The Cornell Cooperative Extension (CCE) system offers a variety of programs for parents and caregivers. Offered at CCE associations throughout New York, 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 CCE parent education programs between 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 in CCE Parent Education Programs
A total of thirteen parent education programs were evaluated, as shown below. The largest number of participants took part in Parenting A Second Time Around (PASTA) (21% of all participants) and the Parenting Skills Workshop Series (17%). The
following summaries use data from 555 participants who completed a pre-test survey given at the first session of their parent education class. In total, data was collected from twelve counties throughout the state. Tompkins County had the largest share of participants (24%) followed by Orange County (18%).

The majority (71%) of participants in parent education classes were female. The highest level of educational attainment reached among the participants varied widely, with the greatest number of participants reaching 12th grade or a GED (32%) followed by those having attended,
but not graduated from, college (24%). The vast majority of the participants in parent education classes were white (63%), and 40% 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. The pre/post study design allows researchers to see if participants’ attitudes, behaviors, and knowledge change during the course of the parenting programs. 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 program. 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 385 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 CCE parent education classes reported increased patience with their child, increased confidence in making rules that take their child’s needs into consideration, increased belief that they have the skills necessary to be a good caregiver, decreases in how often they yell at their child, increased time spent reading with their child, and decreases in the number of hours their children spend watching television.

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. This means that we can say with 90% certainty 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 at the 10% level.
I do not have as much patience with my child(ren) as I should

Pre: 2.85  Post: 2.59

I try to make rules that take my child’s individual needs into consideration.

Pre: 1.62  Post: 1.48
I honestly believe I have the skills necessary to be a good caregiver.

How often do you yell at your child?

Pre | Post
--- | ---
Strongly Agree | 4.13 | 4.37
Stronly Disagree | 2.18 | 1.98
How often do you read to your child or does your child read for enjoyment?

- Pre: 3.93
- Post: 4.14

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?

- Pre: 3.48 hours
- Post: 3.06 hours
These results indicate that six out of ten measures of parenting attitudes, behaviors and knowledge improved significantly from the pre- to the post-test. This suggests that, across the state, CCE parent education programs may have had a positive impact on their 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.