



Outcomes of Participants in Cornell Cooperative Extension Parent Education Programs in Orange County 2015-2016

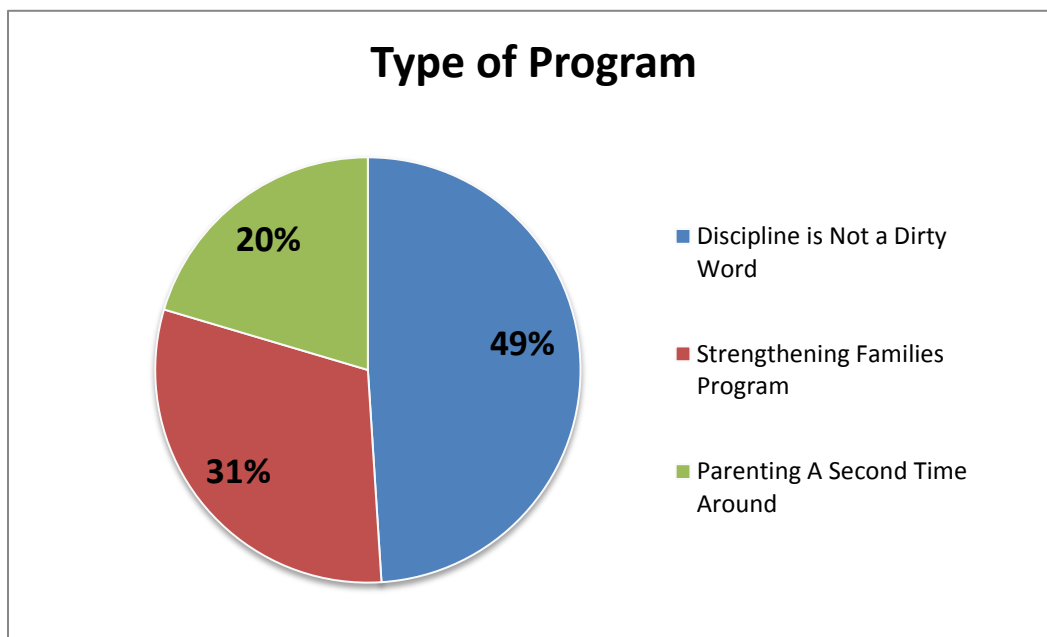
By Eliza Lathrop Cook

Cornell Cooperative Extension (CCE) of Orange County 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 Orange County CCE parent education programs from July 2015 to July 2016. Participants included parents and caregivers who participated in programs that comprised of 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.

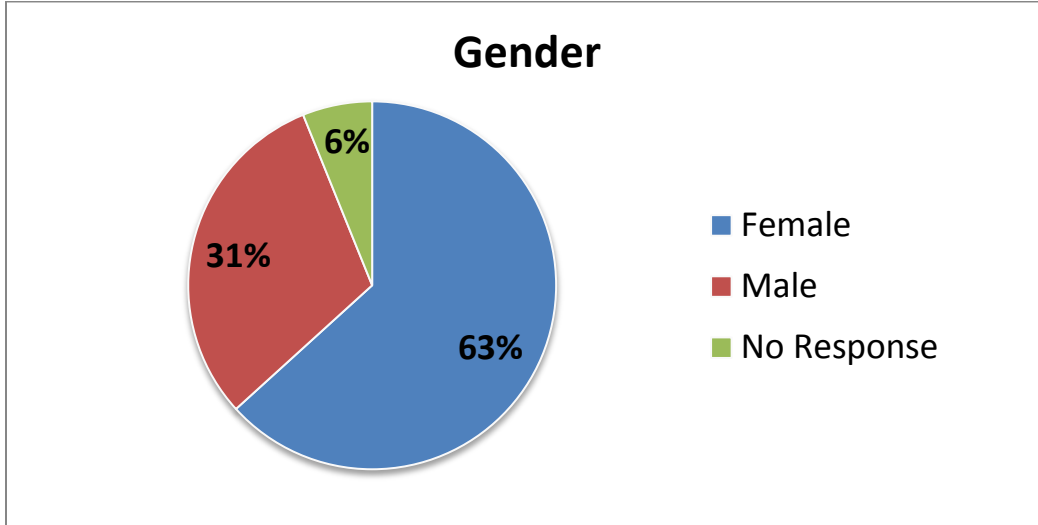
Demographics of Participants in Programs in Orange County, New York

A total of three programs were evaluated in Orange County, with the largest number of participants involved in Discipline is Not a Dirty Word (49%).



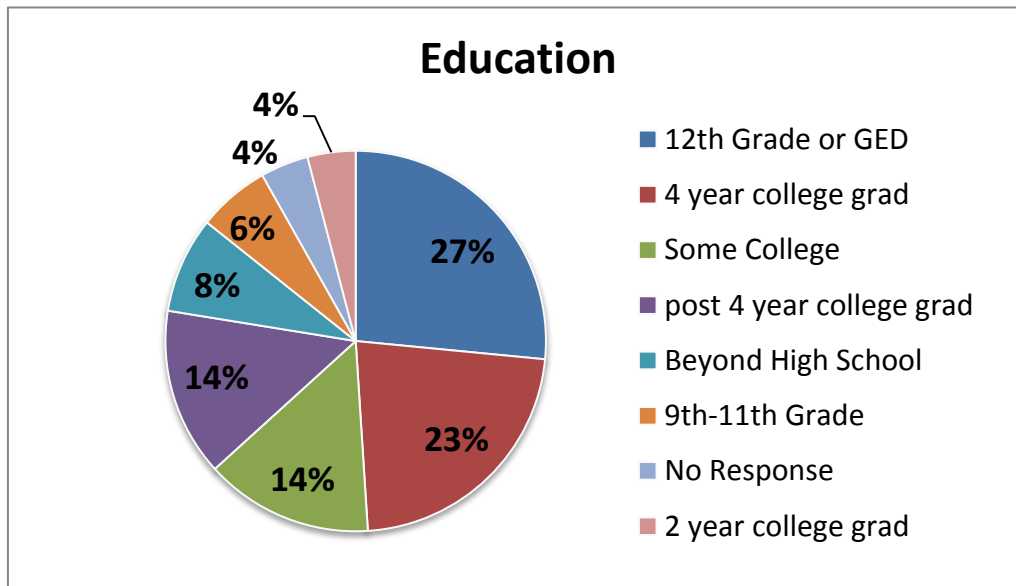
The following summaries use data from 49 participants who completed a pre-test survey given at the first session of their parent education class.

The majority of participants in the Orange County CCE parenting classes were females (63%).



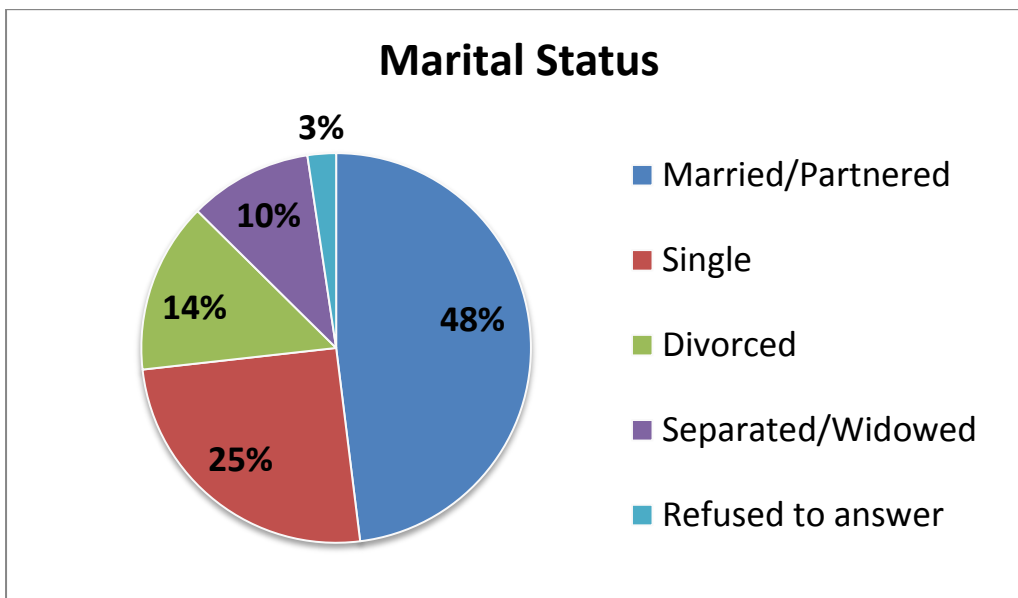
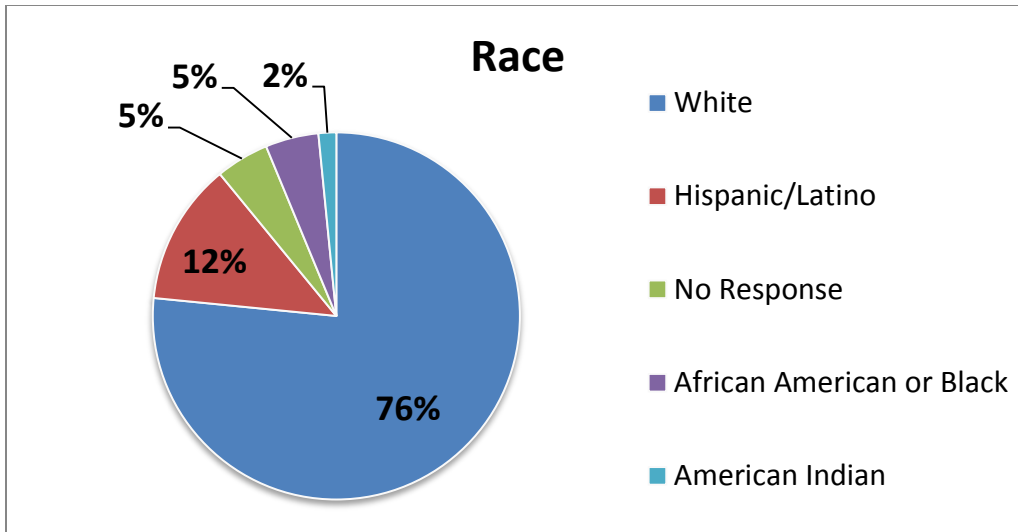
Educational attainment among the participants varied widely, with the greatest number of participants having completed either 12th grade or their

GED (27%), followed by those who graduated with a four-year college degree (23%).



The majority of the participants in Orange County CCE parent

education classes were white (76%) and 48% were married or partnered.



Pre-Post Survey Results

This evaluation used a pre- and post-test in which the participants were asked to answer two identical surveys—one given at the first class session 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;

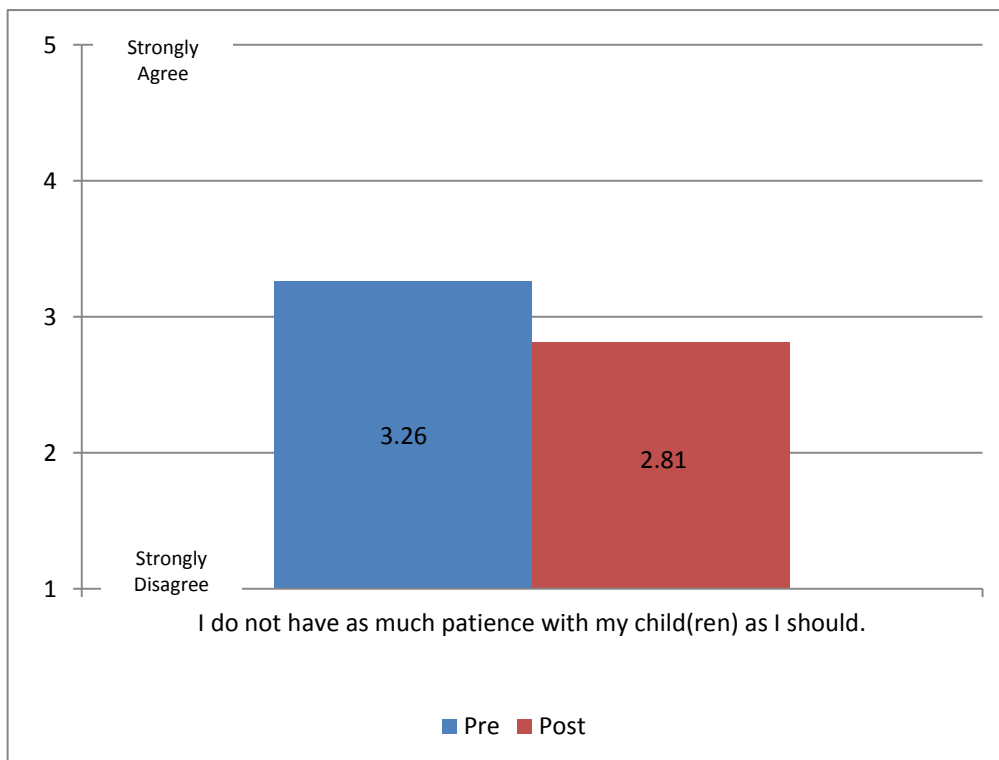
such changes could occur for other reasons outside of the workshop. However, it is possible that any significant pre-to-post changes in parenting attitudes, behaviors and knowledge that are observed may have resulted from taking part in the program.

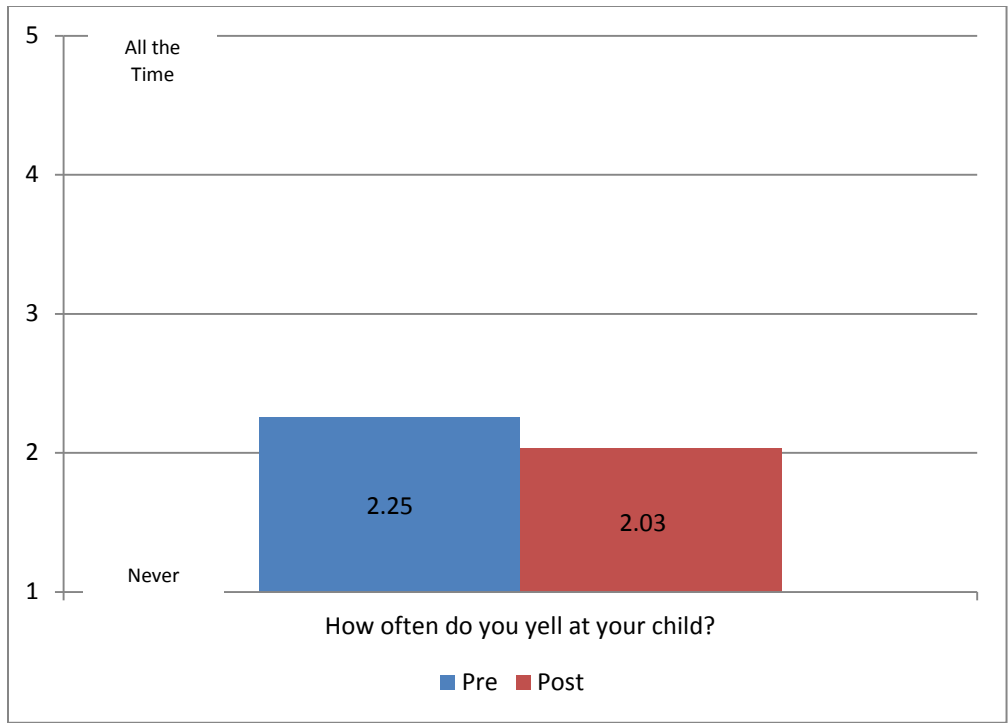
The following evaluation is based on information provided by 38 participants who completed their program and completed both a pre- and a post-test survey. Two of the ten measures tested showed significant improvements from the pre- to the post-test. Specifically, CCE parent education participants reported

increased patience with their child and decreases in how often they yell at their child.

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 CCE Orange County 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/>

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