

**Certified Family Life Educator (CFLE)
CFLE Network Newsletter Guidelines**

Thank you for your interest in submitting to *CFLE Network*. *CFLE Network*, the quarterly newsletter for the Certified Family Life Educator (CFLE) designation, provides news, information, resources, and materials regarding the practice of Family Life Education. It also provides CFLEs with information regarding the status and ongoing development of the CFLE program.

Preference in manuscript selection is given to those authored by CFLEs. However, we accept manuscripts authored by individuals who do not have the FLE certification but do have expertise related to the issue theme when the manuscript content is relevant and beneficial to CFLEs. We prioritize the acceptance of manuscripts that address how FLE practitioners can apply the information detailed in *CFLE Network* articles to their work with individuals, families, and other community members. Consideration of how the manuscripts form a complementary collection related to an issue theme, as well as space limitations, also impact the selection decision.

CFLE Network is published in both hardcopy and online versions. All manuscripts selected for publication in the hardcopy will also appear in the online version. All authors are informed by email of the publication status of their manuscript within two weeks of the submission deadline. Authors whose work is accepted for publication are sent a copy of their manuscript containing initial edits and a list of any requested clarifications or revisions.

We are looking for manuscripts that reflect familiarity with the discipline of Family Science, provide information and ideas directly applicable to the work of Family Life Education practitioners, relate to Family Life Education content area(s), and comply with the guidelines on this checklist.

Before submitting your manuscript for possible publication, use this helpful checklist to confirm that your manuscript’s content and format meet *CFLE Network* publication guidelines.

Content

Confirm that the content meets the following guidelines.	
	Promotes the mission of <i>CFLE Network</i> by providing news, information, resources, or materials relevant to the practice of FLE in the field.
	Reflects the theme of the newsletter issue when appropriate.
	Suggests how CFLE practitioners can apply the theory- and research-based information included in the manuscript to their work with individuals, families, and other community members.
	Addresses one or more topics related to the 10 Family Life Education content areas: <ul style="list-style-type: none"> • Families and Individuals in Societal Contexts • Internal Dynamics of Families • Human Growth and Development Across the Lifespan • Human Sexuality • Interpersonal Relationships • Family Resource Management

	<ul style="list-style-type: none"> • Parent Education and Guidance • Family Law and Public Policy • Professional Ethics and Practices • FLE Methodology
	<p>The manuscript fulfills the purpose(s) of a <i>CFLE Network</i> column:</p> <p>CFLE in Context: Family Life Education takes place under many names and in many settings. Each <i>CFLE in Context</i> column provides a snapshot of what Family Life Education looks like in the author(s)' work setting. Authors share information about their education and career path and describe how Family Life Education is carried out in their daily work life. Specifically, authors are asked to include the following:</p> <ul style="list-style-type: none"> • Name(s) of degree program(s) and the conferring college(s)/university(ies) as well as the names of any courses that prompted an interest in FLE. • Highlights from author's career path, including relevant job titles and responsibilities, that led to becoming a CFLE; experiences that inspired interest in FLE; and other information related to choosing FLE as a career. • Current job title, name and location of entity where employed, nature of entity (e.g., nonprofit, public, self-employed), and description of current work life (e.g., primary responsibilities; collaborative work with coworkers/colleagues, other agencies, members of community; and primary worksite(s), such as agency-based, home visiting, community-based) • Two or three suggestions for current or prospective CFLEs interested in a similar work setting. <p>Research Update for Practitioners (RUP)—Applied Research Article: The <i>Research Update for Practitioners</i> article provides a summary of recent research on the theme that is both relevant and useful to practitioners. Authors are asked to include a section labeled, "Implications for CFLEs" that includes experience- and/or research-based suggestions for CFLEs about how they can apply the research to their work with individuals, families, and other community members.</p> <p>Family Life Education in Practice: This column provides an opportunity for practicing FLEs to share information about their current work and make suggestions about how other FLEs can apply or adapt the information to their own work. Examples include:</p> <ul style="list-style-type: none"> FLEs' role in the development, implementation, or evaluation of a curriculum or program FLEs' work with a specific population (e.g., fathers, families who are homeless, LGBTQ+ community) FLEs' discussion of their experiences and information related to a specific issue (e.g., resource management, bullying, poverty, sexuality)

	<p>Perspectives: <i>Perspectives</i> provides two or more contrasting or complementary viewpoints about a research- or theory-based topic or an applied situation from a practitioner’s angle related to the issue’s theme. These viewpoints provide insights into the diversity of perspectives associated with the topic and encourage dialogue among CFLEs. Examples include the following:</p> <ul style="list-style-type: none"> An FLE and a participant in a Family Life Education experience share their individual perspectives on the same experience. A Family Science professor and a student share their viewpoints about the same Family Life Education course An experienced FLE and a novice FLE share reflections about their practice at different stages of a career lifespan. <p>CFLE Voices From the Field: CFLEs in active practice are invited to share their experiences related to providing FLE services to individuals and families in their community. Specifically, CFLEs who have not previously published in <i>CFLE Network</i> are invited to submit a 250- to 500-word response to a writing prompt provided by <i>Network</i> editors that is relevant to the issue’s theme.</p> <p>Ethics Case Study: This column demonstrates the application of the Minnesota Council on Family Relations Ethics Committee’s case study guidelines to a theme-related professional dilemma.</p> <p>Book Review: Books and other materials pertinent to the practice of Family Life Education are periodically made available to CFLEs for review. Available publications and resources are listed under Review a Book for CFLE Network on the NCFR website. CFLEs can also review books or resources already in their possession.</p>
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Resources for Family Life Educators page

	<p>Each issue of the <i>CFLE Network</i> includes a Resources for Family Life Educators page that provides resources relevant to the issue’s theme that are recommended by the authors. All authors are asked to provide information for two to three resources that FLE practitioners would find helpful in their work with individuals, families, or other community members. They do not have to be directly referenced in the article.</p> <ul style="list-style-type: none"> • Examples include books, newspaper or journal articles, websites, organizations, curricula, programs. • Follow APA format for resource citations; include DOIs for journal articles. <p>A sample Resources page from a previous issue, located at the end of this document, provides examples of correctly formatted resource citations.</p>
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Format (Word Count, Font, Layout, and Spell Check)

Follow these basic “Dos” and “Do Nots” in your manuscript.

Do:

- Keep the manuscript at 1,000 to 1,500 words. Keep *Voices From the Field* responses between 250 and 500 words.
- Single-space and left-justify the manuscript.
- Use Times New Roman font, point size 11.
- Insert page numbers.
- Follow *CFLE Network* editorial conventions:
 - Insert only one space between paragraphs.
 - Insert only one space after periods.
 - Use bullets rather than numbers in a list when the order of listed items is irrelevant.
 - Include at least five completed thoughts in a list.
 - Avoid one- or two-word items in a list (e.g., excited participants).
 - Use numbers in a list when indicating steps in a sequence.
 - Use serial comma in all cases (e.g., “The article was instructive, entertaining, and well written.”).
 - Use the word “to” (rather than a dash or hyphen) when connecting numerical ranges (e.g., 32 to 37).
 - Write out numbers one through nine, unless referring to age or units of measure.
 - Use the percent sign (%) when providing a specific percentage (e.g., 33%).
 - Spell out acronyms and include the acronym in parentheses the first time used. Use the acronym in subsequent references: Certified Family Life Educator (CFLE); Family Life Education (FLE); United States (U.S.)
 - Use same acronym throughout manuscript (e.g., LGBTQIA+).
 - Use headers and sub headers as needed to clarify or emphasize points.
 - Capitalize the first word and proper nouns in headers and sub headers
- Proof for grammar, spelling, word use, and punctuation errors.
- Eliminate word-processor formatting such as inserted page breaks, columns, tracked changes.
- Run spell check.

Do Not:

- Indent the first line of each paragraph.
- Include graphs or charts unless prior approval was given by the editor.

In-Text Reference Citations

Please follow these guidelines:

- In-text citations should NOT follow APA guidelines but should include information the reader needs to locate the source with minimal difficulty.

	<ul style="list-style-type: none"> • Limit the number of reference citations included in articles to the most recent and most relevant to accommodate <i>CFLE Network</i> citation conventions and space limitations. • Embed citations in the text of the article; do NOT list at the end of article. Examples: <ul style="list-style-type: none"> ○ One understanding of safe space is a physical location ... as defined by Ali in the online article “Safe Spaces and Brave Spaces: Historical Context and Recommendations for Student Affairs Professionals” (2017; https://bit.ly/2WCZz1S). ○ I recommend reading Ali’s online article, cited above, where the author shares the five principles of brave space ... popularized by Brian Arao and Kristi Clemens in Chapter 8, “From Safe Spaces to Brave Spaces: A New Way to Frame Dialogue Around Diversity and Social Justice” of <i>The Art of Effective Facilitation: Reflections from Social Justice Educators</i> (2013; Stylus Publishing). ○ According to a 2017 Gallup poll, as indicated on the “LGBTQ Family Fact Sheet” (https://bit.ly/2SHPMGB), approximately 4.5% of the adult population in the United States identifies as lesbian, gay, bisexual, transgender, or queer.
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Author Bio

	<p>Provide a one- to three-sentence bio with your name, credentials, title, and employer as well as contact information such as email, if you are willing to be contacted. Please include this information at the end of your manuscript.</p> <p>Example: “Karen Jones, M.S., CFLE, is founder and president of The Family Room, a nonprofit Family Life Education organization that supports families with young children. KTJones@hotmail.com”</p>
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Writing Style

Confirm the manuscript’s format meets these guidelines.	
	<p>Use a writing style that has these characteristics:</p> <ul style="list-style-type: none"> • Is informal (i.e., natural and conversational). • Is like that of well-written magazine rather than a professional journal. • Results in easy-reading, informative, and enjoyable content.

Copyright Law (Fair Use Provisions)

Comply with the “fair use” provisions of U.S. Copyright Law	
	Obtain written permission to use any quotations or excerpts from another work not in the public domain or covered by “fair use” provisions of the U.S. Copyright law. Proper acknowledgment should be given for such use of the materials in this work.
	Acknowledge author(s) in manuscript.
	Substitute statement such as “multiple researchers have found that ...” with author citations when the research findings are well known or have been widely replicated.

	If willing, provide your email address at the end of the article so readers can contact you for details and references.
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Submission Deadlines

Issue	Intent to Submit Deadline Preferred but Not Required Date the <i>CFLE Network</i> editor should receive an email with your intent to submit a manuscript	Manuscript Deadline Date the <i>CFLE Network</i> editor must receive completed manuscript. Deadlines are approximately 10 weeks before publication
Spring	March 1	March 15
Summer	June 1	June 15
Fall	September 1	September 15
Winter	December 1	December 15

Copyright Agreement With NCFR (If Manuscript Is Accepted for Publication)

	<p>Agree to and submit a signed copyright agreement that does the following:</p> <ul style="list-style-type: none"> • Transfers full and complete ownership of any copyright for the article to National Council on Family Relations (NCFR). • Requires author(s) to refer all requests to republish or reprint the whole or any part of the work to NCFR. NCFR will respect the wishes of authors as to the use of their writings to every extent possible as consistent with NCFR’s purposes and goals. • Allows author(s) to republish or reprint the writings for the author’s use with no fee assessed by NCFR. Also, authors may photocopy their own articles for use by audiences in classrooms and presentations. • Authorizes NCFR editorial staff to do the following: <ul style="list-style-type: none"> ○ copy edit the article, ○ prepare the article for publication (e.g., make changes in the title, writing style, and format to conform to editorial usage and NCFR style), and ○ make last-minute deletions in content as necessary to meet the requirements of space and format. (Editorial staff will contact you if large/substantive changes are needed.) • Authors receive one complimentary copy of the issue in which their article appears. Additional copies can be purchased for \$2.50 each. To purchase, contact the NCFR office at info@ncfr.org.
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Professional Headshot

	<p>Send a high-resolution jpeg or png file photo of yourself using the following guidelines:</p> <ul style="list-style-type: none"> • Orientation should be portrait (vertical). • Background should be plain/muted. • Author’s face should show clearly (avoid shadows or hair covering the face). • The file should be at least 2 MB or 2000 KB and at least 300 DPI (dots per inch). The ideal pixel dimension is 2400 × 3000. <i>Please note: A photo may look fine on your computer screen, but if it is less than 300 DPI, it may appear blurry in print. The fewer dots per inch, the less crisp the photo. To determine if the photo is large enough for print, right click on the photo and view file info or properties.</i>
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Questions? Contact the *CFLE Network* Editor, Beth Morgan, at Networkeditor@ncfr.org

FAMILY LIFE EDUCATION IN SCHOOLS RESOURCES

Books, Articles, and Publications

- Armstrong, T. (2018). *Multiple intelligences in the classroom*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Blackwell, L. S., Trzesniewski, K. H., & Dweck, C. S. (2007). Implicit theories of intelligence predict achievement across an adolescent transition: A longitudinal study and an intervention. *Child Development, 78*, 246–263. doi:10.1111/j.1467-8624.2007.00995.x
- Campbell, K., Hosseini, C., Myers, K., & Calub, N. (2016). Does love influence athletic performance? The perspectives of Olympic athletes. *Review of European Studies, 8*(2), 1–7.
- Duckworth, A. (2018). *Grit: The power of passion and perseverance*. New York, NY: Scribner.
- Elias, M.J., Arnold, H.A., (2006). *The educators guide to emotional intelligence and academic achievement: Social-emotional learning in the classroom*. Thousand Oaks, CA: Sage.
- Forbes, H. T. (2012). *Help for Billy*. Boulder, CO: Beyond Consequences Institute.
- Gault, B., Reichlin, L., Reynolds, E., & Froehner, M. (2014, November). *4.8 million college students are raising children* (Institute for Women's Policy Research Fact Sheet). Retrieved from <https://bit.ly/2SJ8bo0>
- Kaufman, T. (July 2019). Research says: *Partnering with families leads to success*. Retrieved from <https://u.org/32kP5X0>
- Koralek, D., Nemeth, K., & Ramsey, K. (2019). *Families & educators together, building great relationships that support young children*. Washington, DC: National Association for the Education of Young Children.
- Lahey, Jessica (2016). *The gift of failure*. New York, NY: HarperCollins.
- Lubker, J. R. (2006). Athletes' feelings of isolation and separateness as determined by campus design: A theoretical perspective. *Academic Athletic Journal, 9*(1), 56–68.
- Madaus, G., Russell, M., & Higgins, J. (2009). *The paradoxes of high stakes testing—how they affect students, their parents, teachers, principals, schools and society*. NC: Information Age Publishing.
- McNeal, R. B., Jr. (2014). Parent involvement, academic achievement and the role of student attitudes and behaviors as mediators. *Universal Journal of Education Research, 2*, 564–576. doi: 10.13189/ujer.2014.020805

- National Council on *Family Relations*. (n.d.). *Family life education. Teaching families. Changing lives* [Pamphlet]. Minneapolis, MN: Author.
- Raphael, L. M., & Burke, M. (2012). Academic, social and emotional needs in middle grades reform initiative. *Research in Middle Level Education, 35*(6). doi.org/10.1080/19404476.2012.11462089
- Roberson, P. N. E., Norona, J. C., Fish, J. N., Olmstead, S. B., & Fincham, F. (2017). Do differences matter? A typology of emerging adult romantic relationship. *Journal of Social and Personal Relationships, 34*, 334–355. doi:10.1177/0265407516661589
- Sanabria-Hernandez, L. (2019, July). *Engaging families in early childhood education*. RTI Action Network. Retrieved from <http://www.rtinetwork.org>

Organizations, Programs, and Websites

- Alteristic.** Social Accelerators. Sponsors the Green Dot program. <https://alteristic.org/services/green-dot/>
- Department of Defense Education Activity.** School Liaison Officers. <https://www.dodea.edu/partnership/schoolliaisonofficers.cfm>
- Dibble Institute.** Resources for Teaching Relationship Skills to Teens and Young Adults. <https://www.dibbleinstitute.org/whats-changed-in-love-notes/>
- Explore.** App & Website. This is a great tool for classrooms or for parents to share with their children at home. www.explore.org
- Mental Health America.** <https://www.mentalhealthamerica.net/>
- Mental Health First Aid.** <https://www.mentalhealthfirstaid.org/>
- Minnesota Department of Education—Early Childhood Family Education.** <https://education.mn.gov/MDE/fam/elsprog/ECFE/>
- Minnesota Early Childhood Education.** https://www.mnafee.org/uploads/1/3/7/0/13709464/17615_mnafee_parenting_20th_brochure_002_2-2019.pdf
- Minneapolis Public Schools.** Home Visits: https://ece.mpls.k12.mn.us/home_visits
Early Childhood Education: <https://ece.mpls.k12.mn.us/ecfe>

A collection of resources including organizations, websites, journal articles, books, tip sheets, and more suggested by the authors of articles in this issue of *Network*. See author references for additional relevant information.

National Alliance on Mental Illness.
<https://www.nami.org/#>

National Coalition for Campus Children's Centers Advocacy Resources.
<https://www.campuschildren.org/advocacy>

National Council for Behavioral Health.
<https://www.thenationalcouncil.org/>

National Institute of Mental Health.
<https://www.nimh.nih.gov/index.shtml>

Navy School Liaison Officers Responsibilities. https://www.cnic.navy.mil/ffr/fleet_readiness/child_and_youth_programs/navy_school_liaison_officer.html

PBS Kids. Offers free engaging, interactive, and fun engineering games for kids. <https://pbskids.org/games/engineering/>

Relationship Education for Young Adults. <https://www.dibbleinstitute.org/whats-changed-in-love-notes/>

Scholastics' Let's Find Out. My Weekly Reader is an incredible resource that educators can purchase for a small fee. Parents receive access to online home resources, and teachers have an extensive online account with videos, games, and supplemental activities. <https://letsfindout.scholastic.com/home-page-logged-out.html>

School and Campus Health, Substance Abuse and Mental Health Services Administration. <https://www.samhsa.gov/school-campus-health>

Suicide Prevention Resource Center. <http://www.sprc.org/>

Teacher and Parent Relationships—A Crucial Ingredient: Cecile Carroll TedTalk. TEDxWellsStreetED. 2013. Retrieved from <https://www.youtube.com/watch?v=FXJIsZsYKQQ>

Tutor.com. <https://military.tutor.com/home>

U.S. Department of Education Child Care Access Means Parents in School Program (CAMPIS). <https://www2.ed.gov/programs/campisp/index.html>