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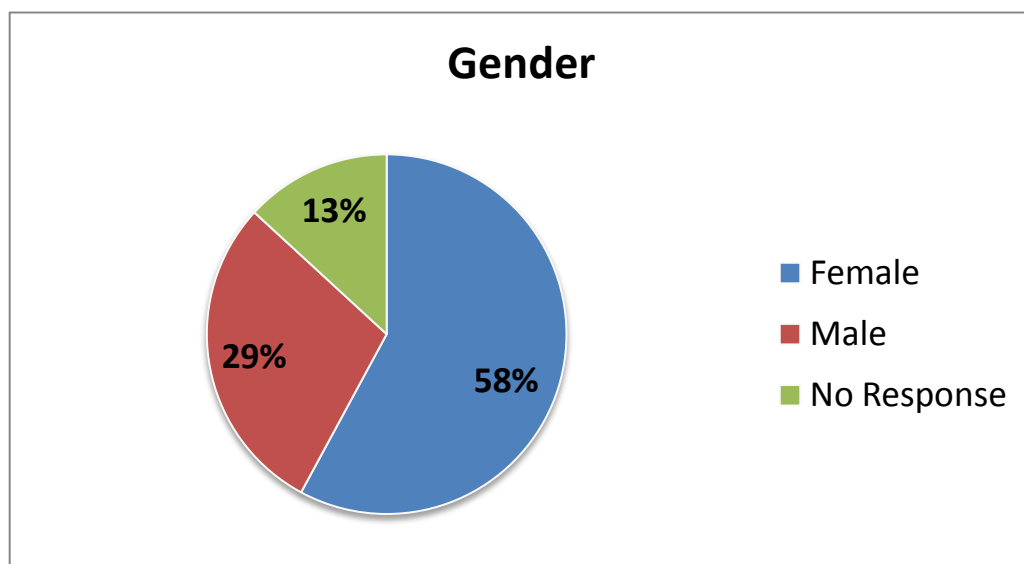
Outcomes of Participants in Cornell Cooperative Extension Middle Years Parent Education Program

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 Middle Years Program, 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). Results of the analysis of these data are shown below.

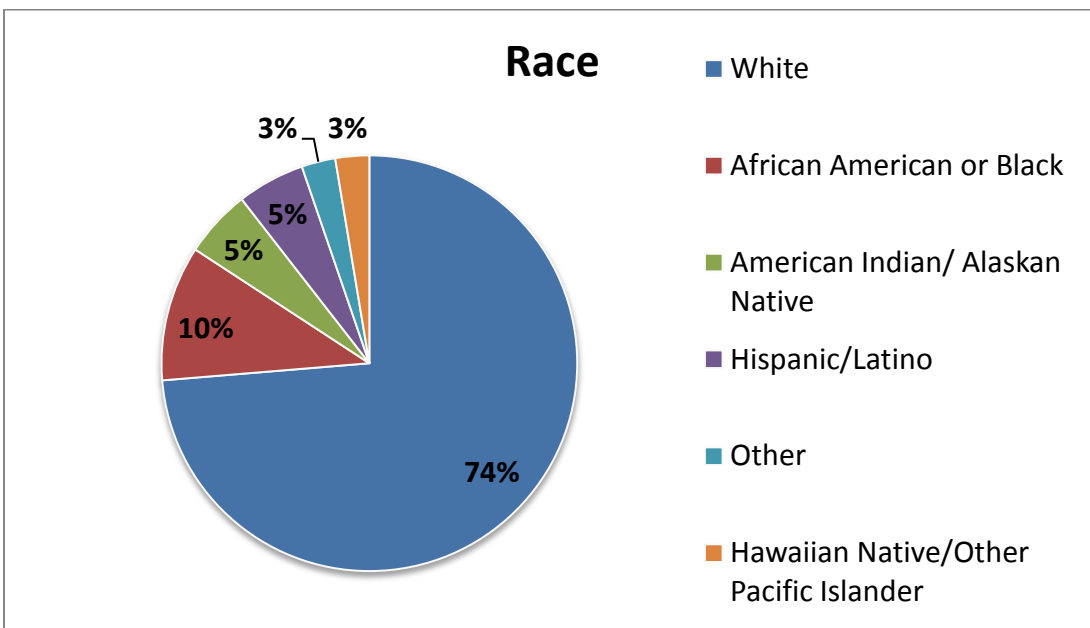
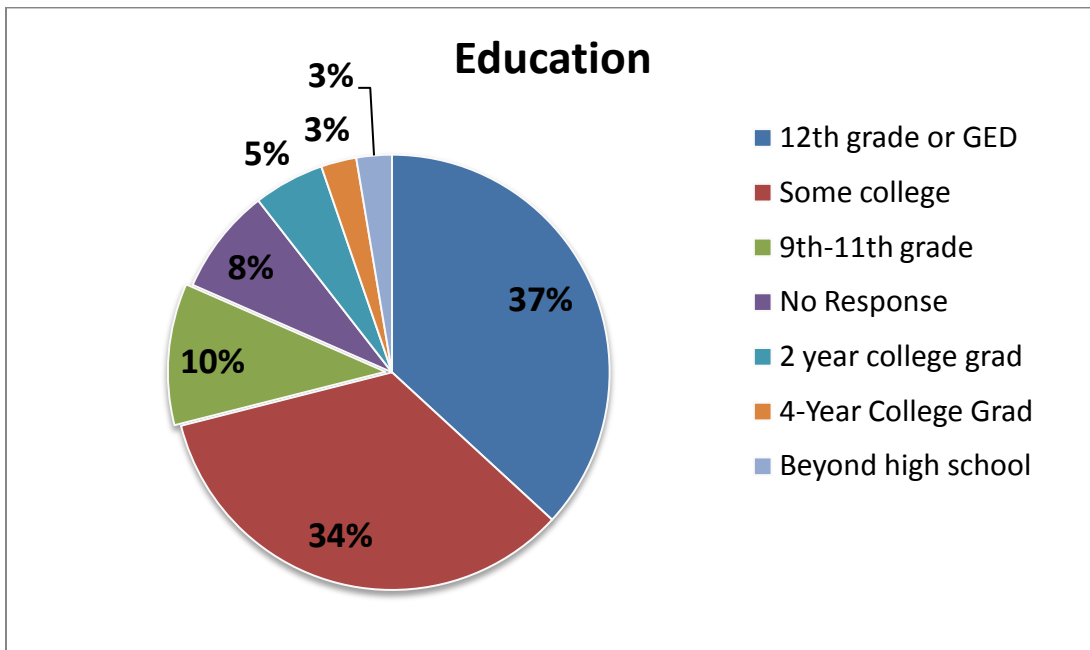
Demographics of Participants attending the Middle Years Program

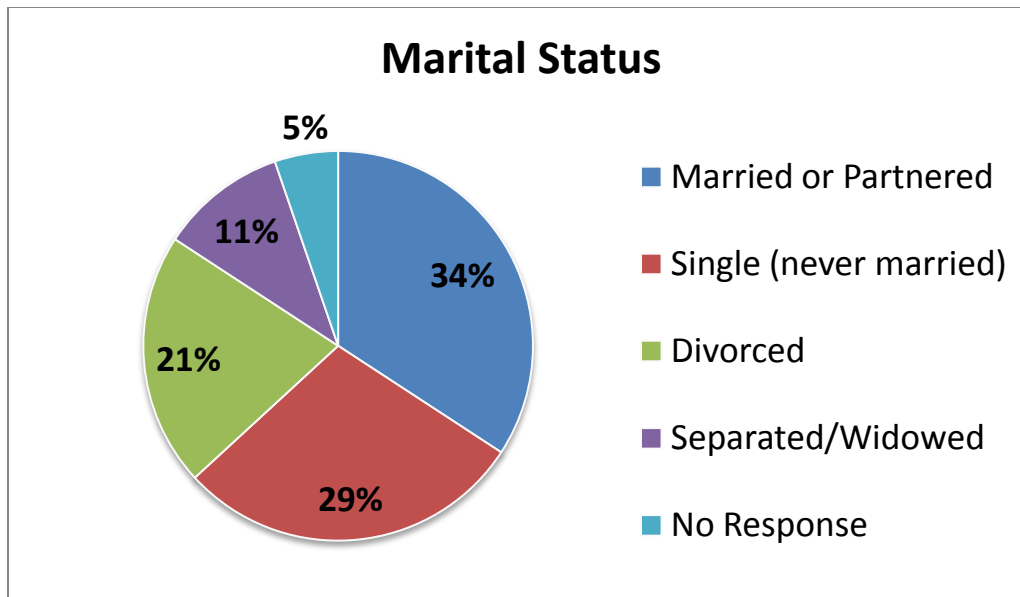
The following summaries use data from 38 participants who completed a pre-test survey given at the first session of their parent education class. All of the participants were from Jefferson County. Fifty-eight percent of the participants in the program were female.



Educational attainment among the participants varied widely, with the greatest number of participants having

finished their education at 12th grade or a GED (37%), followed by those who completed some college (34%).





The majority of the participants in the Middle Years classes were white (74%) and 34% 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.

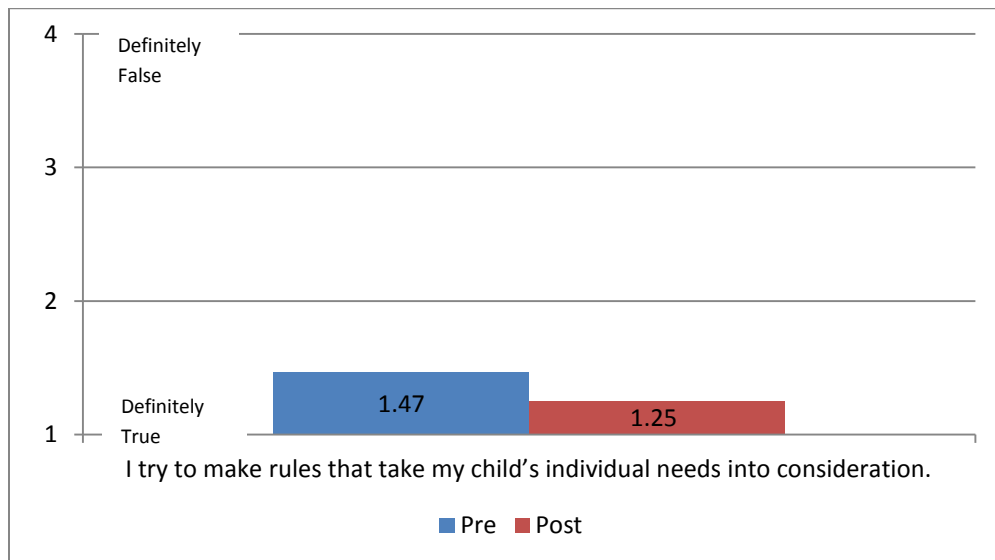
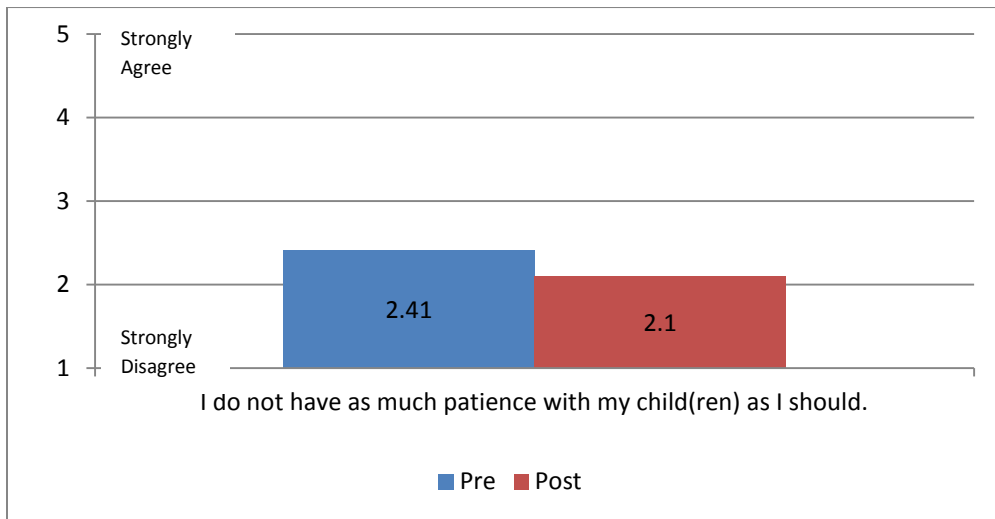
The following evaluation is based on information provided by 32 participants, who completed the Middle Years program and completed both a pre- and a post-test survey. Five of the ten measures tested showed significant improvements from the pre- to the post-test. Specifically, participants in the Middle Years program reported

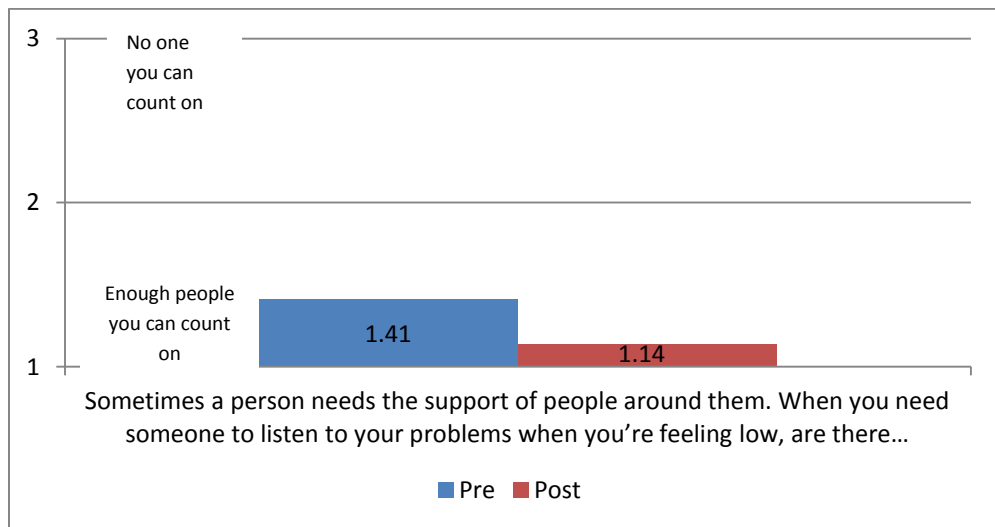
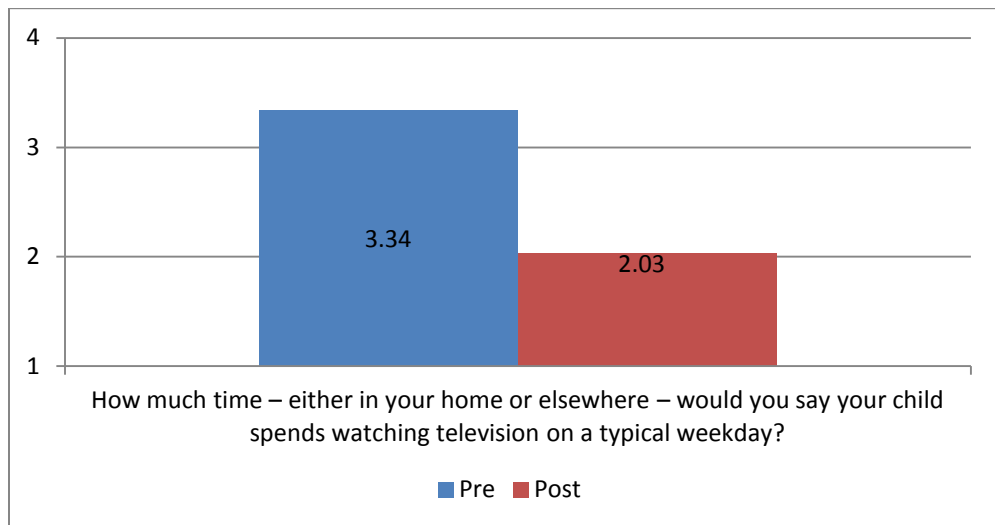
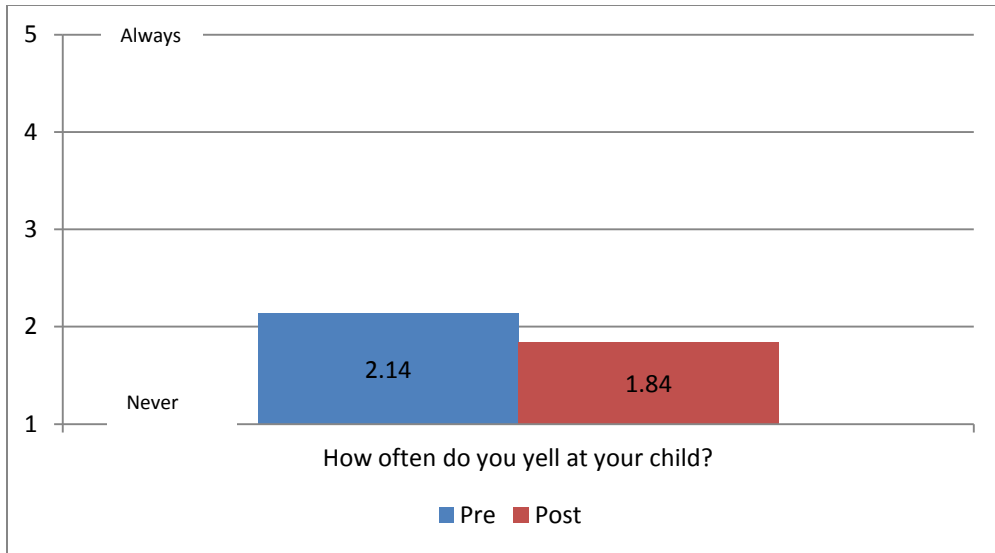
increased patience with their child, increased confidence in making rules which take their child's need into consideration, reductions in how often they yell at their child, decreased hours the child spent watching television, and increased feelings of support.

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

test, highlighting areas in which Middle Years 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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