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 9\textsuperscript{th} - 11\textsuperscript{th} grade (39%).
Gender

- Female: 59%
- Male: 41%

Education

- 9th-11th Grade: 39%
- 12th Grade or GED: 31%
- Some College: 20%
- Beyond high school: 4%
- Post 4 year college grad: 4%
- 8th grade or less: 2%
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%).

**Race**
- White: 78%
- African American or Black: 4%
- American Indian: 6%
- Hispanic/Latino: 6%
- Refused to respond: 4%
- Other: 2%

**Marital Status**
- Single: 43%
- Separated/Widowed: 17%
- Married/Partnered: 9%
- Divorced: 3%
- Refused to answer: 28%
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.

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.
How much time - either in your home or elsewhere - would you say your child spends engaged in screen time activity that is NOT educational on a typical weekday?

How often do you yell at your child?

Pre Post

Never

All the time

2.53 hours

1.99 hours

2.53 hours

1.99 hours
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.

Eliza Lathrop Cook is an Extension Specialist in the Department of Policy Analysis and Management at Cornell University.

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

Cornell University
College of Human Ecology

© 2014 Cornell Cooperative Extension
Cornell University offers equal program and employment opportunities.