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Teaching Family Life Education Methodology: Answering the ‘So What?’ and the ‘What Now?’ Questions

by Bridget A. Walsh, Ph.D., CFLE, Elizabeth Miller, CFLE-P, Jessica White, Chelsea Herdt, Daniel Rhodes, and Laura Nathans, Ph.D.

Darling, Cassidy, and Rehm argue in their 2020 article, “The Foundations of Family Life Education Model: Understanding the Field,” that family life education (FLE) methodology is a content area that focuses, more than other content areas, on the practice of FLE. FLE begins with what they call *mindful design* that integrates learning objectives and teaching and learning strategies (see also Darling & Cassidy’s 2014 book, *Family Life Education: Working With Families Across the Lifespan*). Thus, program design and delivery are important to the practice of family life education as well as to program evaluation. The purposes of this article are to describe one approach for teaching an FLE methodology course for undergraduate and graduate students and to highlight four students’ reflections on the meaning-making that took place after a proposed FLE program and evaluation plan was developed.

The core objective of this FLE methodology course is for each student to develop an evidence-informed program, including



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creation of a needs and strengths assessment, processing questions as formative assessments, and an evaluation plan. To learn about evaluation, students engage with Hardman and Peterson’s (2020) “Evaluation of Family Life Education Programs: 3-Part Webinar Series”; National Council on Family Relations (<https://bit.ly/2Tk0Bie>).

The approach to teaching this course is informed by Jack Mezirow’s transformative learning theory (TLT), which he describes in his 1991 book, *Transformative Dimensions*

The newsletter for Certified Family Life Educators of the National Council on Family Relations

Mission Statement for the CFLE Network:

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.

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of Adult Education. One tenet of the TL framework is that the development of perceiving oneself as an active participant is key. Because Mezirow identifies reflection as important to changing perspectives and views, all students in the class were asked to submit a written reflection on their experiences in this FLE methodology course.

Students Use Reflection to Answer the “So What?” and “What Now?” Questions

Mezirow's 1990 book *Fostering Critical Reflection in Adulthood* emphasized that meaning-making involves interpreting experiences and ideas to reinforce existing frames of reference to develop new schemas and that creating new schemas or perspectives requires engaging in reflection. Scholars have noted that it is important for Family Science students to reflect in a supportive environment. Four students addressed the “So What?” and the “What Now?” questions in their written reflection and were willing to engage in further reflection with the professor via a one-time Zoom meeting. Each of the four student cases, with pseudonyms, are presented next.

Case 1: Arielle

Arielle, a graduate student working toward her master's in human development and family sciences (HDFS), and a CFLE-P, developed an online program she calls “Motherhood and Progression: Embracing Individuality and Love.” At the time of her reflection, Arielle was actively implementing and evaluating the program she developed during the course. Her evaluation design is post-only. A key moment of her reflection

was noting the ways that her interest in the program was bolstered by commitments to particular communities and affiliations with particular identities, such as Latter-day Saints. Her ongoing consideration of these communities and the “So What?” and “What Now?” questions inspired her to implement and begin to evaluate a program she developed to meet a specific set of needs.

The reflection over Zoom . . . revealed that having . . . students engage in action research on program design and evaluation is a high-impact practice that sets the stage to empower students to learn about themselves and FLE.

Case 2: Hayley

Hayley is also a graduate student working toward her master's in HDFS and plans to take the CFLE exam in spring 2021. Building on her newborn care specialist and postpartum credentials, she developed a program she calls “Parents MADE for Post-Partum.” Her reflection on the “So What?” and “What Now?” questions notes that her experience of developing this program influenced her current work as an infant mental health specialist. Her work on this course project has also resulted in her pursuing continuing education units (CEUs) related to the topic of her program so that she can continue to enhance her initial plan and consider meaningful post-implementation evaluation processes.

2021 Family Life Education Summit: Strengthening & Supporting the Work of Family Life Educators

Sponsored by the National Council on Family Relations

Friday, June 25, 2021

NCFR's first Family Life Education summit designed specifically to meet the needs of Family Life Education practitioners at all experience levels. You will learn from and make important connections with fellow practitioners and gain practical tools and ideas for how to support and empower families. Do not miss this opportunity to improve your practice as a Family Life Educator!

Visit the NCFR website <https://www.ncfr.org/2021-family-life-education-summit> for more information.

CALL FOR ARTICLES

Case 3: MiKayla

MiKayla, an undergraduate student working toward her bachelor's in HDFS, will have completed all her CFLE-approved coursework by the end of the spring 2021 semester. In the FLE methodology course, she developed a "Baby Bootcamp for Expecting Parents" program with a post-only evaluation design, and even worked with a graphic designer to create a logo and branding for the program. Her reflection underscores how the process of developing an evidence-informed program solidified her desire to become a CFLE. Another outcome of her work in the class and her reflection is that she accepted an internship position at a community site that valued her curriculum writing skills and understanding of program evaluation.

Case 4: Jordan

Jordan, an undergraduate student pursuing a bachelor's in HDFS, developed a "Call Me by My Name" program and post-only evaluation design to assist community organizations when working with gender-diverse individuals. Jordan's reflection highlights an ongoing field analysis, informed by principles of FLE, of community sites to promote effective work with gender-diverse individuals. See the table on this page for an overview of the four cases and the major foci of reflection.

Some students' written reflections (Cases 2 and 4) on "So What?" helped them to better understand the design and evaluation of existing evidence-based programs, and other students' written reflections (Cases 1 and 3) on "What Now?" helped them identify next steps in their professionalization or the work of programs (e.g., marketing and recruiting; implementation). The reflection over Zoom after the course ended revealed that having both graduate and undergraduate students engage in action research on program design, and evaluation is a high-impact practice that sets the stage to empower students to learn about themselves and FLE.

Examining Student Competencies in CFLE-Approved Programs: Learning From CUPID

Program planning and evaluation represents one part of the FLE methodology course and subsumes many other components. The student case examples presented here demonstrate that students have a broad range of competencies, prior experiences, and goals related to FLE.

Some of the main CFLE competencies in FLE methodology addressed by the cases include the following:

- a. Research and theories related to planning; evaluation; education techniques;

sensitivity to others (to enhance educational effectiveness)

- b. Identify appropriate sources for evidence-based information
- c. Develop educational experiences
 1. Needs assessment
 2. Goals and objectives
 3. Content development
 4. Implementation
 5. Evaluation and outcome measures

In addition to encouraging our students to consider the "So What?" and "What Now?" questions, CFLE researchers and scholars also need to address them by making a concerted

What Now? continued on page 16

Case Studies and Foci of Reflection

Education classification at time of project	Degrees and CFLE status	Name of proposed program and evaluation design	Feature of the program or FLE	Additional FLE content areas identified as applicable to proposed program and evaluation	Major focus (or foci) of reflection
Case 1: graduate student	HDFS master's candidate; CFLE-P	Motherhood and Progression: Embracing Individuality and Love; post-only design	Program is online	Families and individuals in societal contexts; internal dynamics of families; interpersonal relationships; parenting education and guidance	Student is currently implementing and evaluating her program; How her program interest was bolstered by commitments to particular communities and affiliations with particular identities
Case 2: graduate student	Master's HDFS in progress; CFLE exam anticipated	Parents MADE for postpartum; post-only design	Student has newborn care specialist credential and postpartum credential	Interpersonal relationships; parenting education and guidance; professional ethics and practice	Student is completing CEUs related to the topic of the proposed program
Case 3: undergraduate student	Bachelor's HDFS in progress; completion of CFLE-approved coursework in 2021	Baby Bootcamp for Expecting Parents; post-only design	Student worked with graphic designer to design a logo or branding for the program	Parenting education and guidance; interpersonal relationships	Student accepted an internship position that valued her curriculum writing skills and understanding of program evaluation
Case 4: undergraduate student	Bachelor's in HDFS; CFLE is not applicable	Call Me by My Name; post-only design	Proposed program assists community organizations when working with gender-diverse individuals	Families and individuals in societal contexts	Student is conducting a field analysis of community sites to promote effective work with gender minority individuals

Great Benefit for CFLEs – Special CFLE Price for Webinars!

Certified Family Life Educators can attend NCFR webinars for \$45, regardless of their NCFR membership status. In addition, CFLEs receive free access to past webinar recordings beginning *one year after the webinar's live debut!*

Check out our upcoming and on-demand webinars, many presented by CFLEs! All webinars are approved for CFLE continuing education credit.

NCFR webinars are a great professional development resource for practicing Family Life Educators. Visit the **Events** section of the NCFR website to view the growing list of topics! Upcoming Webinars:

Managing Difficult Group Situations – July 20, 2021

Techniques for Collaborative Caregiver Relationships in School, Community, and Clinical Settings – August 5, 2021

Language Brokering – September 10, 2021

Multiculturally Attuned Practice – September 14, 2021

Immigrant Families – October 12, 2021

NCFR On-Demand Webinars: <http://www.ncfr.org/professional-resources/archived-webinars>

If you cannot watch a live broadcast, fear not. All NCFR webinars are accessible via the NCFR Archive including the following:

Ethical Thinking and Practice: “What Does a ‘Good’ Family Practitioner Do?”

Engagement Strategies for Practitioners and Families in Virtual and In-Person Contexts

Exploring Secondary Trauma in the Helping Professions

Evaluation of Family Life Education Programs: 3-Part Series

Part 1 - What Gets Planned Gets Measured

Part 2 - What Gets Measured Gets Results

Part 3 - Results that Get Reported Get Supported

Starting and Running Your Own FLE Business – 4-part series

Building an Online FLE Practice: Tip, Tricks, Technology, and More

7 Simple Marketing Strategies for FLEs Who Love Serving, Not Selling

Improving Family Programs Using Evidence-based Principles

Using the FLE Framework for Program Development and Evaluation

The Domains of Practice Model: Differentiating the Roles of Family Professionals

Why Should Families Buy into Your FLE? Establishing Credibility as an Educator

Who, Me Lead a Group? Group Facilitation Skills

Self-Reflection in FLE: The Educator as a Programming Component

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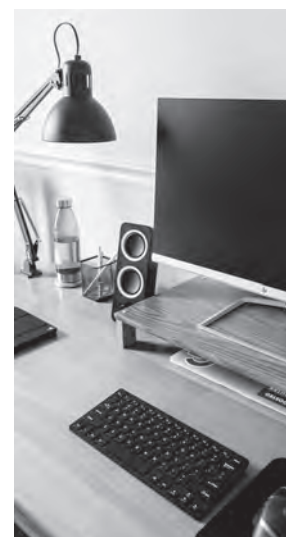
Parents’ Use of Social Media

Parenting in an Overindulgent World: Up-to-Date Research on Overindulgence for FLE

Tips for Public Policy Involvement 101

Legislation 101: Insights into ‘The Process’ for ‘The People’

Best Practices for Reaching and Teaching Stepfamilies



A Review of “Best Practices in Family Life Education Program Evaluation”

by Alan J. Hawkins, Tiffany L. Clyde, Jennifer L. Doty, and Sarah Avellar (2020). *Family Relations*, 69(3), 479–496.
<https://doi.org/10.1111/fare.12420>

Hawkins, Clyde, Doty, and Avellar wrote “Best Practices in Family Life Education Program Evaluation” primarily for program administrators (and students preparing for evaluation careers) in recognition that professionals working directly with individuals, families, and other community members must cope with challenges unique to providing Family Life Education (FLE) services in “real-world conditions” (p. 479). In addition to their early acknowledgment of unique challenges associated with implementing and maintaining effective FLE services, the authors briefly introduce and then revisit four other themes throughout the article. They also explain interconnections among the article’s five main themes, discussed briefly here in approximate order of their first mention by the authors.

There are philosophical, ethical, and pragmatic reasons to integrate effective evaluative practices into FLE service delivery. Throughout the article, Hawkins et al. discuss sound reasons that are philosophical, ethical, or pragmatic in nature as to why “program evaluation should be integral to FLE” (p. 479). Their fundamental or philosophical reason for championing program evaluation is captured in this statement, “At the heart of good evaluation work is a mindset of continuous quality improvement,” an ongoing process that enables FLE program administrators to identify “issues, challenges, and solutions” related to service delivery (p. 486). Ethical reasons to establish an evaluative component of service delivery include the professional obligation to provide FLE interventions that “not only help strengthen individuals and families but also” society and the field of FLE (p. 493). Pragmatic reasons include the growing demand by funders, policymakers, and other members of the community that interventions be evidence-based and demonstrably effective in addressing societal problems.

Program administrators must grapple with multiple, often difficult, challenges to establish and maintain effective FLE program evaluation practices. The authors delineate the most “common barriers that impede high-quality program evaluation work” and offer advice throughout the article to program administrators for addressing these challenges (p. 480). Three common challenges with which program administrators must cope are the expenses

professionals . . . must cope with challenges unique to providing family life education services in “real-world conditions.”

associated with staffing and funding an effective evaluative component, the lack of agency experience and expertise to conduct “sophisticated” and sometimes “daunting” evaluation research, and “the fear of disappointing outcomes” that might result from a “rigorous program evaluation” of FLE services (p. 481). Advice offered to address these three common barriers to high-quality program evaluation work include reducing evaluation expenses by implementing evidence-based programs that have already been “rigorously tested,” building agency program-related evaluation expertise and experience by collaborating with knowledgeable university faculty or professional program evaluators, and increasing the likelihood of positive FLE program evaluation outcomes by taking the time needed to build an effective evaluation component (p. 480).

An effective FLE program evaluation component is built incrementally, over time. The authors suggest program administrators consider the model of “five sequenced tiers in program evaluation” described by Francine H. Jacobs in her article “Child and Family Program Evaluation: Learning to Enjoy Complexity” (2003; [https://](https://doi-org.libproxy.txstate.edu/10.1207/S1532480XADS0702_3)

doi-org.libproxy.txstate.edu/10.1207/S1532480XADS0702_3) as an aid to understanding why building an effective FLE program evaluation component is a multistep process that takes place over an extended period of time. Additionally, the outcome of the overall program evaluation process is dependent on the quality of evaluation work conducted and information collected at each step or tier and whether the tiers are addressed sequentially.

A description of the five-tier model provided by the authors, elaborated on briefly here, follows. According to Jacobs, the first or foundational tier in high-quality evaluation of a program’s effectiveness requires determining whether FLE program services fit an existing community need: Can our services address a current need identified through the needs assessment we conducted? The second tier focuses on examining service utilization: Is the FLE program being used on a regular basis and as intended by the community members for whom the service was designed? The third tier involves checking in with current clients and staff at different points during program implementation to ascertain their perspectives on which aspects of program content and delivery are or are not working: Based on your experiences thus far, is the program helping you (or your clients) move toward stated program goals? The fourth tier involves determining whether clients changed in expected ways, in the short term, upon completion of the FLE program: Does comparison of our clients’ pre- and post-intervention responses on key measures reveal statistically significant changes in the expected direction?

The fifth and final tier “requires rigorous impact analysis (usually with randomized designs and longer term follow-up”; p. 486) to determine “whether the program intervention caused these changes” (p. 489). The authors caution program administrators against proceeding to the final tier of

program evaluation until questions, such as the examples provided above for each tier, can all be answered in the affirmative because “premature rigorous evaluation may yield findings of no effect on otherwise promising programs” (p. 486).

Best practices, when followed, can help program administrators make informed decisions associated with establishing an effective evaluation process for FLE service delivery. The authors define best practices as “principles that have consistently proven valuable or effective” (p. 479). They devote the bulk of the article to a discussion of “four best practices [developed for FLE program administrators] that are crucial to an effective, ongoing evaluation process” (p. 479). An attenuated version of their informative, detailed, and understandable discussion of the four best practices is provided here.

■ **Best Practice 1: Clarify program theory and logic (and let it guide key decisions).** This practice requires articulating the “program theory of change,” also referred to as “the hypothesized causal mechanisms of the program intervention that are expected to lead to short-term changes and long-term outcomes in the lives of participants” (p. 481). Outlining the program theory of change helps program administrator and staff develop “a clear, shared understanding of what they are trying to do and how and why they are trying to do it” (p. 481). With a shared understanding, administrators and staff members can participate in developing the program intervention’s logic model and contribute to making key decisions related to evaluation of the intervention.

A logic model (i.e., diagram) provides a visual representation of the logic behind the theory of change. A well-designed logic model includes a brief description of program inputs (e.g., services clients will receive including program curriculum and support services such as transportation to and from service delivery site), program outputs (e.g., number of workshop sessions, length of workshop sessions), expected client short-term or proximal outcomes, medium-term client outcomes, and long-term or distal client outcomes (e.g., expected changes in clients that will result from participation in the program

intervention), connections between program inputs and outputs and client outcomes and interconnections among client outcomes (indicated by directional arrows), and a list of key moderators (e.g., client characteristics or contextual factors that might “strengthen or weaken—that is moderate—the effects of the intervention”; p. 483).

In addition to specifying how the intervention is intended to create the expected changes in client behaviors, a well-constructed logic model can also “drive key evaluation decisions” such as choosing valid and reliable measures of expected client outcomes; determining when and how often to administer measures associated with proximal, medium-term, and distal outcomes; and determining how to measure and control for the potential impact of moderators on client outcomes.

The authors define best practices as “principles that have consistently proven valuable or effective.”

■ **Best Practice 2: Adopt an ongoing, developmental evaluation process.** This practice focuses on conducting an implementation evaluation that is essentially applying the first four tiers of Jacob’s five-tier implementation model (2003; previously cited) to the inputs of the program intervention indicated in the logic model. In other words, an implementation evaluation assesses how well a program is operating. The authors suggest evaluating these aspects of service delivery: fidelity of program staff to curriculum pedagogy and intervention design, client satisfaction with program content and delivery, consistency and frequency of client attendance, presence or absence of any moderator effects on program outcomes, statistically significant differences between clients’ pre- and post-intervention responses on key outcome measures, and statistical support for hypothesized causal links between program inputs and outputs and expected outcomes.

An implementation evaluation can identify issues with service delivery that should be addressed before applying the fifth tier

of Jacob’s program evaluation model. For example, if the implementation evaluation indicates many clients are receiving “little intervention dosage” due to sporadic attendance or attrition then strategies for promoting retention need further work before conducting an impact evaluation study of program effectiveness (p. 487).

■ **Best Practice 3: When ready, invest in rigorous impact evaluation studies.** This practice ideally includes random assignment of clients to the treatment group that receives the intervention or to the control group that does not. Random assignment designs are considered ideal for evaluating the impact of interventions on client outcomes because these designs, when conducted correctly, “create equivalence between treatment and control groups with respect to all conditions that could influence program outcomes,” meaning differences on outcome measures can be attributed with greater confidence to the impact of the program intervention (pp. 488–489).

The authors acknowledge that implementing random assignment designs presents program administrators with another difficult dilemma they must address: Random assignment requires withholding interventions, partially or completely, from clients who could be helped by participating in the FLE program. Although there are alternatives to the “classical no-treatment control group design,” including the “treatment-as-usual control group” (the treatment group receives the “new” program intervention, and the control group receives the existing or usual intervention), the minimal-treatment control group design (the treatment group receives the actual program intervention, and the control group receives a relevant but watered-down version of the intervention), and the wait-list control group (the treatment group initially receives the program intervention, and the control group receives the full intervention after the evaluation study is completed), the alternatives share two problems: High attrition of control group members and the potential for alternative control group interventions to moderate the effects of the program intervention.

Article Review continued on page 7

Dear CFLE Colleagues,

We invite practicing CFLEs who have not published in *CFLE Network* before to submit a 250- to 500-word response to the following writing prompt relevant to the **theme of the Summer 2021 issue, Families and Health**

Writing Prompt for Summer 2021— Families and Health

“Cultural competence refers to the ability to honor and respect the beliefs, language, interpersonal styles, and behaviors of individuals and families receiving services,” according to the Substance Abuse and Mental Health Services Administration (SAMSHA) in “Improving Cultural Competence. Treatment Improvement Protocol (TIP) Series No. 59” (2014; <https://bit.ly/39925nG>; p. xv). Research has identified multiple benefits for individuals and families that are associated with receiving culturally competent medical or mental/

behavioral health care services, according to McCalman et al. (2017; “Organisational Systems’ Approaches to Improving Cultural Competence in Healthcare: A Systematic Scoping Review of the Literature”; <https://bit.ly/3lMoHiQ>) and SAMSHA (2014; previously cited), respectively.

In general, across settings and studies, individuals and families who received culturally competent medical and mental/behavioral health care services reported comparatively greater trust in their service providers and greater satisfaction with the services, used the services more often and/or were more faithful to intervention regimens, and demonstrated better outcomes. However, as many individuals and families experience and research findings also indicate, culturally competent care is more often an ideal than a reality in settings providing services to diverse individuals and families.

To be effective, professionals who work with diverse individuals and families, must demonstrate cross-cultural competence, as advocated by Eleanor W. Lynch and Marci J. Hanson in *Developing Cross-Cultural Competence: A Guide for Working With Children and Their Families* (4th ed.; 2011; Paul H. Brookes Publishing Co.). This includes CFLEs’ adapting services and setting goals/objectives, in consultation with individuals and family members, that both reflect and respect cultural values and practices and help move the individual or family member toward health care–related goals and objectives.

In about 250 to 500 words, please describe one or two adaptations you made that increased the cultural relevance of your services to individuals or families with whom you work and explain how you determined if the adaptations helped move the individual or family member toward the health care–related goals and objectives. Adaptations,

for example, could include those made by CFLE home visitors providing Early Childhood Intervention services, CFLEs working with the teachers or parents of pre-K to 12 students with medical or mental/behavioral health issues, CFLEs supporting family groups whose membership includes a member who has an addiction or other mental illness, or CFLEs working with caregivers of children, adults, or elders with medical conditions.

If you would like to engage in ongoing conversations about providing culturally competent medical or mental/behavioral health care services with other CFLEs who share your interest, please contact Dawn Cassidy, Director of Family Life Education, by email (dawncassidy@ncfr.org) and suggest culturally competent health care as a topic for **CFLE Conversations**.

Please review *CFLE Network* author guidelines at <https://bit.ly/3d5WzmR>.

Notify Beth Morgan, *CFLE Network* Editor, by email (elbmr@outlook.com) of your intent to submit a response by the June 1, 2021 (Intent to Submit Deadline) and include one or two sentences about the content of your response. Note: Your completed 250- to 500-word response is due by the submission deadline of June 15. You may also email Beth Morgan with questions or for more information.

Thank you. ✨

Article Review continued from page 6

Despite the challenges associated with conducting rigorous impact evaluation studies, the authors encourage administrators to engage in ongoing implementation evaluation and program improvement efforts with “patience and determination” because these actions will eventually lead to study results showing the effectiveness of the FLE program (p. 491).

- **Best Practice 4: Share and synthesize results.** This final practice provides program administrators with a way to add to the current body of knowledge related to effective FLE programs. Writing up and sharing the results of rigorous impact evaluation studies, even if all the results are not statistically significant, can help “connect individual studies to the full body of related intervention work via a meta-analysis” (p. 491). A meta-analysis enables researchers to combine data from similar, individual small, medium, or large evaluation studies; conduct sophisticated statistical analyses; and identify, for example, small but statistically significant program intervention effects that went undetected in individual studies with small samples. Results such as these enhance the field’s knowledge of factors associated with effective FLE programs.

Collaboration with subject matter and evaluation experts can help build an effective evaluation component as well as agency capacity to maintain that component once built.

The authors recommend that program administrators collaborate with university faculty (or evaluation specialists) for assistance with the aspects of evaluation research with which they are initially unfamiliar (e.g., logic models; psychometrically sound measures; participant attrition; participant retention; human subjects protections; institutional review boards; random assignment designs; and interpretation of program effects). Through such partnerships, program administrators gain research-based evidence of their FLE program’s effectiveness and grow their expertise, faculty write and publish research articles about the now evidence-based FLE program, and both add to the body of knowledge related to the ability of FLE to help families and society. ✨

Editor’s note: The authors provided multiple resources related to the five main themes discussed in the article; some of these links and titles are listed on the Resources Page of this issue of Network.

Reviewed by *Network* Editor, **Elizabeth L. Morgan, Ph.D., CFLE**

Job Opening: Editor, *CFLE Network*

Contribute to the field of Family Life Education by being the editor of the Certified Family Life Educator (CFLE) newsletter, *CFLE Network*. *Network* provides articles, resources, news, and information practicing CFLEs can apply to their work with diverse individuals, families, and other community members. It also provides information regarding the status and ongoing development of the CFLE program. The purpose is to share information on Family Life Education in a translational way and in an easy-to-read, journalistic fashion. Each *CFLE Network* issue has a theme, and the editor is responsible for determining the four themes for each year, in consultation with the Director of Family Life Education.

As editor, you will have the opportunity to identify relevant themes and authors and work with NCFR staff to produce this important CFLE benefit. The position will begin in September with the fall 2021 issue. Application deadline is **June 30, 2021**.

This is a part-time, contract position to be filled immediately for a period of 24 months with an option to renew.

Visit the NCFR website at <https://www.ncfr.org/cfle-network> for a complete job description.

Editorial Responsibilities

- Establish and maintain the highest possible standards in the content of each issue
- Ensure authors address how FLE practitioners can apply the information detailed in *CFLE Network* articles to their work with individuals, families, and other community members
- Work with the Director of Family Life Education to ensure issue themes, authors, and article contents reflect and respect

the diversity of CFLEs and the clients with whom they work

- Produce content for each issue (i.e., Call for Articles, Resources Page, other items as needed)
- Work with the Director of Family Life Education to ensure that all production deadlines are met
- Work with the authors, column editor(s), copy editor, and production staff
- Work with NCFR's Director of Family Life Education throughout the editorial process. Editor has the option of selecting a "guest editor" for some issues
- Ensure that each issue is within the page limit set by NCFR and complies with *CFLE Network* author guidelines
- Recruit practicing CFLEs and expert authors
- Maintain discretion on all confidential information gained through the editor position
- Assist the Director of Family Life Education in the education and training of a new editor at the completion of term of contract

NCFR will provide:

- An editorial stipend to the editor and access to materials on the NCFR website
- Placement of the newsletter on the NCFR website
- Copyediting services
- Production and distribution of the newsletter to current CFLEs
- Funds for newsletter-related financial issues, upon approval by the director of family life education
- Management for all other issues

The editor should recuse self from editing an article on which she or he has a potential conflict of interest.

Qualifications

- Current status as a CFLE and familiarity with *CFLE Network*
- An advanced degree in Family Science, preferred
- A solid, established record of experience in Family Life Education and the Family Science discipline
- Experience with editing and writing, including Microsoft word processing "track changes" function
- Experience working with authors with wide range of writing experiences and skill levels
- Ability to work effectively with staff, column editors, and authors
- Demonstrated project management proficiency
- Constructive and positive approach to interactions with others
- Able to devote 30–32 hours to editing each issue

How to Apply

Preliminary application materials include the following:

- Letter of application in which the following issues are addressed:
 - Self-assessment of your qualifications (experiences/perspectives/knowledge of Family Science and Family Life Education) as the editor of the *CFLE Network*.
 - Description of what you think the relationship should be between the editor and authors.
 - Description of how you would manage the editorial process including communicating with the author(s), tracking reviewer comments, collaborating with the copyeditor, and coordinating the production schedule.
- Resume or curriculum vitae.
- Two letters of reference addressing your qualifications.

The *CFLE Network* search committee will review application materials beginning June 30, 2021, until the position is filled. Please send your application materials via email or mail to:

Emily Vang, Education and Certification Coordinator, National Council on Family Relations, 661 LaSalle St., Suite 200, Saint Paul, MN 55114. Email: emilyvang@ncfr.org ✨





Virtual FLE Summit & CFLE Conversations— Expanding Services to Practitioners

by Dawn Cassidy, M.Ed., CFLE, Director of Family Life Education, dawncassidy@ncfr.org

NCFR is making a concerted effort to increase the resources and services provided to Family Life Education (FLE) practitioners. In 2021, we introduced two new programs specifically designed to increase opportunities for Family Life Educators to learn from and share with each other: a 1-day virtual conference this June and an ongoing series of informal virtual conversations on specific topics.

Virtual FLE Summit

The **2021 Family Life Education Virtual Summit: Strengthening & Supporting the Work of Family Life Educators** will be NCFR's first foray into hosting a conference focused specifically on FLE and with family practitioners as the target audience.

The NCFR Annual Conference provides an important venue for discussing FLE within the broader context of Family Science, but the criteria for proposals and the format of the sessions does not always lend itself to detailed discussion of the implications of research or actual application in the field. Practitioners want assurance that information is research- or evidence-based but may be more interested in learning about and discussing the application of that research than the methodology behind a research study.

The success of the NCFR Education and Enrichment Section's annual resource exchange sessions at the NCFR Conference speaks to the hunger many have for the opportunity to see and discuss programs and resources used in the field. NCFR is continually considering other opportunities that can be provided to practitioner members and Certified Family Life Educators (CFLEs) to enhance their work with families.

I have dreamed about having NCFR host a conference specifically for Family Life Educators for years, and NCFR's successful experience in hosting the 2020 conference virtually convinced me that now was the time to make this dream a reality. A virtual format will be more accessible to practitioners who may not have the funds to allow for travel

and lodging. As indicated by the theme, "Strengthening & Supporting the Work of Family Life Educators," this meeting will be specifically about Family Life Education and targeted to Family Life Educators. This will enable us to focus sessions on the day-to-day experiences and needs of those working in the field with and for families.

To prepare for the FLE Virtual Summit, we surveyed CFLE and other FLE practitioners to assess interest in attending the event and to determine what topics they would be most interested in learning about. Interest in both attending (69%) and presenting (56%) was high. Based on the rankings of potential topics, respondents were very interested in

I have dreamed about a family practitioner's conference for years, and NCFR's success with a virtual 2020 conference convinced that me now is the time to make this dream a reality.

learning more about the following topics: running their own FLE business; trauma-informed practice; program development, implementation, and evaluation; parenting education; relationship and marriage education; promoting equity and addressing racism; adverse childhood experiences; advocating for the practice of FLE; collaboration with other family professionals (the Domains of Family Practice Model); and grant writing. The Call for Proposals encouraged submissions focused on these and other topics of relevance to the practice of FLE. Special thanks to members of the CFLE Advisory Board for their help in planning this important event. The 2021 FLE Virtual Summit will be held on **June 25, 2021**.

CFLE Conversations

Another effort to better support practitioners is **CFLE Conversations**. The diversity of employment settings and roles that fall within the practice of FLE can make it difficult to find

and connect with others working in the same area. To provide CFLEs with the opportunity to better connect and network with each other, NCFR has launched CFLE Conversations, a series of 1-hour, online networking sessions. Practitioners will discuss their challenges and successes and also share ideas with each other. The first CFLE Conversation, targeted specifically for CFLEs working with military families, was held on March 31, 2021. **Ginny Wescott, M.A., CFLE**, the director of the Office of Violence Prevention at Spangdahlem Air Force Base, Germany, did a masterful job of facilitating the conversation. Her extensive experience working across four branches of the military proved to be very helpful. Attendees were interested in discussing some of the challenges of military life as well as job opportunities for Family Life Educators within the military and approaches to increase the recognition and value of CFLEs in employment roles. The event provided a great opportunity for CFLEs to connect with and support each other.

The next CFLE Conversation was targeted to CFLEs working with families impacted by mental illness, facilitated by **Mara Briere, M.A., CFLE**, on April 28. Following that will be a conversation on CFLEs working in parenting education, facilitated by **Jody Johnston Pawel, LSW, CFLE**, on May 19. Additional conversations will be scheduled throughout the year. CFLE Conversations is a benefit available only to active CFLEs.

We are excited to have these opportunities to expand the services and resources that NCFR offers to FLE practitioners. If you have other ideas for how NCFR can support practitioners, please contact me at dawncassidy@ncfr.org. ✨



CFLEs as Authors and Editors

Gladys Hildreth, Ph.D., a CFLE for more than 30 years(!), recently published *Leaving No One Behind: How Education Moved an African American Family From the Fields of Poverty to Living the American Dream*, available through Amazon. The book provides information on the importance of good interpersonal family communication when identifying resources to fund college education, how successful African American families can aid struggling students, and the value of obtaining a college education in overcoming poverty.



CFLE Anthony G. James, Jr., Ph.D., has authored the textbook, *Diversity, Equity, and Inclusion (DEI), A Practical Guide*. Published by Cognella, the book provides readers with an effective model for fostering DEI within a variety of contexts. It equips any grouping of individuals with



a desire to advance issues of DEI with the ability to clearly articulate their goals and then strategically move toward them.

Marcie Parker, Ph.D., CFLE, served as Editor for a special issue of *Issues in Mental Health Nursing*, see the December 2020 "Introduction to the Gambling Disorder Special Issue," IMHN, 41:12, published by Taylor & Francis. This special issue looks at gambling disorder as a possible significant comorbidity with substance use disorders, anxiety, depression, panic attacks, attention-deficit/hyperactivity disorder, severe legal and financial family issues, health problems due to stress, prison time, and homelessness, as well as



Marcie Parker

suicidal ideation and attempts. These are all significant health and behavioral factors that impact families, partners, children, workplaces, and communities.

CFLE Receives NCFR Fellow Status

Congratulations to **Ted G. Futris, Ph.D., CFLE**, for receiving NCFR Fellow status. In 2018, Dr. Futris was a corecipient (along with NCFR Fellow Francesca Adler-Baeder, Ph.D., CFLE) of NCFR's Margaret E. Arcus Family Life Educator Award. Ted is the current editor of NCFR's Family Focus, a section of the NCFR Report.



Ted Futris

Multiple CFLEs Elected to NCFR Leadership Positions

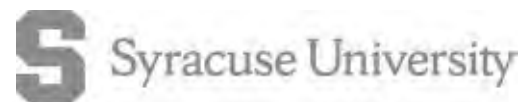
The following CFLEs have been elected to fill positions within the leadership of NCFR: **Francesca Adler-Baeder, Ph.D., CFLE**, Fellows Committee; **Sarah Mitchell, Ph.D., CFLE**, Students and New Professional Representative for the Inclusion and Diversity Committee; and **Sharon M. Ballard, Ph.D., CFLE**, Elections Council. CFLEs elected to Section Officer positions include **Janeal M. White, M.S., CFLE**, Students and New Professionals Representative for the Family Policy Section; **Bethany Willis Hepp,**

Ph.D., CFLE, Secretary/Treasurer for the International Section; **Haley Sherman, M.S., CFLE**, Secretary/Treasurer for the Religion, Spirituality, and Family Section; and **Ashley Ermer, Ph.D., CFLE**, Secretary/Treasurer for the Research and Theory Section. Congratulations to all!

Five Programs Renew Their CFLE-Approved Program Status

The following undergraduate programs have renewed their status as NCFR CFLE-approved programs: **Baylor University, Child & Family Studies**; **John Brown University, Family & Human Services**; **State University of New York—Oneonta, Human Development & Family Studies**; **Syracuse University, Human Development & Family Science**; and **University of Northern Iowa, Family Services**. A full list of CFLE-approved programs can be accessed through NCFR's Degree Program's Guide: <https://www.ncfr.org/degree-programs>. ✨

Have you recently received an award, promotion, or grant? Do you have a Family Life Education success story you would like to share? Please share your accomplishment with Dawn Cassidy at dawncassidy@ncfr.org. We welcome stories from practitioners and academics alike.



ROBBINS COLLEGE OF HEALTH AND HUMAN SCIENCES
Human Sciences and Design

Call for Articles—Families and Health

The theme for the Summer 2021 issue is Families and Health.

This issue of *CFLE Network* will focus on issues relevant to **Families and Health** and the practice of Family Life Education.

Please consider contributing an article for the Summer 2021 issue of *CFLE Network* on any topic relevant to Family Life Education and preventative or support services provided for families and their members. Examples of potential topics include the following:

- Describing the mental and physical health benefits for individuals, families, and communities associated with preventative care.
- Describing the role Family Life Educators can play in helping families and communities improve their health literacy.
- Educating policymakers, funders, and others about the role Family Life Educators can play in preventing and ameliorating both physical and mental/behavioral health care issues.
- Discussing strategies for integrating practices related to cross cultural competence in educational and prevention services associated with physical and mental/behavioral health.
- Delivering FLE services related to promoting mental and physical health to families and their members in affordable, equitable, and accessible settings.

Why This Theme?

CFLEs can use their expertise to help families and their communities achieve goals of the

Health and Human Services (HHS) Healthy People initiative established in 1990 to improve health and well-being nationwide (Office of Disease Prevention and Health Promotion [ODPHP]; 12/3/2020; <https://bit.ly/3c7DykG>).

Every 10 years, the ODPHP creates an updated version of Healthy People and sets health and well-being goals and objectives based on progress made toward those previously established, recent research findings, and current national health and well-being realities. The fifth and current version, Healthy People 2030, includes an “increased focus on health equity, social determinants of health, and health literacy, [and] ... a new focus on well-being” (ODPHP; 12/3/2020; previously cited). Health literacy encompasses the ability of individuals “to find, understand, and use information and services to inform health-related decisions and actions for themselves and others” and includes the extent to which organizations “equitably enable individuals” to access the information and services they need to make informed health decisions and engage in healthy behaviors, according to ODPHP (“Health Literacy in Healthy People 2030”; <https://bit.ly/3smpzqx>).

CFLE knowledge and skills, as delineated in the 10 Family Life Education Content Areas (National Council on Family Relations [NCFR] “Family Life Education Content Areas: Content and Practice Guidelines”; 2020; <https://bit.ly/3ccEmVw>), are particularly suited to helping individuals, families, and communities

increase health equity and health literacy. Several illustrative examples follow.

- Coaching families how to navigate their local health and human services system, a practice associated with the *Families and Individuals in Societal Contexts* FLE content area, could help them gain equitable access to the Early Childhood Intervention Services for which their young children qualify.
- Facilitating effective and informed decision-making, a practice associated with the *Family Resource Management* FLE content area, could help families choose the mental health services that fit individual member’s needs and their family values.
- Creating brochures that are information-rich and jargon-free, culturally relevant and respectful, readable and understandable, and are in the client’s preferred language, educational strategies associated with the *Family Life Education Methodology* FLE content area, could promote equitable access to solution-oriented information about social determinants of health.

The submission deadline for articles is June 15, 2021.

Please review the author guidelines at https://www.ncfr.org/sites/default/files/2021-02/CFLE%20Network%20Guidelines%20for%20Authors%20Final_2021.pdf

Email Beth Morgan at elbmr@outlook.com with questions or for more information. ✨

DAB GOLD @ UNSPLASH





"Perspectives" is a regular column edited by Dr. Clara Gerhardt, CFLE, Professor in Human Development and Family Science at Samford University. In this issue, there are two Perspectives articles. In the first, Dr. Clara Gerhardt discusses the role of conferences on building a professional identity. In the second article, two Samford University students, Christa Chery and Heaven Colquiett, both recipients of NCFR's student access grants, share their reactions to attending the 2020 NCFR Conference.

Building a Professional Identity: The Role of Conferences

by Clara Gerhardt, Ph.D., CFLE

Professional identity (PI), one form of social identity, is described as those qualities we recognize in others sharing the same professional group, according to Trede et al. (2012; "Professional Identity Development: A Review of the Higher Education Literature"; <https://doi-org.libproxy.txstate.edu/10.1080/03075079.2010.521237>). These characteristics can include attitudes, beliefs, values, ethics, knowledge, skills, specific insider know-how, and more. Sharing the "tricks of the trade" with like-minded colleagues and coworkers occurs in a variety of settings, including training, the workplace, and gatherings of similar vocations. Conventions and conferences, workshops, and continuing education can all be occasions that foster collegiality and professional group cohesion. In short, they shore up the foundations of professional identity.

These links are supported by social identity theory, which suggests that attitudes and behaviors can differentiate members of specific professional groups, allowing improved collaborations and occupational flexibility, according to Henri Tajfel and John Turner in "An Integrative Theory of Intergroup Conflict" (1979; *Organizational Identity: A Reader*; Brooks/Cole). If further studies

indicate that PI is improved by specific educational practices, such as experiential learning opportunities, field placements, practical, or service-learning opportunities, it might be possible to focus on improved PI as a path to improve recruitment and retention of students, as well as wider benefits apparent in our field. Meeting more senior colleagues, such as CFLEs in practice, can model to the career path and possibilities contained within such a career choice.

Attendance at the annual NCFR conference provides opportunities for CFLEs to solidify a belief in their capability to conduct action research and participate in a program evaluation

Short- and long-term impact from conference attendance in collegiate students can foster greater professional identity, while also offering valuable training and networking opportunities. Meeting leaders in the professional field, seeing how role models go about their tasks, and feeling the social acceptance of belonging to a group all contribute in ways that have a

lifelong impact on professionalism. The professional cohesion that can be found in groups identifying with the same profession, such as CFLEs, can increase team functioning, reduce professional burnout, be an encouragement to complete training, and ultimately contribute to retention within the profession, according to Cherrstrom (2012; "Making Connections: Attending Professional Conferences"; doi: 10.1177/1045159512452263).

Conference attendance can be used as an instructional tool to guide students toward greater PI. The increased need for interprofessional collaboration in delivery of services (e.g., family and consumer sciences) and the corresponding rise in interprofessional education, demand clear PI as an important training metric and goal.

In the context of CFLE as a profession, the NCFR has invested generously not only in providing professional conference opportunities, but also in strengthening professional identity, especially of CFLEs. In one of the recent initiatives for the 2020 Annual NCFR conference, several scholarships for conference attendance opened doors to professionalism to students and young professionals who might otherwise not have had an opportunity to experience the benefits of peer mentorship, as well as professional role models for their chosen profession—in this case, as CFLEs. In the counter-perspective of this column, two aspiring professionals from Samford University, Heather Colquiett and Christa Chery, reflected on their experiences at the last conference. Their insights are valuable and an encouragement and reaffirmation as to why such initiatives are desirable and valuable. ✨

Acknowledgment

Thank you for the contributions and insights of Celeste Hill, Jonathan Davis, and Kristie Chandler, all from Samford University.

CFLEs Don't Have to Pay for Continuing Education Verification

For those of you preparing to register for the NCFR annual conference in November, remember, *it is not necessary for you to pay for continuing education credit verification for your CFLE credits*. You can simply list your attendance, including the number of hours of presentation time, when reporting your continuing education activity when recertifying. If it is important to you to have a certificate verifying your hours, you are welcome to register for continuing education verification and pay the \$25 fee. This would provide you with a certificate verifying the number of continuing education hours earned which you can keep for your records. If you have any questions, please contact Dawn Cassidy at dawncassidy@ncfr.org

The 2020 NCFR Conference: A Lifetime's Impact in Three Days

by Christa Chery and Heaven Colquiett

Anticipation: Before the Conference

Once we discovered that we had been awarded a grant to attend the NCFR Conference, we were filled with anticipation and excitement. But there was some trepidation associated with the unsettling reality that we had never attended a professional conference before. We were nervous about the whole experience, especially because it would be virtual and we would be disconnected from everyone, including each other. Nonetheless, we were hopeful and grateful for this amazing opportunity to meet some professionals in our field and explore all that the field of family relations has to offer. It was inspiring to hear presentations by CFLEs and the valuable contributions they are making to the field of Family Science.

How Did This Make Us Feel?

This conference was the single most important factor in projecting how we would continue throughout our educational and professional journeys. Not only did it open our eyes to the depth and breadth that are present in family-related fields, but we were also able to see ourselves—African American women—represented in an area in which we had not previously seen people of a minority background. We saw people with beautiful brown skin that had attained multiple terminal degrees. They raised our awareness concerning the people they served. We saw women with dark curly hair explain the research findings they had so tirelessly pursued. We saw educators with brown eyes and wide noses explain their passion for promoting restorative justice through families—for generations to come. We saw people like us in the field we wanted to pursue, which was something we had never seen before. As African American women, we felt empowered, validated, seen, understood, valued, and important. For the first time in our lives, we felt like it was possible for us to reach for and achieve the same dreams that others could so easily imagine.

Our first session was a newcomers' get-together in which we were able to meet some of the people who were engaged in different focus groups, including the Families in Health section and the Racial and Ethnic Diversity in Families section. Because we were newcomers, this was an opportunity for us to meet individuals who later presented, and we could establish relationships with some NCFR members. The following day was the official opening of the conference, and we attended some amazing sessions.

We saw people like us in the field we wanted to pursue, which was something we had never seen before. As African American women, we felt empowered, validated, seen, understood, valued, and important.

Memorable Sessions

The plenary sessions were the standout events of the entire conference. The first session was titled "Equity in Action: Helping Families Navigate Systems of Oppression" and featured Drs. Kira Banks and Amber Johnson. They so beautifully addressed the necessity of prompting children to uphold justice in their interpersonal relationships while also accepting the responsibility to enact change in their spheres of influence. In addition, they addressed the ways in which parents, coparents, and other caregivers can become more mindful in the ways they navigate relationships with children who are facing oppression based on their race, ethnic background, gender, or sexual orientation.

The second plenary session, "Global Health Disparities Among Families in the COVID-19 Pandemic," featured Ndidi Amatah-Onukagha, Anis Ben Brik, and Rosario Esteinou. The final plenary session was led by Kevin Nadal and titled "The Manifestation of Microaggressions Within Families: Intersectional Identities, Power, and More."



Christa Chery



Heaven Colquiett

He detailed his experiences within his family and how he overcame the microaggressions he faced related to his sexual orientation and ethnic background.

Our Daily Conference Journey

On the second day of the conference, we attended "Promoting Family and Community Health and Resilience: Expanding Our Understanding of Diversity to Include Individuals With Intellectual and Developmental Disabilities." Here we were made aware of correct terms when talking about those with disabilities and that using the word *disabilities* is not disparaging and actually a correct term.

In a session titled "#MeToo | Time's Up | Title IX on College Campuses: Engaging Those in Positions of Power and Vulnerability" we explored the ins and outs of Title IX and that as a country we need to have more protocols for what happens when someone reports a Title IX infraction. The presenter highlighted that if we have conversations with victims of sexual abuse, we need to realize that men can be victims as well.

"Investments in Family Time and Parent-Child Communication: Implications for Youth Health," raised awareness that children are influenced by what their parents say, especially when it is related to weight and appearance. Parent conversations about weight can impact children, particularly when such conversations take place during family mealtime. Communication and quality time spent between parents and children can influence youth health outcomes.

The third day at the conference offered a stimulating range of topics, and it was hard to choose which ones to attend. "It Takes Two: Fathers' and Mothers' Interparental Conflict Behaviors and Relations to Parenting and Child Wellbeing Outcomes," focused

on parent interactions with their children. Raising a child is hard work, and for best outcomes, both parents need to be on the same page. Conflicts between parents can affect children, and the children tend to feel the tension. Children receive different messages from each parent, and even if the parents are divorced, it is best that they work together in the best interests of the child.

The session on discrimination stated that studies have shown that discrimination based on the color of one's skin is a reality. Many individuals have to face this discrimination on a daily basis. Colorism also affects individuals who are the same race because individuals who are darker tend to experience harsher treatment than lighter skinned individuals.

The focus group related to military families and children discussed the extra toll on military families. We had dealt with this previously in our studies and in class. Moving from place to place and deployment strain both the family and the marriage unit.

On our last day at the conference, the theme was college students. African American and Latino college students attending predominantly white institutions (PWIs) are at an increased risk of loneliness, and emotions of disapproval can negatively influence academic and social achievement. It is important that they create a circle of people they trust who can help them on their journey through life. This session also talked about the importance of community between African American and Latino

college fathers. The more community they have the more they are likely to graduate. ✨

Acknowledgment

The authors are grateful to NCFR and contributing members who sponsored these scholarships that allowed us to attend this inspiring conference. This enriching opportunity filled us with enthusiasm and hope.

Christa Chery is a Human Development and Family Science major with a fast-track for the Master of Social Work program. Currently she is a sophomore at Samford University and is passionate about restoring families in an equitable and just way.

Heaven Colquett is a sophomore Human Development and Family Science major with a fast-track for the Master of Social Work program at Samford University. She is passionate about making everyone feel seen, heard, and understood.

Network Editor Note:

Among the initial comments made by Christa and Heaven was one that connects the development of professional identity to the theme of this issue of *Network* (action research and program evaluation) and reflects theme-associated benefits of attending professional conferences: "We saw women with dark curly hair explain the research findings they had so tirelessly pursued." According to "Family Life Education Content Areas: Content and Practice Guidelines" (National Council on Family Relations; 2018; *Tools for Ethical*

Thinking and Practice in Family Life Education; NCFR), CFLEs should be prepared to design and evaluate educational experiences including determining the effectiveness of the educational experience on participants' achieving previously identified and measurable learner/client outcomes. In other words, the professional identity of CFLEs should include a belief in their capacity to meet this professional obligation as well as the skills to achieve this research-related professional responsibility. In addition to conducting action research or participating in program evaluation, this skill set includes the ability to communicate the outcome(s) of action research or program evaluation to colleagues and interested others in informal or formal (e.g., professional conferences) settings.

Attendance at the annual NCFR conference provides opportunities for CFLEs to solidify a belief in their capability to conduct action research and participate in a program evaluation as well as information needed to enhance familiarity with current best practices and the related skill set. For example, attending plenary and breakout sessions can expose CFLEs to research findings applicable to their work with individuals and families, (re-)familiarize them with best practices in action research and program evaluation, and inspire them to formulate a question they can address through action research or program evaluation, according to Hickson (2006; "Raising the Question #4: Why Bother Attending Conferences?"; doi:10.1080/03634520600917632). Viewing poster presentations can provide CFLEs with models for engaging in, using the results of, or communicating the outcomes of action research or program evaluation. Finally, Cherrstrom (2012; previously cited), suggests that networking (i.e., making connections) with other conference attendees can take a variety of forms and can result in long-term benefits. Suggested benefits of networking, paraphrased here to increase their applicability to CFLEs, include creating a circle of colleagues with whom to brainstorm action research questions, co-conduct action research, consult about program evaluation hurdles, or co-present a poster presentation about action research or program evaluation outcomes at a future annual NCFR conference. ✨

CFLE Conversations – Network with Other CFLEs

NCFR has launched a new benefit for CFLEs – CFLE Conversations. Several times each year we will be holding one-hour online networking sessions that will provide an opportunity for CFLEs who work in specific areas (healthcare, military, Extension, early childhood, hospice, schools, adoption/foster care, aging services, parenting education, and more), to connect with each other. Participants will have the opportunity to discuss challenges and successes and to share ideas, tips, and advice. These events will be free to all current CFLEs.

Each session will have a facilitator, but the format will be open discussion. If you are interested in meeting with other CFLEs working in your area, and/or would like to be a session facilitator, contact Dawn Cassidy at dawncassidy@ncfr.org.

Thank you to CFLEs, Ginny Wescott, M.A. and Mara Brier for facilitating our first two CFLE Conversations on military families and families impacted by mental illness.

Watch for information on the next CFLE Conversations for CFLEs working in parenting education on Thursday, May 19, 2021.

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

Books, Articles, and Publications

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Organizations, Programs, and Websites

- American Evaluation Association. <http://www.eval.org>
Find an evaluator. Provides online service to locate evaluation specialists.
- Administration for Children and Families. Home visiting evidence of effectiveness. <https://homvee.acf.hhs.gov/>
HomVEE provides an assessment of the evidence of effectiveness for early childhood home visiting models that serve families with pregnant women and children from birth to kindergarten entry (i.e., up through age 5).
- Blueprints for Healthy Youth Development. <https://www.blueprintsprograms.org/>
Provides a comprehensive registry of evidence-based interventions that prevent or reduce the likelihood of antisocial behavior and promote a healthy course of youth development and adult maturity.
- Hardman, A., & Peterson, D. (2020). *Evaluation of family life education programs: 3-part series* [webinar]. National Council on Family Relations. <https://bit.ly/2Tk0Bie>
- National Association for the Education of Young Children. *What is teacher research?* <https://www.naeyc.org/resources/pubs/vop/about-teacher-research>
Provides additional information and resources related to action research.
- W.K. Kellogg Foundation. *Logic model development guide*. <https://www.wkcf.org/resource-directory#pp=10&p=1&q=logic%20model>

Encourage Your Colleagues to Become Certified

CFLE exam now available via remote proctoring and with expanded testing windows

Prometric (SMT), NCFR's testing vendor for the Certified Family Life Educator (CFLE) credential, now offers remote proctoring which allows candidates to take the CFLE exam at home or at work through a secure online testing process. Candidates have 24/7 access to a dedicated support team to assist them at any time.

Additionally, the online exam application process now includes monthly submission deadlines and expanded testing windows, making it more convenient to schedule the exam.

Information on the CFLE exam is available at <https://bit.ly/3jt5qQN>



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effort to make the diverse competencies of FLE students in CFLE-approved programs visible to larger audiences. CFLE researchers and scholars may learn about this important teaching innovation from infant and toddler development researchers and scholars. Specifically, the Collaborative for Understanding the Pedagogy of Infant/Toddler Development or CUPID (see <https://cupidconsortium.org/>) is a potential model. Features of CUPID include the following:

- More than 60 researchers and scholars across 40 institutions and organizations, with varying types and levels of participation
- Goal is to strengthen practice in the field by strengthening teaching in higher education by engaging in collaborative scholarship of teaching and learning
- Examining undergraduates' development of competencies (knowledge, dispositions, and skills) via surveys and publishing results to build knowledge of discipline-specific learning and teaching processes

CFLE researchers and scholars may be interested in pursuing a short-term working group based on CUPID's defining features to examine the diverse competencies and reflections of students in content area coursework in CFLE-approved programs, to present findings to wide audiences, and to further professionalize FLE/CFLE. Identifying a leadership team to develop research questions, processes, and procedures for the work group is an important first step. Please email bridgetw@unr.edu and/or lln12@psu.edu if being part of a leadership team would be of interest.

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