

NCFR
Extension
Pre-Conference
Ideas That Work –
November 4

70th National Council on Family Relations
Annual Conference
November 5-8, 2008
Peabody Hotel, Little Rock, AR

<i>Childcare and Elder Care</i>	1
BETTER KID CARE	2
Prepare to Care Workplace Toolkit	3
<i>Individual and Youth Development</i>	4
Building Partnerships for Youth	5
An ethical (and relational) foundation for conflict resolution	6
Juntos Para Una Mejor Educación (Families Together for a Better Education)	7
National Future Scientists & Educators of Extension	8
Students In the Middle®	10
<i>Couple Relationships</i>	11
The Marriage Garden	12
<i>Parent Education</i>	13
ACT (Adults and Children Together) Against Violence/Parents Raising Safe Kids	14
Building Family Futures (BFF)	16
Focus on Kids	17
Healthy, Happy Families: Mini-Lessons	18
Just in Time Parenting	20
Parent Education for Immigrant and Refugee Families	21
The Parenting Journey	22
Parenting Piece by Piece	23
See the World Through My Eyes	25
<i>Family Life Education (Broad or Process Curricula)</i>	26
Essential Life Skills for Military Families	27
Family Album Radio	28
Family Life Education Materials Quality Assessment Tool (FLEMatQAT)	29
Meeting the Needs of Stepfamily Couples: Evidence Based Practice	31

Childcare and Elder Care

BETTER KID CARE -- Penn State University Cooperative Extension

Better Kid Care (BKC) programs consist of curricula, educational materials, E-Newsletters, workshops via satellite and Internet, local workshops and conferences, train-the-trainer programs, distance education via DVD-print and online credit bearing courses, (CDA, CEU, PA Act 48 credits).

Popular programs are the New Staff Orientation for center and for home providers, Emergency Preparedness and Supervision

Our target audiences include early learning teachers, K-4 teachers, family, group and center providers, employers, parents and students in higher education and secondary schools.

Annually BKC delivers in excess of 200,000 hours of professional development to the target audiences in Pennsylvania, in almost all states in US and professionals in over 170 counties around the world.

A brochure is available that more fully describes each of the delivery modalities.
Call: 1-800-452-9108, E-mail: betterkidare@psu.edu, or visit us on the Web at www.betterkidcare.psu.edu

Prepare to Care Workplace Toolkit

Objectives of the curriculum: The goal of this Toolkit is to provide educational materials and strategies for professionals and volunteers to use to engage employers in educating employees who are or will someday be family caregivers.

Description: Nearly 60% of those caring for an adult over age 50 are working, most full-time. For many employed caregivers, family caregiving responsibilities strain available time and resources. The Prepare to Care Workplace Toolkit enables an educator to help employers understand the impact of caregiving on their businesses, and provides them with supports for their employees.

The AARP Foundation and CSREES worked together to initiate this two-year pilot project (2007-2008) to develop a Prepare to Care Workplace Toolkit. The pilot project team included Extension state and county faculty from University of Wisconsin, Oregon State University, Cornell University, and North Carolina State University. A variety of outreach strategies were piloted by each state in 12 counties to reach employers as well as employees. The Prepare to Care Workplace Toolkit emerged from these multi-site experiences.

The Toolkit includes background information on the issues, customizable outreach and promotional materials, teaching tools (PowerPoint presentations, interactive workshop techniques), evaluation tools (surveys, assessments), and lesson learned from the pilot project. Many of the educational materials and templates for Extension educators, AARP volunteers, and Area Agency on Aging staff members will be available on the eXtension national website on caregiving at: www.extension.org/family+caregiving in November, 2008, and the roll-out will begin in January, 2009. The Prepare to Care Planning Guide with folders as well as handouts for employers and employees are available from the AARP website. Training is not required to use this program. These materials are appropriate for Extension educators who conduct programming in the field of aging.

Primary Contact Person: Sally Bowman

Other contacts: Mary Brintnall-Peterson; Dianne Weber; Cheryl Peters; Luci Bearon; June Mead; Denyse Variano

Affiliation: Oregon State University

Email: bowmans@oregonstate.edu

Phone: (541)737-1020; Fax: (541)737-0999

Individual and Youth Development

Building Partnerships for Youth

Program Objectives: This national partnership project is designed to build the capacity of societal institutions that work with young people with the objectives of facilitating the intentional integration of positive youth development concepts and approaches into local, county, and statewide policies and programs. Through a variety of capacity building approaches, including support, technical assistance and internet based resources, organizations, institutions, communities and states are provided with the tools to encourage the development and implementation of plans to meaningfully integrate positive youth development practices to support adolescent health, and to increase the motivation and capacity for youth ages 9-13 to make healthy decisions including delaying becoming sexually active. Positive youth development is defined in the work of this project as caring adults engaged with youth in meaningful activities which foster the development of agency, connectedness and competence.

Program Description: Building Partnerships for Youth is a national level partnership between National 4-H Council and the University of Arizona, sponsored by the Center for Disease Control and Prevention, Division of Adolescent and School Health (CDC-DASH). Building Partnerships for Youth offers ongoing support, training and research-based technical assistance targeting organizations, institutions and individuals serving youth through: A comprehensive web site, <http://bpy.arizona.edu>, offering a database of tools, youth development curricula, fact sheets, assessment tools and a searchable directory of extension professionals with whom to network, and; ongoing national partnership development to support and expand the integration of positive youth development principles across sectors.

To deepen the focus of the project, six states including Maine, Maryland, Indiana, Illinois, Texas, and Oregon were selected to form multi-sector teams including representatives from education, health, youth serving organizations, youth constituent, faith-based, and Cooperative Extension. At the beginning of the project, teams attended a three-day intensive session to develop action plans for how to successfully work toward the integration of positive youth development in both policies and services that impact young people in their communities.

Examples of how states have been successful in integrating positive youth development include developing and hosting statewide Youth Summits to identify community needs from a youth perspective, developing opportunities for youth voice to be integrated in policy development, and dissemination of organizational assessment tools for organizations serving youth to evaluate the extent to which positive youth development is intentionally integrated into program design and activities. All tools provided on the Building Partnerships for Youth website are available for the public at no charge.

Primary contacts: Stephen T. Russell, Ph.D. Professor and Fitch Nesbitt Endowed Chair, McClelland Institute for Children, Youth & Families, Norton School of Family and Consumer Sciences, University of Arizona

Email: strussell@arizona.edu **Phone:** (520)621-1231 **Fax:** (520)621-9445

Lynne M. Borden, Ph.D., Professor and Extension Specialist, Norton School of Family and Consumer Sciences, University of Arizona

Email: bordenl@ag.arizona.edu **Phone:** (520)621-1063 **Fax:** (520)621-9445

Leslie Langbert, MSW, Project Director, Norton School of Family and Consumer Sciences, University of Arizona

Email: langbert@email.arizona.edu **Phone:** (520)621-6473 **Fax:** (520)621-9445

An ethical (and relational) foundation for conflict resolution

Objectives: This approach to conflict resolution is extracted from the AANCHOR family life/character education curriculum, originally used in a series of federal grants as a means to foster ethical attitudes and behaviors. The curriculum seeks to lay a philosophical starting point and practical foundation for fostering quality relationships. It assumes that relationships begin with our ethical “way of being,” which is fundamental to our approach to life. The AANCHOR curriculum can be used on its own, or can provide a philosophical and practical foundation for other curricula that focus primarily on offering knowledge and skills. After all, knowledge and skills can be used to undermine, as well as to foster, quality relationships or beneficial decisions and outcomes. [We can be skilled in being unethical and destructive of each others’ best interests.] The approach to conflict resolution begins first with the ethical question of “What is my role in creating or maintaining this conflict?”—or alternatively, “What attitudes or actions of my own might be invitations to abandon or resolve this conflict?”

Description: The concepts in the curriculum have been used with a variety of audiences: secondary schools, corporations, adult marriage & parenting classes, and university courses. It has been used in 16 school districts in the western U.S. and has been a featured curricula in the U.S. Health and Human Services Office of Adolescent Pregnancy.

Program partners/collaborators: Christopher M. Wallace, Ph.D. [MFT Private Practice, AZ & The Arbinger Group; and Terrance D. Olson, The Wheatley Institution and The School of Family Life, BYU]

Program content & research: Family life education for adolescents and adults, corporate management training [research primarily with public school audiences]

How is the program or research implemented: The common method of implementation is either through annual Train the Trainer summer workshops or through individual contracting with relevant audiences.

Outcomes of research: With the adolescent audiences, the main significant differences between treatment and control groups is in higher scores on family communication (discussing values & beliefs); higher loyalty-to-family scores; less permissive scores on attitudes regarding premarital sexual involvement.

Are supplemental resources available? Ideally, school districts or extension programs who have personnel trained in the philosophical foundations should be able to create, adapt and provide supplemental activities and examples. The curriculum offers numerous case studies for analysis of the ethical domain as applied to everyday life.

Are evaluation instruments provided? No.

Is training required to use this program? Generally, yes. Because the approach takes a view of our being able to create the ethical quality of our lives, and assumes we can live true or false to our ethical sense, the starting points of this program stand prior to the common approach of delivering topical knowledge and skills. But once the foundation of how to understand human being is laid, applications to most contexts of human experience are possible. Training workshops can be attended in the summer at a sponsoring university continuing education program or as negotiated.

What is the cost for program materials and how can they be acquired? The complete AANCHOR program is available for \$45.00 from the contact person below. If an organization wished only to use the conflict resolution component, they could do so free of charge as long as the authors, The Wheatley Institution & the Arbinger Group were credited. [The curriculum is frequently revised and often modified for target audiences. The basic philosophy remains the same.]

Primary Contact Person: Terrance D. Olson; School of Family Life, 2086 JFSB
Brigham Young University, Provo UT 84602

Email: tdo@byu.edu

Phone: (801)422.3375

Fax: (801)422.0230

Juntos Para Una Mejor Educación ***(Families Together for a Better Education)***

Objectives of the program: The goals of this project are:

- to increase youth's abilities to succeed in high school, to discover the benefits of higher education, and to become aware of how to attain a college education, through program implementation and the dissemination of a starter kit;
- to expand family-school-college partnerships and capacity in North Carolina to address Latino dropout prevention and access to higher education;
- to engage college students in Extension program development, evaluation, and dissemination;
- to position our interdisciplinary team to secure external funding to replicate and evaluate the educational program across NC and in other states.

Description: This 6-session program entitled “*Juntos Para Una Mejor Educación*” (*Together for a Better Education*), is a workshop series that brings together partners from high schools, families of 6-12th grade students, college-age mentors, and Cooperative Extension staff to bridge the gap from high school to college. The Juntos program is being piloted with both mainstream and Latino youth and their families in diverse counties of North Carolina (Moore, Orange, Johnston, & Durham) that have experienced heightened rates of high school dropout. This experiential program provides parents and youth with knowledge and resources to prevent high school students from dropping out and encourage families to work together to gain access to college. A curriculum and starter-kit is available and will be disseminated through full day train-the-trainer workshops for County Extension educators and community collaborators in two regions of North Carolina (West: Hickory and East: Goldsboro) in 2008-2009. English and Spanish versions of the curriculum are available as well as a younger (6-8th grade) and an older version (9-12th grade). Research is being conducted via pre-tests, post-tests, and retrospective pre-tests with parents and teens. The program is currently free, and resources such as the game boards that go with the program are available at cost to interested groups. Most program resources are available online at: <http://latinofamilies.wordpress.com/outreach/juntos/>

Primary Contact Person: Andrew Behnke

NC State University

Email: aobehnke@ncsu.edu

Phone: (919)515-9156

Fax: (919)515-2786

National Future Scientists & Educators of Extension

Who We Are: The National Future Scientists and Educators of Extension strive to inform and recruit students to learn more about career choices and research opportunities in the Cooperative Extension System.

Our Vision: "National Future Scientists and Educators of Extension" ~NFSEE~ Our vision is to serve as an integral part of the educational mission of Extension: to enhance Extension programming in the behavioral and social sciences by providing opportunities for student development through educational experiences, research and application, volunteer services and self-directed activities. The NFSEE aims to make a positive difference in the lives of students by supporting their leadership potential, personal growth, and professional success through Extension careers. Students in the NFSEE will serve as a unifying force -- a point of intellectual knowledge, support, professional development and identification for the National Future Scientists and Educators of Extension.

Our Target Audience: Students at land-grant universities nationwide

Our Program Scope: Available nationally

Program Partners/Collaborators: Cooperative State Research, Education and Extension Service

The Purpose of NFSEE:

- Inform and recruit students to learn more about career choices and research opportunities in the Cooperative Extension System.
- Provide professional development opportunities for students through programs and connections to relevant professional organizations and external partnerships.
- Provide opportunities to work closely with CSREES national program staff, university-based specialists and local agents on critical initiatives, as well as student-led outreach, research projects, and CSREES Visiting Scholar opportunities.
- Foster innovation through peer support.

These Goals Will be Achieved Through:

- Student-led strategic planning meetings at several conferences in our 2009 Launch Year, including the Extension Family Science Network (EFSN) Biennial Conference in April 2009 to develop a blueprint to serve as a guide for developing and sustaining NFSEE.
- Peer-to-peer mentorship.
- A dedicated listserv where agents and specialists can post information so students can learn about new projects in their areas of interest, and students can inform or share ideas with other students.
- An innovative and informative website (<http://www.NFSEE.org> to be completed January 2009) designed to keep students abreast of new and upcoming outreach prospects and opportunities to attend and present at national conferences.
- Regular monthly teleconferences or online meetings allowing students to collaborate and share innovative outreach ideas, and gain feedback from their peers and those specialists who become involved.

The Benefits of NFSEE Membership: Students who join NFSEE will experience the benefits of membership the moment they join. NFSEE seeks to bring students together with Extension professionals who are making a difference in the quality of life for the citizens of the United States. Across the country, Extension agents positively impact millions through service, education, program development, and research. Given that Extension has a presence in all counties in this country, this organization is able to boast a clear commitment and proven record in outreach efforts targeting the most critical issues in our states. Membership in NFSEE will offer students exposure to a world of unique opportunities that will enhance professional development in terms of academic engagement, university service, and community outreach.

Looking Toward the Future of NFSEE: As the Cooperative Extension Service enters the next hundred years of service, it is imperative that a new generation of motivated, talented and compassionate professionals begin the next century of service in order to continue the legacy of the land-grant mission. NFSEE can provide students with the unique opportunity to learn about Extension and all it offers young professionals on their path to choosing a lifelong career.

Primary Contact: H. Marissa Stone, Graduate Student, The University of Georgia

Email: hmstone@uga.edu **Phone:** (706)583-0564

Cell: (404)569-5516 **Fax:** (770)662-8089

Students In the Middle®

Students In the Middle (SIM) is a school-based training and support program for School Counselors and School Social Workers who want to provide discussion/support groups in their schools for students of all ages whose parents have experienced family transitions, including separation, divorce, and/or remarriage. It was developed in 2005 through a partnership with Kids In the Middle® (St. Louis) and University of Missouri Extension for use in geographical areas in which access to professional group therapy services for children "in the middle" of divorce was not available.

University of Missouri State and Regional Extension Specialists provide a day-long training for school counselors and social workers, which will enable them to provide an 8-session support group with students whose parents have experienced family transitions. Sessions include group and age-specific activities for students in preschool through high school, including games, discussion and role play topics, art and writing activities, and a variety of handouts for children and their parents.

It is hoped that students who participate in the support groups will be better able to:

- Acknowledge and define divorce or separation
- Identify and express their feelings
- Understand and use healthy coping skills
- Identify their strengths
- Accept the changes in their families

To date, 38 school counselors have been trained and funding has recently been secured to evaluate the program. Preliminary feedback from trainings include comments from students, ("I'm not afraid to talk about my feelings"; "It helps me know how to handle my feelings") parents ("I love the idea of this...as a parent, I enjoyed the weekly articles for ideas and reassurance for my role in this"), and school counselors ("Children say they like coming to group and hate missing it when they're not in school. One parent said it had made a noticeable impact on his son."; "This is an awesome resource more counselors need to know about this...It was very worth the time and money.")

The cost for school counselors to attend the training is \$100, and includes a binder of materials. The University of Missouri currently has a contract with Kids in the Middle to provide the trainings. Organizations wishing to initiate a contract with Kids in the Middle to provide trainings should contact Dave Schramm for more information:

Primary Contact: David Schramm, Ph.D., CFLE
State Extension Specialist and Assistant Professor
Human Development and Family Studies, University of Missouri
Email: schrammdg@missouri.edu
Phone: (573)884-1995 **Fax:** (573)884-5550

Couple Relationships

The Marriage Garden

Objectives of the program/curriculum:

Provide quality, research-based education and training about dating and marriage relationships to married couples and those considering marriage.

Description: Include the following:

- **Target audience** – married couples and those considering marriage
- **Program scope** (local, regional, statewide, national, etc.): statewide and national (Marriage Garden is being used by many people outside Arkansas)
- **Program partners/collaborators** – Arkansas Dept. of Workforce Services
- **Program content area** (e.g., parenting, child care, couple relationships, etc.): Couple relationships
- **How is the program implemented** (e.g., direct, train the trainer, mass media, mailed survey, observation, etc.)? The Marriage Garden is flexible enough that it can be implemented in a variety of formats including individual study, couple study, group study, marriage mentoring, or as a resource guide. Marriage Garden has also been taught using direct training and train-the-trainer formats.
- **Level of evaluation support or evidence base or outcomes of research** - Data from 118 Marriage Garden participants surveyed indicate that participants had statistically significant increases in their levels of understanding of the following relationship issues/skills (Commitment, Growth, Nurturing, Understanding, Problem Solving, and Serving) from Time 1 (before participation in Marriage Garden) to Time 2 (after participating in Marriage Garden).
- **Are supplemental resources available?** Yes – there is a “Healthy Marriage: Fact and Fiction” DVD available as a supplement to the Marriage Garden curriculum.
- **Are evaluation instruments provided?** Yes – online at www.arfamilies.org
- **Is training required to use this program?** No
- **What is the cost for program materials and how can they be acquired?** Curriculum is free to Arkansans. Cost to those outside Arkansas is \$10.00 – includes folder and 6 lesson guides. Order forms available online at www.arfamilies.org or by contacting Mona Norris at 501-671-2355 or mnorris@uaex.edu.

Primary Contact Person:

James P. Marshall
Assistant Professor – Family Life
University of Arkansas Cooperative Extension
Email: jpmarshall@uaex.edu
Phone: (501)671-2202
Fax: (501)671-2294

H. Wallace (Wally) Goddard
Professor – Family Life
University of Arkansas Cooperative Extension
Email: wgoddard@uaex.edu
Phone: (501)671-2104
Fax: (501)671-2294

Parent Education

ACT (Adults and Children Together) Against Violence/Parents Raising Safe Kids

Target audience: Adults (parents/caregivers) who work with children birth to age 8; program can be administered to groups of families from all backgrounds in diverse settings in an efficient and low cost-effective manner. Program materials available in English and Spanish.

Program scope: (local, regional, state, and national)

One of a few violence prevention strategies that focus on early childhood, ACT—Adults and Children Together—Against Violence is a national anti-violence initiative that emphasizes community involvement, strengthening families, and positive parenting as critical ways to create safe and healthy environments for children and youth.

The American Psychological Association (APA) has created ACT Regional Centers — currently in Chicago, Toledo, and Miami; three others are being created in 2008 to expand and decentralize the program.

The ACT program is being implemented in 35 communities in 18 states, including Latino communities, in partnership with community-based social service and mental health providers, colleges, local government agencies, local coalitions, churches, hospitals, etc.

Program partners/collaborators: American Psychological Association (APA), National Association for the Education of Young Children (NAEYC), MedLife Foundation, Ad Council, Purdue Extension (in Indiana), other state and community partners nationwide

Program content area: violence prevention, parenting, caregiving

How is the program implemented: Train-the-trainer model; state and local community partnerships

Level of evaluation support of evidence base or outcomes of research: Formative evaluation studies conducted in some of the local sites and by a national study funded by the Centers for Disease Control and Prevention (CDC) conducted by the Battelle Centers for Public Health Research and Evaluation in 2003-2004 demonstrated that the ACT program offers a successful model for disseminating and teaching early violence prevention and skills to adults.

For copies of all ACT evaluation studies to date, contact Julia Silva, Director, Violence Prevention Office at APA, or, Dee Love as noted below.

Are supplemental resources available? The program materials are available in English and Spanish and include the training manual, parent handbook, fact sheets and handouts, brochures, the ACT TV PSA CD, and posters.

Additional resources: public website: <http://www.actagainstviolence.org>

Website also has a password protected Intranet for trainers to access additional resources

National ACT listserv available for trainers to receive weekly updates on related research and resources.

The ACT national staff provides technical assistance to local site teams through e-mails, conference calls, annual leadership seminars, a listserv, web-based seminars, and site visits.

Are evaluation instruments provided? Yes, both for trainers in train-the-trainer sessions and for parents/caregivers receiving the program.

In addition, a grant was awarded by CDC to Dr. Sharon Portwood from the University of North Carolina/Charlotte and her research team to conduct a comprehensive outcome/ impact evaluation study of the ACT parent 8-week program; the evaluation study started in fall 2008.

Is training required to use this program? Yes

If required, how is it accessed and what is the cost? A national three-day, train-the-trainer workshop is available yearly through APA in Washington, DC for \$300 registration fee plus travel, hotel, and meals.

State and local ACT certified trainers may train others at their own determined costs. In Indiana, for example, ACT training has been conducted in partnership with other organizations with two-day training registration costs in the \$35 to \$50 range.

What is the cost for program materials and how can they be acquired? Materials are acquired through APA: <http://forms.apa.org/act/order/>

The ACT facilitator kit is available for \$115 (other support materials available for varying costs). Once partnership is established with APA, certified ACT trainers may duplicate ACT materials for use in training at no additional cost (must credit APA and NAEYC).

Primary Contact Person: Dreama (Dee) Love, M.A., CFLE
Human Development Extension Specialist
Department of Child Development and Family Studies
Purdue University, West Lafayette, IN

Email: loved@purdue.edu

Phone: (765)494-2933

Cell: (317)514-8694

Fax: (765)494-0503

Building Family Futures (BFF)

Objectives of the Curriculum:

The objectives of the BFF training curriculum are to provide –

- 1) Experienced, master level parenting educators and trainers with a 16 week train-the trainer program for use with “starting out” or early career parenting educators;
- 2) Starting and early career parenting educators with a comprehensive program of parenting and family life education designed for use with “at risk” and “high risk” parents and heads of household, e.g. low or no literacy adults, adults with mental health and/or addiction issues, incarcerated/court mandated/supervised non-custodial parents;
- 3) Extension specialists with a T-3 level curriculum based on the National Extension Parenting Education Framework (NEPEF).

Description:

- **Target Audience:** Experienced parenting educators and trainers; Early career parenting educators
- **Program Scope:** local, statewide, regional, national
- **Program Partners:** State departments of Children, Youth and Family Services, Mental Health and Addiction Services, Corrections, public and privately funded parenting education service providers
- **How is the program implemented:** Train-the-Trainer
- **Level of evaluation support or evidence base:** Has been field-tested and evaluated within CT; trainees were employed at 16 of the state’s largest publicly and privately funded social service agencies;
- **Supplemental resources available:** All resources needed to conduct a train-the trainer program and/or to conduct a program of parenting and family life education for “at risk” or “high risk” parents and heads of household are included in the curriculum;
- **Evaluation instruments:** Process and outcome instruments are provided;
- **Training required to use this program :** An experience, master level parenting educator or trainer will be able to implement the train-the-trainer program without further training being required;
- **How to access and cost:** Only Extension Specialists can request a copy. Free to anyone who will share their evaluation data which is being used to obtain national SAMHSA accreditation status.

Primary Contact Person: Maureen T. Mulroy, Ph. D.
Human Development Specialist, University of Connecticut
Email: Maureen.mulroly@uconn.edu
Phone: (860)486-1003
Fax: (860)486-3452

Focus on Kids

<http://missourifamilies.org/fok/>

Focus on Kids is a 2 ½ hour research-based parenting education program for separated or divorced parents that was developed in 1995 by faculty in the Department of Human Development and Family Studies at the University of Missouri. The purpose of Focus on Kids is to help parents learn how to nurture and support their children during and after separation and divorce. Focus on Kids satisfies the Missouri law that requires parents who are divorcing to attend an educational parenting program. It is conducted in cooperation with Missouri's circuit courts and is taught primarily by regional extension specialists (and University of Missouri faculty) in over 30 counties.

The format consists of a brief introduction and overview of the class, followed by an introductory DVD clip of children describing what the divorce experience has been like for them. A series of four vignettes on a DVD are then shown. In each vignette, family members are engaged in a divorce-related dilemma. In the first part of each vignette, the situation is not handled well and, in some way, the children are placed in the middle of the parents' conflicts. After the first part of the vignette is played, the DVD is stopped and the participants are engaged in a discussion related to what did not go well, what the issues are that led to the conflictual interaction, and what might be done to resolve the situation. After the discussion with participants, the second part of the recorded vignette is played, which shows the family members attempting to resolve the conflict. This process occurs for each of the four vignettes. Total DVD time is 32 minutes.

In 2006-2007, more than 3,700 parents from more than 30 Missouri counties attended the Focus on Kids program. Evaluation data indicate the success of Focus on Kids in several areas measured on a 5-point scale (5 = strongly agree). After attending, most parents reported that they understand more about how children are affected by divorce (4.2); will make a stronger effort to work with the other parent for the children's sake (4.7); and 90% of the participants either "Agree" or "Strongly Agree" that the information presented will influence the decisions they make regarding their children.

Over the past decade, three evaluation studies have been conducted, demonstrating the effectiveness of Focus on Kids, with a longitudinal study currently in progress. Beginning in 2007, a four-page self-report evaluation is now administered to participants directly following the class, which contains new content-specific questions in a "post-then-pre" format.

The cost for individuals to attend Focus on Kids depends on the county, with prices ranging from \$35-\$50. Approximately 50-60% of the money generated comes back to the extension specialists or faculty teaching the course, thus creating a funding stream to assist specialists with programming efforts.

For the first time, beginning in 2009, Focus on Kids (binder and DVD) will be available for organizations in other states to purchase and implement. The cost will be \$299 for the DVD and \$499 for the DVD and curriculum. For organizations that wish to conduct the program in more than one location, site licenses can be purchased for \$99. No training required.

Primary Contact Person: David Schramm, Ph.D., CFLE
State Extension Specialist and Assistant Professor
Human Development and Family Studies, University of Missouri
Email: schrammdg@missouri.edu **Phone:** (573)884-1995

Fax: (573) 884-5550

Healthy, Happy Families: Mini-Lessons

Objectives: *Healthy, Happy Families: Mini-Lessons* are designed to help parents learn positive parenting skills that promote healthy feeding relationships with preschool aged children. This program is designed to be used in connection with a nutrition education program that teaches parents about the nutritional needs and proper diets of young children. When used in connection with a nutrition education program, *Healthy, Happy Families* has been shown to significantly improve parents' attitudes about child feeding and parenting

Target Audience: Low-literacy parents of children aged 2 to 5 years of age.

Program Scope: Tested statewide in California. Could be applied nationally.

Program Partners/collaborators: California Expanded Food & Nutrition Education Program (EFNEP) and the California Food Stamp Nutrition Education Program (FSNEP)

Program content area/area of research: Primary: Parenting; Secondary: Child Feeding

Implementation: *Healthy, Happy Families* includes eight lessons and accompanying parent brochures, each with a theme related to child feeding and weight (Forming healthy habits early, establishing healthy, daily routines, children's growth and needs are unique, helping children try new foods, getting kids involved with food preparation, having family meals, setting limits and giving praise, and play as healthy) . Each lesson addresses children's development and skills that parents can use to foster a healthy feeding relationship with their children. Lessons and activities are designed to be 15 to 20 minutes in length and encourage active involvement from parents in the learning of the concepts. However, the take home pamphlets have also been shown to be effective when distributed alone. Lessons and brochures are designed to be used to enhance nutrition education programs. As such, the materials can be used in any order to address relevant parenting questions or topics that arise in the course of nutrition classes. "Lesson Connections" for each theme provide suggested nutrition education topics most suitable to link with the lesson theme. No training is required to implement the program if done within a nutrition education program.

Level of evaluation support or outcomes of research: *Healthy, Happy Families: Mini-Lessons* were evaluated for the impact on parenting and child feeding attitudes. EFNEP or FSNEP classes in 14 counties in California were randomly assigned to receive the *Healthy, Happy Families* program in addition to the regular EFNEP and FSNEP classes, or to deliver EFNEP and FSNEP classes as usual. A total of 111 mothers of 2 to 5 year old children participated in the evaluation. Mothers in the test group received the *Healthy, Happy Families* lessons at the end of the regular class sessions and took home parent brochures on the topic presented. Given that most classes normally operated on a 4 week timeline, only 4 of the 8 *Healthy, Happy Families* brochures were presented. Pre-test measures were collected prior to the *Healthy, Happy Families* materials being presented, and post test measures were collected after the 4 week session. Data indicated that in comparison to mothers in the control group, mothers who received the *Healthy, Happy Families: Mini-Lessons* significantly improved their: child feeding attitudes about limit setting, introducing new foods, and having family meal, and their parenting attitudes about consistency in parenting (the comparison group decreased) and following through with discipline.

Supplemental resources: A DVD that illustrates the concepts in the *Healthy, Happy Families: Mini-Lessons* (“Creating Healthy Families”) is available through the University of California Agriculture and Natural Resources publications (online at: <http://anrcatalog.ucdavis.edu/Nutrition/6588D.aspx>)

Evaluation instruments: No

Training requirements: No

Cost of program materials and how can they be acquired: This program is undergoing peer review. Once completed, the program materials will be available for purchase through University of California Agriculture and Natural Resources publications (<http://anrcatalog.ucdavis.edu>) at a cost to be determined. Currently, electronic versions of the materials (person requesting must assume the cost of printing) can be acquired by sending a request to the primary contact person:

Primary Contact Person: Lenna Ontai
Asst. Specialist in Cooperative Extension
Human and Community Development,
University of California, Davis, CA 95616
Email: lontagr@ucdavis.edu
Phone: (530)752-6410

Just in Time Parenting

Just in Time Parenting is a commitment to reaching families with key information at the time it can be most useful and make the biggest difference in their lives.

Written at a 4th grade reading level, JITP cuts to the core of research-based parenting information needed to help children thrive:

- Promoting healthy growth and development – socially, emotionally, physically and intellectually
- Promoting and reinforcing positive parenting attitudes, skills and behaviors
- Connecting families to resources in their local areas
- Reinforcing family strengths – gently affirming healthy interpersonal and family relationships.

“If you have only one parenting program, this should be it. If you have many, *Just in Time Parenting* should be one of them.” ~ Dept. chair, major land-grant university

JITP can be teamed with other efforts (face to face meetings, home visiting) to reinforce key concepts and provide ongoing “contact” and encouragement.

Vision: Just in Time Parenting – starting prenatally and continuing through adolescence – available nationwide to every interested parent.

Target audience: Parents of children – from prenatal through the school-age years.

Program scope: Available nationally

Program partners: http://www.extension.org/pages/Just_in_Time_Parenting_Community_Page

Evaluation summary: http://pubwiki.extension.org/mediawiki/files/1/10/JITPOct25_07.pdf

- Parents of infants can now enroll and then receive monthly notification that their age-paced letter is ready. The first 12 months of the Just in Time Parenting letters are posted at <http://www.extension.org/parenting>
- Check out the resources available to Extension colleagues at <http://www.parentinginfo.org/> Click on “For Extension”
 - Then click on Join the Just in Time Parenting Community of Practice! After you have submitted that information, you will receive the jitp passwords that open up a plethora of programming resources.
 - Click on the marketing materials, and adapt the flyers and /or press releases to publicize Just in Time Parenting to parents in your county and/or state.
 - Explore all of the evaluation resources available in the Evaluation Guide and Toolbox.
 - Access print-ready letters (with customizable space for your logo or masthead) that can be distributed by mail. Click on “Download the newsletters.”
- Frequently Asked Questions are posted at <http://www.extension.org/parenting> Extension colleagues are contacted to serve as reviewers and “experts” for the Ask the Expert feature.
- An automated evaluation and reporting system is being pilot tested. In the long term, this will provide invaluable parent feedback to help improve our work.

What can you do now?

- Link <http://www.extension.org/parenting> to your website. This provides the “Google Juice” that will help eXtension Just in Time Parenting be easy to find when parents seek information.
- Check out the “Featured Articles” on the front page of www.extension.org/parenting -- and contact Ellen Abell at abelle@auburn.edu if you are interested in being a contributor or a reviewer.
- Access the JITP resources, contribute articles, serve as a reviewer, and help answer questions from parents and other professionals. Go to <http://www.parentinginfo.org/register.php> to become a member today!

Primary Contact: Pat Tanner Nelson, Extension Family & Human Development Specialist, University of Delaware **Email:** ptnelson@udel.edu **Phone:** (302)831-1329 **Fax:** (302)831-0843

Parent Education for Immigrant and Refugee Families

Objectives of the program, curriculum, or research summary:

- To provide immigrant families with information that will help them keep their families safe and healthy
- To help families understand cultural expectations for parenting and family life in their new country
- To help families link to resources that can help them in their resettlement efforts

Target audience: Refugee families (Burundi specifically)

Program scope: This program was a local effort but could be conducted statewide or nationally. It was implemented as a six-week parenting class in a housing authority complex where several refugee families had been resettled. Because of language barriers and cultural differences, there were problems with children such as parents allowing them the run of the neighborhood after dark, children going into people's homes without permission, children urinating on the shrubs and buildings, and children not having regular eating or sleeping schedules, and parents not understanding homework assignments or what papers meant that were being sent home from school. The six lessons covered the following topics:

Eating Right to Feel Well Helping Your Child Succeed in School
Keeping Your Child Safe Guiding Children (two sessions)
Staying Healthy

I used many supplementary materials such as the videos *Hitting, Shaking, Spanking: What to Do Instead* and *Yelling, Threatening, and Putting Down: What to Do Instead*, "Let's Get Ready for School Picture Book" from Tennessee Voices for Children, and created a lot of visual aids such as picture cards of common household items that could be labeled to help parents and children with learning the English language, and cards picturing alternative discipline ideas to hitting or yelling. We held the classes in a community building in the complex and the managers took advantage of having an interpreter there to share information about resources the families could access there.

Program partners/collaborators: Bridge Refugee and Sponsorship Services, Collaborating church that provided interpreters, UT graduate students to help with child care.

Program content area or area of research: Parent Education

How is the program or research implemented: This was a pilot program and was offered directly to the immigrant families. However, it could be conducted as a train-the-trainer for Extension Agents or others to be able to provide in communities where a partnering agency who could provide interpreters or translators is located.

Level of evaluation support or evidence base or outcomes of research: none at this time (there was a desperate need that had to be addressed immediately with little opportunity to plan evaluation). I did have anecdotal evidence of effectiveness as I observed parents practicing what we had discussed as they walked home with their children from class, and from their testimonies at the last class.

Curriculum: *Raising Children in a New Country: An Illustrated Handbook* is a curriculum specifically designed for immigrant audiences and is available from Bridging Refugee Youth and Children's Services online at <http://www.brycs.org/documents/RaisingChildren-Handbook.pdf>. The website www.brycs.org has a wealth of resources for immigrant families from many different backgrounds.

Evaluation: Instruments are not provided, but a parenting tool kit that is available from the website at http://www.brycs.org/documents/raisingchildreninnewcountry_web.pdf has links to resources that can help providers design evaluation tools. Training is not required to use this program.

Materials are available at no charge from the Websites above.

Primary Contact Person: Denise J. Brandon

University affiliation: University of Tennessee

Email: dbrandon@utk.edu

Phone: 865-974-7193

Fax: 865-974-3234

The Parenting Journey

Objectives of the program/curriculum:

- 1) Preparing adolescents and adults for parenting.
- 2) Providing knowledge, attitudes, and skills for those who are parents.

Description:

- **Target audience:** parents and those interested in effective parenting
- **Program scope (local, regional, statewide, national, etc.):** statewide and national (Parenting Journey is being used by many people outside Arkansas)
- **Program partners/collaborators:** Arkansas Dept. of Human Services - Division of Child Care and Early Childhood Education and Arkansas Dept. of Workforce Services
- **Program content area** (e.g., parenting, child care, couple relationships, etc.): Parenting
- **How is the program implemented** (e.g., direct, train the trainer, mass media, mailed survey, observation, etc.)? The Parenting Journey is flexible enough that it can be implemented in a variety of formats including individual study, couple study, or group study. The Parenting Journey has been taught using direct training and train-the-trainer formats.
- **Level of evaluation support or evidence base or outcomes of research:** Data from 113 Parenting Journey participants surveyed indicate that participants had statistically significant increases in their levels of understanding of the following parenting issues and skills (Caring for self, Understanding children, Guiding children, Nurturing children, Motivating Children, and Advocating for children) from Time 1 (before participation in Parenting Journey training) to Time 2 (after participating in Parenting Journey training).
- **Are supplemental resources available?** Yes – there is a Parenting Journey DVD and a Parenting Journey Presentation CD available as supplements to the Parenting Journey curriculum.
- **Are evaluation instruments provided?** Yes – online at www.arfamilies.org
- **Is training required to use this program?** No
- **What is the cost for program materials and how can they be acquired?** Curriculum is free to Arkansans. Cost to those outside Arkansas is \$5.00 – includes the Parenting Journey map and 7 travel guides. Order forms available online at www.arfamilies.org or by contacting Mona Norris at 501-671-2355 or mnorris@uaex.edu.

Primary Contact Person:

H. Wallace (Wally) Goddard
Professor – Family Life
University of Arkansas Cooperative Extension
Email: wgoddard@uaex.edu
Phone: (501)671-2104
Fax: (501)671-2294

James P. Marshall
Assistant Professor – Family Life
University of Arkansas Cooperative Extension
Email: jpmarshall@uaex.edu
Phone: (501)671-2202
Fax: (501)671-2294

Parenting Piece by Piece

(Complete description and samples available at <http://www.ces.purdue.edu/cfs/topics/HD/PPxP.htm>.)

Objectives of the program, curriculum, or research summary:

The overall goal of the program is to reduce or eliminate instances of child maltreatment by participating parents. The method for achieving this goal is providing educational and social experiences that increase the use of positive parenting practices, which create an environment that facilitates the development of caring, competent, and healthy children. More specifically, the program attempts to help parents to:

- Be able to recognize personal and parenting strengths.
- Celebrate life with their children.
- Be able to observe and understand their children and their development.
- Manage stress in themselves and in their children.
- Listen and attend to their children's feelings and ideas.
- Model appropriate desired behavior for children and use other positive behavior-management techniques.
- Learn problem-solving skills and teach them to their children.
- Establish and maintain reasonable limits.
- Find, use, and create community resources when needed to benefit their children and the community of children.
- Recognize the benefits of building relationships with family, neighborhood, and community groups.

Description:

- **Target audience:** Parenting Piece by Piece was designed for use with parents who have been mandated to attend parenting training due to their identification as abusive and/or neglectful parents. It is also used with other at-risk audiences, including incarcerated parents.
- **Program scope** (local, regional, statewide, national, etc.): The program has been used nationally.
- **Program partners/collaborators:** Program leaders who have used the curriculum have established a wide variety of partners. Most frequently those partners provide the audience by mandating the program. They may be judges, probation officers, or school officials. The Indiana Women's Prison and most recently the Marion County (Indianapolis) Jails have been partners with county and state Extension professionals in the program delivery.
- **Program content area or area of research** (e.g., parenting, child care, couple relationships, etc.): Parenting
- **How is the program or research implemented** (e.g., direct, train the trainer, mass media, mailed survey, observation, etc.)? Direct programming, usually delivered by trained staff
- **Level of evaluation support or evidence base or outcomes of research:** The program has been evaluated many times using the Purdue Parenting Program Evaluation Response (PEPPER), a pre/post self-report form that focuses on behavior and attitude reports. LC-PEPPER (Limited Contact PEPPER) has been used to evaluate the attitudes and intentions of those parents who do not have regular interaction with their children due to incarceration or loss of custody. Those evaluations have shown that parents improve their confidence as parents, decrease their use of spanking, increase verbal praise, and felt they were less often "at wit's end."

- **Are supplemental resources available?** Supplementary materials include background information and organizational materials for leaders, take-home activities for use by participants, guidelines for program modification when using the materials with incarcerated parents, and a Spanish-language version of the participant handouts. Puzzles with the completion certificate stamped on the surface are available for purchase.
- **Are evaluation instruments provided?** PEPPER is available in the curriculum package. LC-PEPPER may be obtained electronically.
- **Is training required to use this program?** Extension personnel are required to attend a training session in order to obtain the curriculum. Others may purchase it directly.
- **If required, how is it accessed and what is the cost?** Trainings are provided in the state of Indiana with no cost to the trainees as long as the sessions are open to Extension personnel and at least 5 participants are registered for the program.
- **What is the cost for program materials and how can they be acquired?** Basic Curriculum: \$45.00 from Purdue University's The Education Store at <https://secure.agriculture.purdue.edu/store/item.asp?itemID=7155> Spanish handouts, \$7.50

Primary Contact Person: Judith A. Myers-Walls, Ph.D., CFLE

Associate Professor and Extension Specialist

Child Development and Family Studies

Fowler House

1200 W. State Street

West Lafayette, Indiana 47907-2055

Phone: (765)494-2959

Fax: (765)494-0503

Email: myerswal@purdue.edu

See the World Through My Eyes

Objectives of the program/curriculum:

- 1) Help parents/care providers do the perspective-taking that helps them respond to children compassionately.
- 2) To provide parents/ care providers with specific tools for responding to children's normal developmental challenges.

Description:

- **Program description:** There are several challenges that all people who work with young children face. *See the World Through My Eyes*, which is written from a child's point of view, invites parents to see children's developmental challenges from the children's point of view. When we try to see the world through our children's eyes we will understand them more and get along better. Our children will be thankful for our kindness and patience with them as we learn and grow together.
- **Target audience:** parents and child care providers
- **Program scope** (local, regional, statewide, national, etc.): statewide
- **Program partners/collaborators:** Arkansas Dept. of Human Services - Division of Child Care and Early Childhood Education
- **Program content area** (e.g., parenting, child care, couple relationships, etc.): Parenting and Child Care
- **How is the program implemented** (e.g., direct, train the trainer, mass media, mailed survey, observation, etc.)? *See the World Through My Eyes* is flexible enough that it can be implemented in a variety of formats including individual study, couple study, or group study.
- **Level of evaluation support or evidence base or outcomes of research:** *See the World Through My Eyes* is a new program just completed in 2008. We do not yet have outcome data on the program.
- **Are supplemental resources available?** Not at this time, but coming to www.arfamilies.org
- **Are evaluation instruments provided?** Not at this time, but coming to www.arfamilies.org
- **Is training required to use this program?** No
- **What is the cost for program materials and how can they be acquired?** Curriculum is free to Arkansans. Cost to those outside Arkansas is \$5.00 – includes the *See the World Through My Eyes* folder and 21 guides. Order forms available online at www.arfamilies.org or by contacting Mona Norris at 501-671-2355 or mnorris@uaex.edu.

Primary Contact Person:

H. Wallace (Wally) Goddard
Professor – Family Life
University of Arkansas Cooperative Extension
Email: wgoddard@uaex.edu
Phone: (501)671-2104
Fax: (501)671-2294

James P. Marshall
Assistant Professor – Family Life
University of Arkansas Cooperative Extension
Email: jpmarshall@uaex.edu
Phone: (501)671-2202
Fax: (501)671-2294

**Family Life Education
(Broad or Process Curricula)**

Essential Life Skills for Military Families

Objectives of the program: Essential Life Skills for Military Families will assist all Citizen Soldier families to:

- Build stronger, more resilient couple, marriage and family relationships
- Improve parenting skills
- Balance their military demands and basic family needs
- Develop sound financial practices
- Strengthen their community network of family, friends and community resources
- Better understand routine family legal issues

Description: Essential Life Skills for Military Families is an 8 to 12 hour workshop series designed for National Guard and reserve component individuals and couples. Due to geographic disbursement, often reservist families do not have the same access to the wide range of support services available to families of the military living on or near an installation. The ELSMF program will serve as a bridge to some of these services. The ELSMF program will promote resilience in National Guard and Reserve component couples by helping them to build the skills they can rely on to promote relationship health and stability. This program has been very successful in working with Churches, Reserve or National Guard Centers to provide education via Cooperative Extension Family & Consumer Sciences Agents. Citizen Soldier families learn to build stronger, more resilient relationships, balance their military demands and basic family needs, develop sound financial practices, strengthen their community network of family, friends and community resources, and better understand routine family legal issues. Essential Life Skills for Military Families has a very rigorous evaluation component in North Carolina led by Dennis Orthner. This program is funded by the U.S. Dept. of Health and Human Services and is a collaborative effort between the North Carolina Cooperative Extension Service, East Carolina University, NC State University, and the University of North Carolina at Chapel Hill. The program is currently free, and resources are available agents committing to use the program in their areas. Other information is available online at: <http://www.militaryfamilylifeskills.org/Default.aspx>

Primary Contact Person: Elizabeth Carroll

University affiliation: East Carolina University

Email: CARROLLE@ecu.edu

Phone: (252)328-1351

Family Album Radio

Objectives of the program, curriculum, or research summary: Family Album Radio is a daily, two-minute radio program that is based on current, academic peer-reviewed research. The goal is to present up-to-date, research based information about topics of interest to today's families. The objectives are to increase public awareness of family issues, and provide information and resources families can use, reaching mass media audiences through both radio and the Internet.

Description: The target audience for Family Album is families at all stages of the life course, and it is national in scope. Program partners include the University of Florida's Department of Family, Youth and Community Sciences; WUFT-FM, and UF/IFAS Extension.

Program content area or area of research: The program covers all aspects of family life and the many changes taking place in families today. These include everything from changing trends in marriage and work life to how adolescents communicate. The program also covers issues such as childhood obesity, "helicopter parents," and family media use. An important part of the program is implications of research for families and resources that can help in difficult times.

How is the program or research implemented? Family Album is distributed primarily through the National Public Radio system via satellite and online through Content Depot at no cost to the stations. It is also linked to a website, and is distributed on the Internet to other stations via www.RadioSource.net. Print versions are available through the EDIS system at the University of Florida.

Level of evaluation support or evidence base or outcomes of research: In the regional market, the broadcasts of Family Album Radio reach up to 80,000 listeners twice a day, five days a week, just throughout the 19 counties in north central Florida. The program has also been picked up in additional Florida markets and other states. The website currently receives approximately 200 page views daily, and more than 6,000 monthly.

Are supplemental resources available? Family Album Radio is also available on the Internet at www.familyalbumradio.org and features a "Resources" link that offers more information on the topics touched on in a two-minute segment. Additionally, themed CDs on specialized topics are available through the UF/IFAS bookstore.

Are evaluation instruments provided? The online survey program (Zoomerang) was used to tap listeners' satisfaction with the program. Results were very positive: 88% found the program informative and 85% found the program useful. This survey can be reactivated or provided to local communities.

Is training required to use this program? Training is not required to use the program. Any station can immediately start broadcasting. We have assisted many Extension faculty and provided direction in how to use the show in their family life education programs.

If required, how is it accessed and what is the cost? We recommend that Extension faculty interested in using FAR teleconference with FAR staff. There is no cost for this start-up assistance.

What is the cost for program materials and how can they be acquired? The program is free and can be obtained by National Public Radio stations through Content Depot or the satellite feed. Commercial stations and Extension faculty can also download archived content from www.radiosource.net at no cost or can receive new content through the FAR staff.

Primary Contact Person: Suzanna Smith

Title and University affiliation: Assoc. Prof., Dept. Family, Youth and Community Sciences, University of Florida

Email: sdsmith@ufl.edu

Phone: (352)273-3537

Fax: (352)392-8196

Family Life Education Materials Quality Assessment Tool (FLEMatQAT)

Objectives of the program, curriculum, or research summary: This Quality Assessment Tool was designed to help family life educators and others who work with families to judge the quality of written and online materials aimed at families.

After using this tool,

- Students will increase their understanding of the criteria that define quality in FLE.
- Extension educators and other community professionals will use higher quality materials and avoid those that are questionable.
- Program developers will create higher quality materials by adhering to the quality criteria described in the tool.

Description: High quality materials are based on a strong information base (content), are constructed well (construction), and make a difference for the families they seek to educate (effectiveness). This tool guides the user through an analysis of the first two characteristics: the content and construction of the materials. It focuses on factors that can be assessed by examining the materials themselves. It does not measure the effectiveness of the materials in achieving their objectives, however. Effectiveness must be measured by outcome or impact evaluation methods. FLEMat QAT does not guide the user through outcome evaluation, but consulting evaluation reports conducted by other authors can strengthen a FLEMat QAT assessment.

Several types of materials can be assessed with the tool:

- Promotional materials (no quality criteria provided, but a definition is given to help users identify the difference between promotional and educational materials)
 - Articles, pamphlets, booklets, newsletters, etc.
 - Magazines
 - Trade books
 - Web sites
 - Curricula
-
- **Target audience:** This program has been used primarily by undergraduate students, but was designed with the needs of Extension educators, graduate students, program developers, and community professionals in mind as well.
 - **Program scope** (local, regional, statewide, national, etc.): Because the program is Web-based, it is available internationally, although it has not yet been promoted beyond Indiana.
 - **Program partners/collaborators:** Child Development and Family Studies and Purdue Extension
 - **Program content area or area of research** (e.g., parenting, child care, couple relationships, etc.): Family Life Education
 - **How is the program or research implemented** (e.g., direct, train the trainer, mass media, mailed survey, observation, etc.)? Students in some classes are required to use the tool, others use it individually

- **Level of evaluation support or evidence base or outcomes of research:** Students using this tool were observed to be much more likely to understand the quality criteria compared to students who used a list of the criteria in previous semesters. The outcomes have not been measured in any objective sense. At this point only formative feedback is available. Some examples:
 - I felt accomplished when I finished the assessment because it was a lengthy process.
 - This is material I will be able to recommend my co-workers too.
 - I also liked using the QAT; it provided a nice outline to assess the curriculum. I liked all the links that were provided because if something was unclear, you could just go to the link and understand it fully. As a professional I think I would like to use this assessment tool for my own work. If I were to make a program or family life education session, I think this tool would be extremely helpful in analyzing my own work prior to presenting it to the target audience.
- **Are supplemental resources available?** A number of related resources are linked to the Web site.
- **Are evaluation instruments provided?** The site itself is an evaluation tool. Project guidelines are available for instructors who would like to use the tool for a class and assign a grade.
- **Is training required to use this program?** No
- **If required, how is it accessed and what is the cost?** NA
- **What is the cost for program materials and how can they be acquired?** No cost; available online at <http://www.ces.purdue.edu/cfs/topics/HD/FLEMat-QAT/FLEMat-QAT.htm>

Primary Contact Person: Judith A. Myers-Walls, Ph.D., CFLE

Associate Professor and Extension Specialist

Child Development and Family Studies

Fowler House

1200 W. State Street

West Lafayette, Indiana 47907-2055

Phone: (765)494-2959

Fax: (765)494-0503

Email: myerswal@purdue.edu



Meeting the Needs of Stepfamily Couples: Evidence Based Practice

This 12-hour research-based and tested, family life and relationship/marriage education program is for couples in stepfamilies and their children. Six parallel sessions (couple and child/youth) focus on the unique issues that couples and children in stepfamilies face and the knowledge and skills that build relationship and family strength.

This program – developed by Dr. Francesca Adler-Baeder – is used nationally in a variety of family life and marriage education settings. Independent evaluations conducted in community-based settings with diverse populations reveal benefit to participants in many important areas of family and couple functioning. See NSRC website for details: www.stepfamilies.info/SmartSteps.php

***Smart Steps for Stepfamilies* Topics to be Addressed**

- Stepfamily myths/Realistic expectations
- Stages of stepfamily development
- Finances
- Defining roles and rules
- Healthy couple relationship skills
- Communication with child's other parent
- Developing empathy
- Understanding child development
- Stepparent-stepchild relationships
- Building respectful and caring relationships
- Legal issues

Curriculum & Materials

The program uses informational presentations, hands-on exercises, group discussions, & media. The 300+ page curriculum includes:

- Easy-to-use leader lesson guides for adult and child programs
- Important background readings & resource lists
- Hand-out masters – No need to purchase separate participant workbooks
- Pre/post evaluation questionnaires
- 2 videos – The movie, "Stepmom" and "Smart Steps Video Vignettes"
- CD with power point slides, hand-out files, evaluation questionnaires.



Cost of the complete curriculum kit: \$199 - Teach out of the box setup or curriculum developer is available for group trainings. Christian supplements & Spanish materials also available

Primary Contact Person: Dr. Francesca Adler-Baeder

Associate Professor and Extension Specialist

Child Development and Family Studies

Fowler House, 1200 W. State Street

West Lafayette, Indiana 47907-2055

Phone: (334)844-3238

Fax: (334)844-8709

Email: smartsteps@auburn.edu