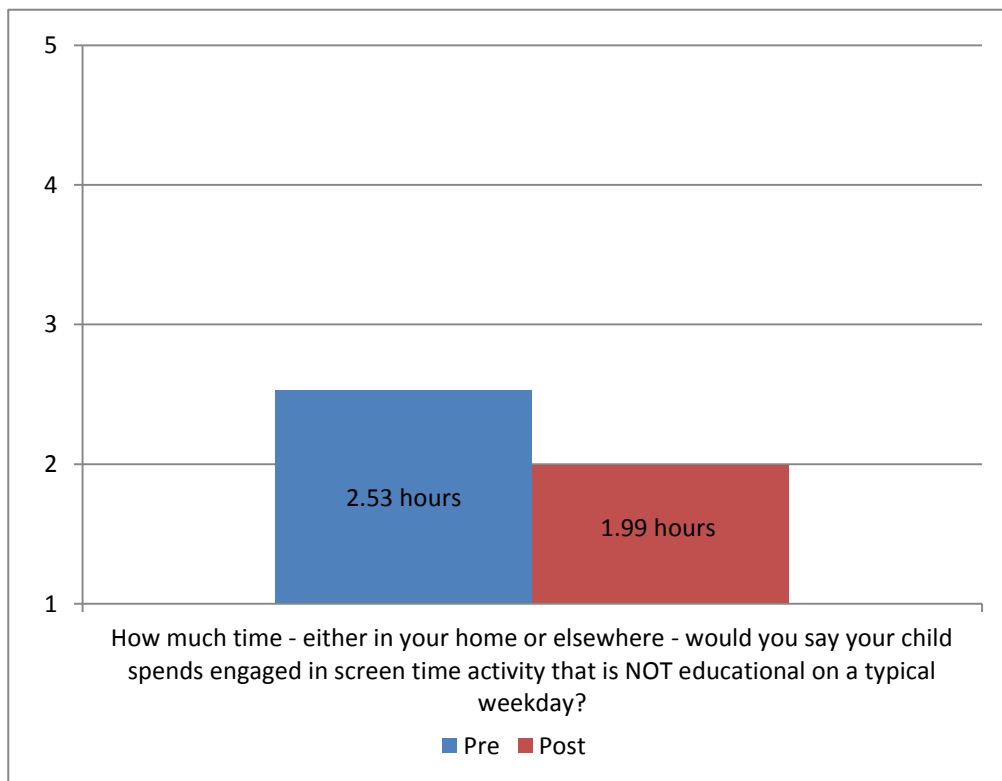
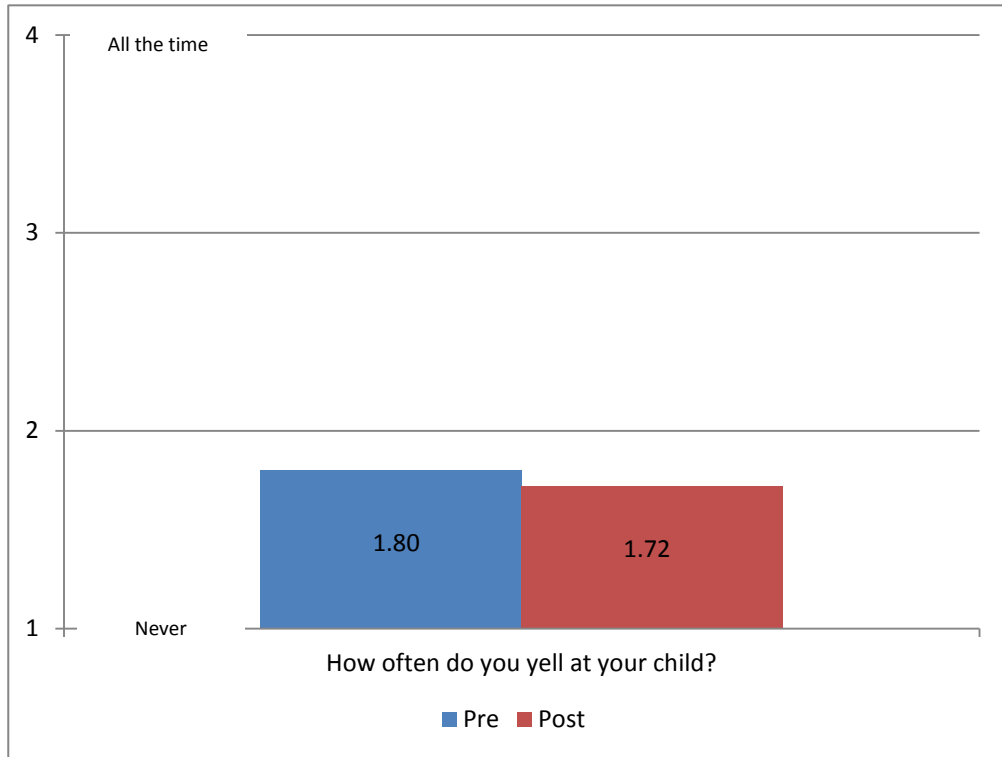
Pre-Post Survey Results

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 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 32 participants, who completed their program and completed both a pre- and a post-test survey. Two of the ten measures tested showed significant improvements from the pre- to the post-test. Specifically, participants of the Magic Years program reported decreases in how often they yell at their child and decreases in the number of hours their children spend engaged in screen time activity.

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

post-test, highlighting areas in which the Magic Years 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/>

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

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