



Outcomes of Participants in Cornell Cooperative Extension Magic Years Parent Education Program 2012-2013

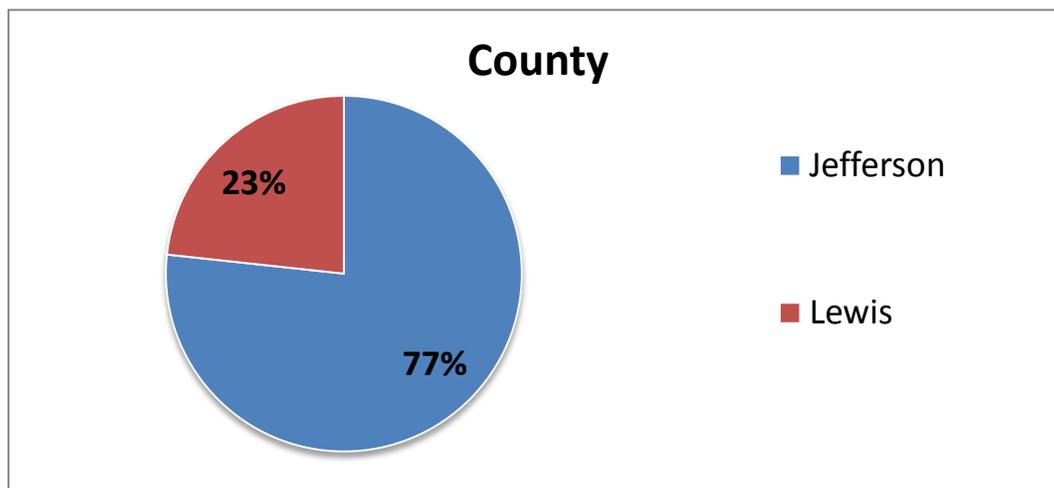
By Eliza Cook, Rachel Dunifon, and Kimberly Kopko

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 2012 to July 2013. 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.

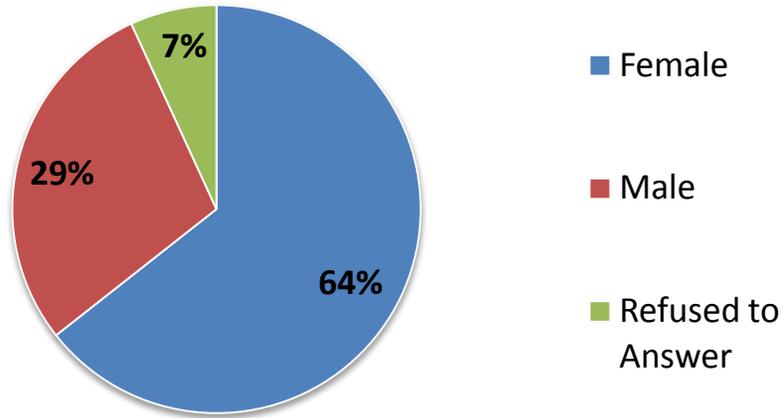
Demographics of Participants attending Magic Years Parent Education Program

The following summaries use data from 73 participants who completed a pre-test survey given at the first session of their parent education class.

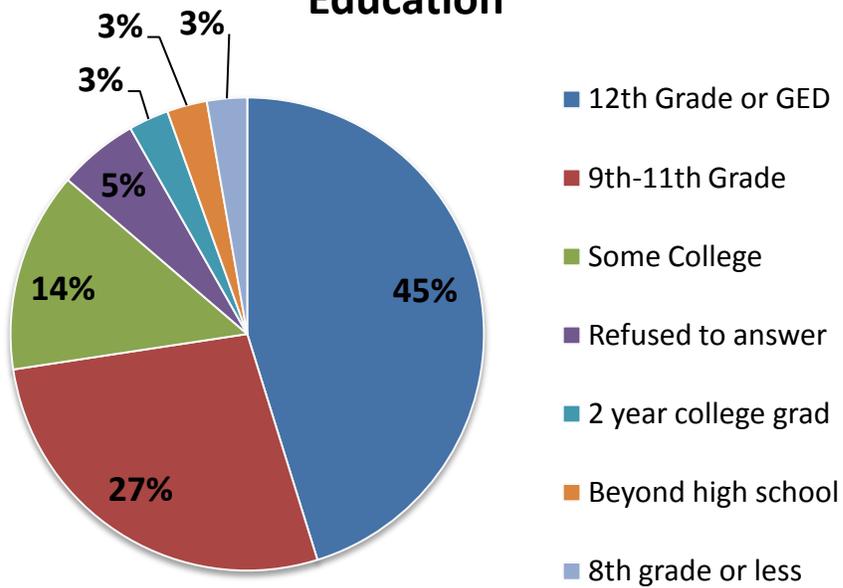
A majority of the participants in the Magic Years parent education programs were from Jefferson County (77%). Sixty-four percent of the participants in the program were female. Educational attainment among the participants varied widely, with the greatest number of participants having finished 12th grade or completed their GED (45%).



Gender

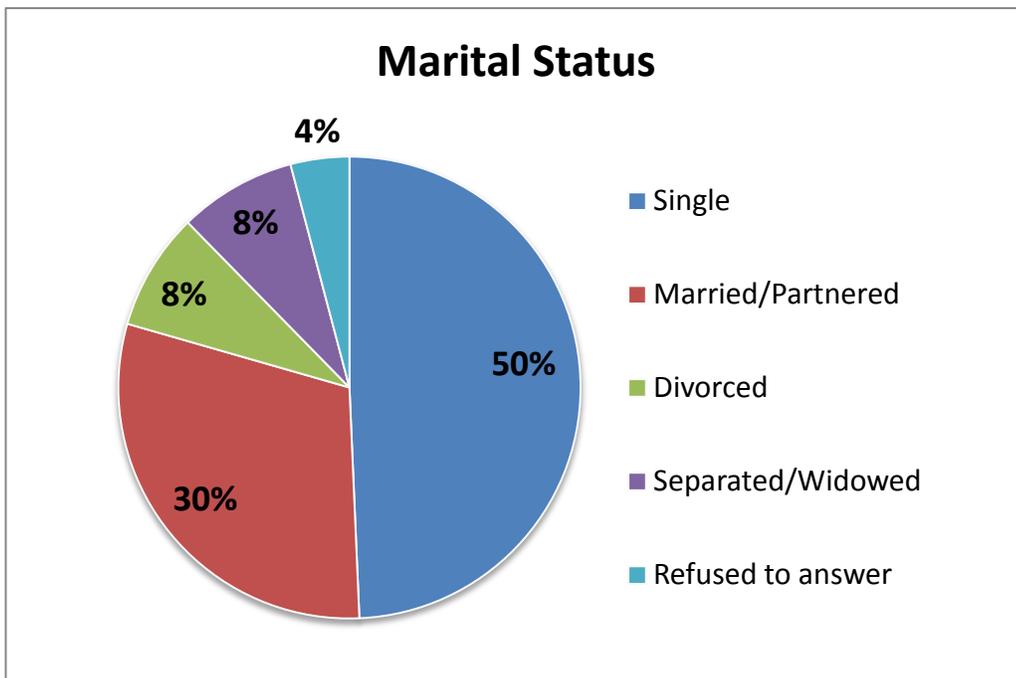
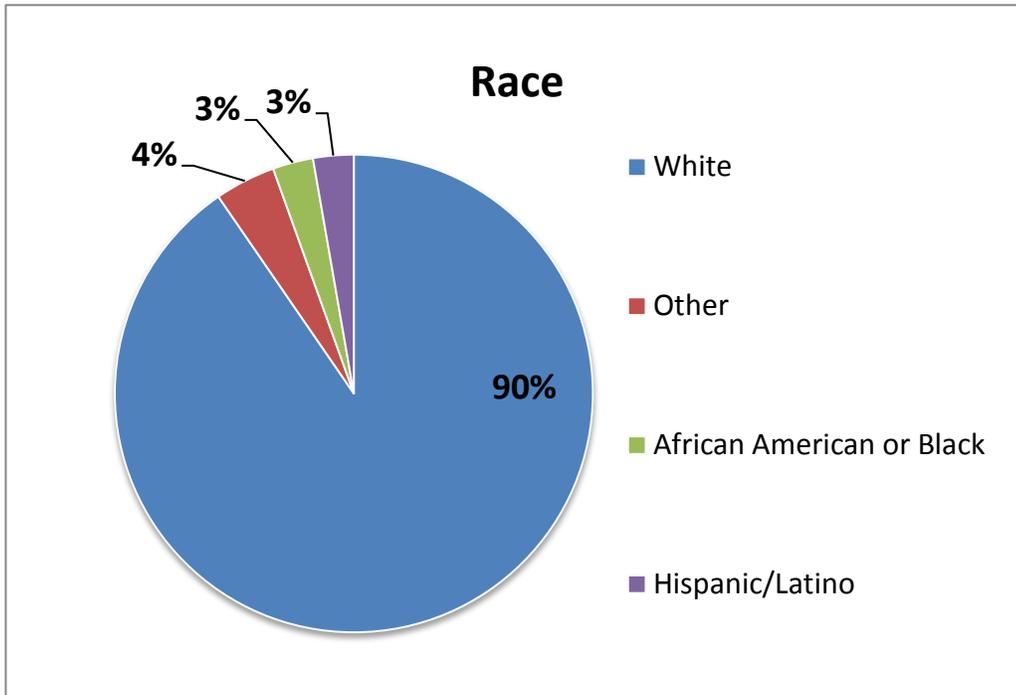


Education



The majority of the participants in the Magic Years parent education class were white (90%) and the most

common marital status was married or partnered (50%).



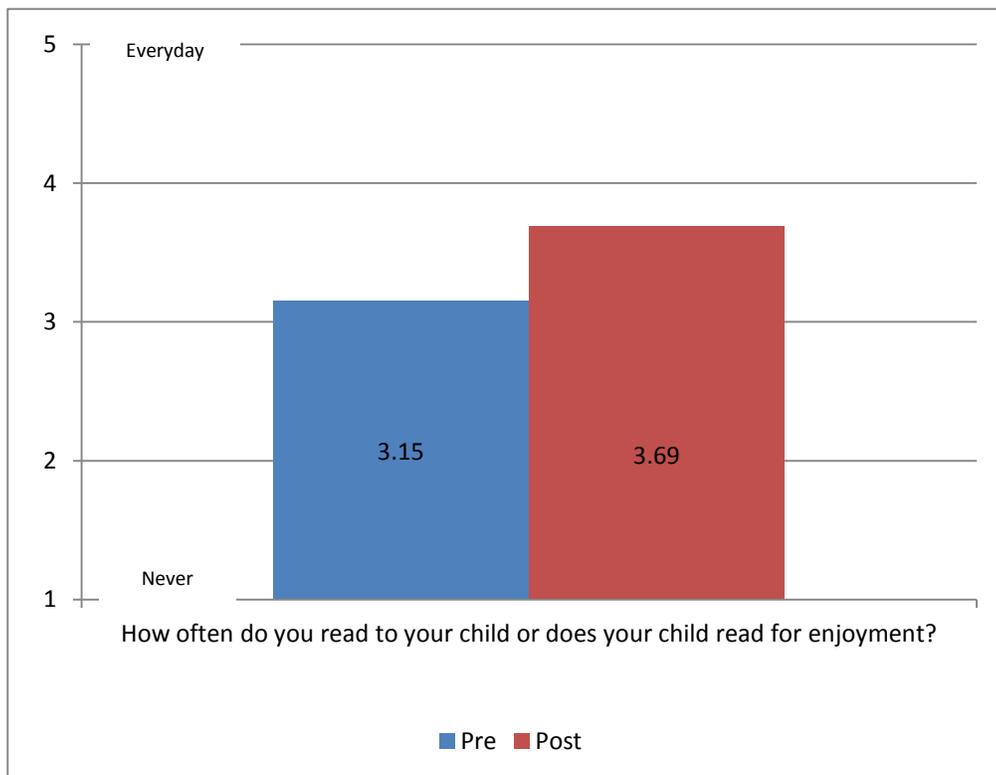
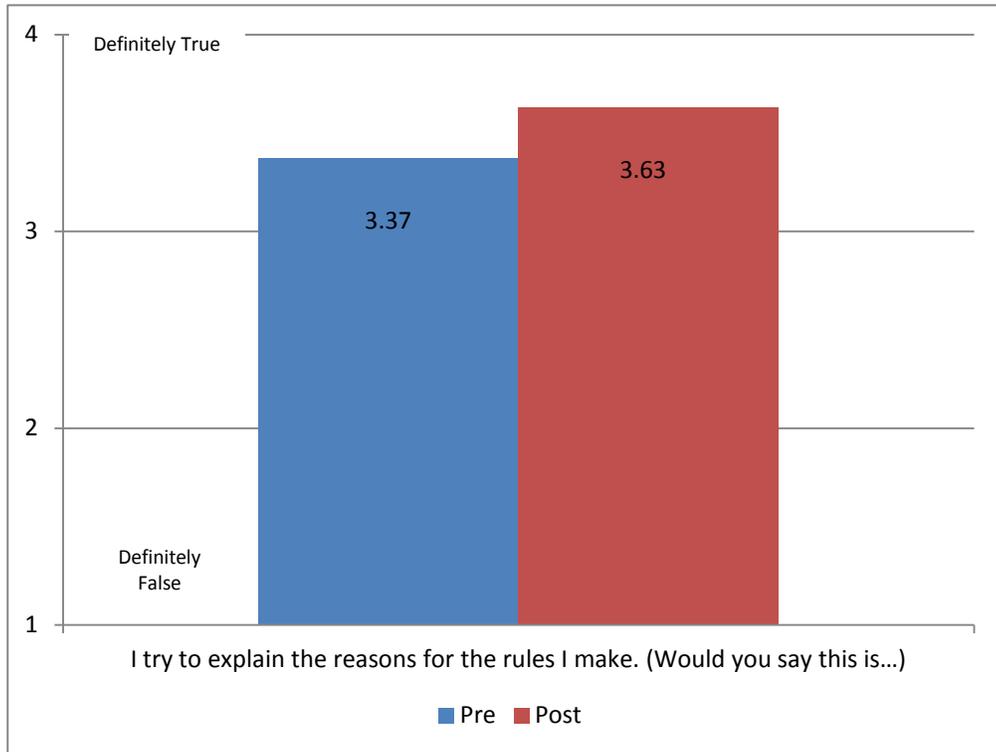
Pre-Post Survey Results

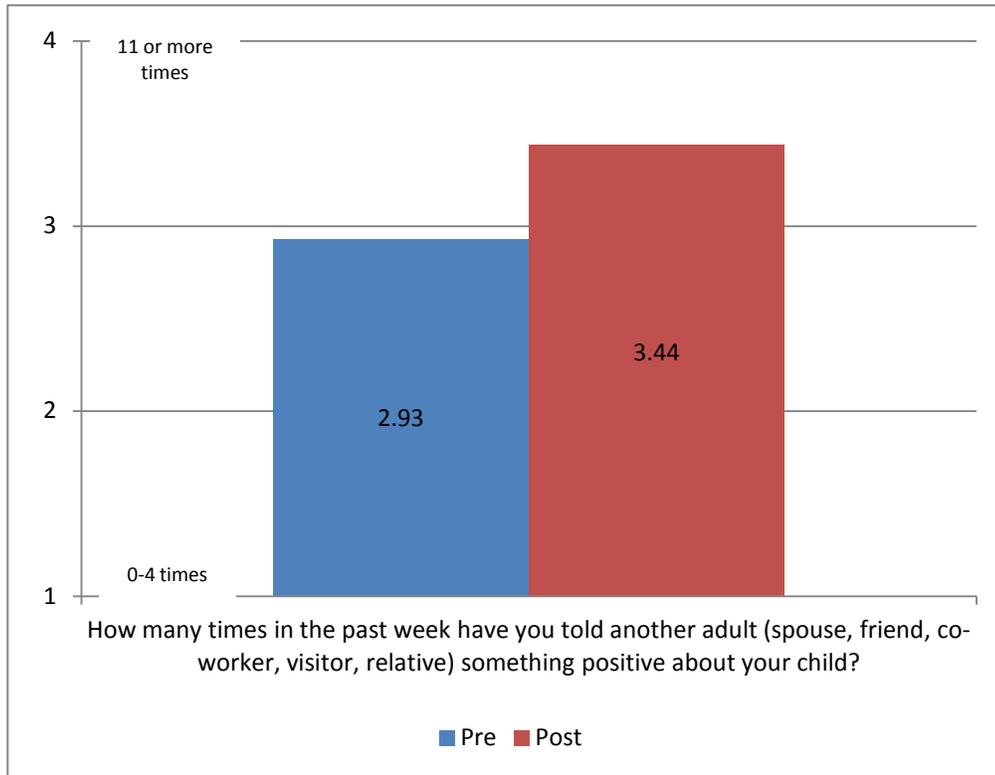
This study used a pre- and post-test evaluation, in which the participants were asked to answer two identical surveys—one given at the first session of the class and another given after the completion of the last parenting class. The survey included ten questions about parenting attitudes, behaviors, 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 57 participants, who completed their program and completed both a pre- and a post-test survey. Three of the ten measures tested showed significant improvements from the pre- to the post-test. Specifically, participants of the Magic Years program reported increased use of explanations for the rules they make, increased time spent reading with their child, and an increase in communicating something positive about their child with other adults.

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

post-test, highlighting areas in which Magic Years parent education program may have had a positive impact on their participants.

Visit the *Parenting in Context* project at:

<http://www.human.cornell.edu/pam/outreach/parenting/>

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