The mission of the CFLE Network

CFLE Network, a quarterly newsletter published by the National Council on Family Relations for Certified Family Life Educators, is a resource filled with information about Family Life Education. Network provides an opportunity for CFLEs to share their knowledge and expertise with other active CFLEs through research- or practice-based articles.

Submission and acceptance

Each issue of Network is centered around a specific theme. Once themes are determined, a call for proposed articles is shared with CFLEs and posted online. Preference in manuscript selection is given to those authored by CFLEs. However, we accept manuscripts authored by individuals who do not have the CFLE certification but do have expertise related to the issue theme when the manuscript content is relevant and beneficial to CFLEs. Consideration of how the manuscripts form a complementary collection, 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. Due to page limitations, some articles may appear only in an expanded online version. Authors are informed as to which version(s) of the Network their article will appear after publication decisions are made. These decisions are made after the submission deadline. 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.

Articles accepted for publication will be edited using standard editorial practice, and given priority based on a) relevance to the Network theme, b) how articles form a complementary collection, and c) brevity due to space limitations. Note that when articles cover very similar content and are of equal quality, priority will be given by date of receipt. Authors are notified as to whether the article is accepted.

The contents of Network articles represent the views of the author(s) which may not represent the views of the entire organization.

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

Prior to 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 the content meets these guidelines.

<table>
<thead>
<tr>
<th>Promotes the mission of CFLE Network:</th>
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<tbody>
<tr>
<td>• Provides news, information, resources, or materials relevant to the practice of FLE</td>
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<table>
<thead>
<tr>
<th>Reflects the theme of the newsletter issue when appropriate.</th>
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<p>| Suggests how CFLE practitioners can apply the theory- and research-based information included          |</p>
<table>
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<th>in the manuscript to their work with individuals and families.</th>
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<tr>
<th>Addresses one or more topics related to the <a href="#">10 Family Life Education content</a> areas:</th>
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<tbody>
<tr>
<td>• Families and Individuals in Societal Contexts</td>
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<tr>
<td>• Internal Dynamics of Families</td>
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<td>• Human Growth and Development Across the Lifespan</td>
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<td>• Human Sexuality</td>
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<td>• Interpersonal Relationships</td>
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<td>• Family Resource Management</td>
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<td>• Parent Education and Guidance</td>
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<td>• Family Law and Public Policy</td>
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<td>• Professional Ethics and Practices</td>
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<td>• FLE Methodology</td>
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<tr>
<th>The manuscript fulfills the purpose(s) of a Network column:</th>
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<tr>
<td>1. <strong>CFLE in Context:</strong> Family Life Education takes place under many different names and in</td>
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<td>many different settings. Each <em>CFLE in Context</em> column provides a snapshot of what Family Life</td>
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<tr>
<td>Education looks like in the author(s)’ work setting. Authors share information about their education</td>
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<td>and career path as well as describe how Family Life Education is carried out in their daily work life.</td>
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<td>2. <strong>Research Update for Practitioners (RUP) – Applied Research Article:</strong> The <em>Research Update</em></td>
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<td><em>for Practitioner</em> article provides research on the theme that is both relevant and useful to</td>
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<td>practitioners and recommends how the research can be applied to practitioners’ work with families</td>
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<td>and individuals. Authors of RUP articles are asked to select 2 to 4 references pertinent to the article</td>
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<td>contents for inclusion at the end of the article. The selected references are in lieu of a formal</td>
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<td>reference list. If needed, additional references can be included in the online version of the article.</td>
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<td>3. <strong>Family Life Education (FLE) in Practice:</strong> This column provides an opportunity for practicing</td>
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<td>Family Life Educators to share information about their current work. Examples include:</td>
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<td>• Family Life Educators’ role in the development, implementation, or evaluation of a curriculum or</td>
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<td>program</td>
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<td>• Family Life Educators’ work with a specific population (e.g., fathers, families who are homeless,</td>
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<td>LGBTQ+ community)</td>
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<tr>
<td>• Family Life Educators’ discussion of their experiences and information related to a specific issue (e.g., resource management, bullying, poverty, sexuality)</td>
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4. **Perspectives:** Perspectives 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. Examples include:

- A Family Life Educator and a participant in a Family Life Education experience share their individual perspectives on the same FLE experience
- A Family Science professor and a student share their viewpoints about the same Family Life Education course
- An experienced Family Life Educator and a novice Family Life Educator share their reflections about their practice at different stages of a career lifespan

5. **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.

6. **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.

### Resources for Family Life Educators page

Each issue of the *Network* includes a Resources for Family Life Educators page that provides resources recommended by the authors that are relevant to the issue’s theme. Resources that represent the application of Family Life Education are encouraged. **A sample page from a previous issue is included at the end of this document.**

Please provide information for 2 to 3 resources that you have found to be helpful. They do not have to be directly referenced in your article.

- Examples include books, newspaper or journal articles, websites, organizations, curricula, programs.
- Follow APA 7 format for resource citations; include DOI for journal articles.

### Format (Word Count, Font, Layout, and Spell Check)

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

**Do:**

- Follow APA 7 guidelines when writing, unless directed otherwise
- Keep the manuscript at 1000 to 1500 words
- Single-space and left-justify the manuscript
- Use Times New Roman font, point size 11
- Follow *Network* editorial conventions
  - Insert only one space between paragraphs
  - Insert only one space after periods
  - Use letters rather numbers in a list when the order of listed items is irrelevant
    - Include at least 5 completed thoughts in a list
    - Avoid 1- or 2-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’ when connecting numerical ranges, e.g., 32 to 37
Write out numbers one through nine, unless referring to age
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, e.g., Certified Family Life Educator (CFLE)
Use same acronym throughout manuscript e.g., LGBTQIA+
Spell out United States as a noun and use U.S. as an adjective. Use U.S. in subsequent usages
Note that America and American refer to continents, not a single country. Please clarify the use of America and American.
Capitalize Family Science and Family Life Education.
Use Family Science rather than Family Studies, etc.
Family Science is a discipline rather than a field.
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-usage, and punctuation errors
Eliminate word-processor formatting such as inserted page breaks, columns, tracked changes
Run spell check
No marketing of author’s products is allowed

Do Not:
• Indent the first line of each paragraph
• Include graphs or charts unless prior approval was given by the editor

Writing Style

Confirm the manuscript’s format meets these guidelines.

Use a writing style that has these characteristics:
• 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

Author Bio

Provide complete information for EACH author including Name (as you would like it to appear in the publication), credentials (e.g., MS., CFLE), position, employer, and affiliation (if at a University, include department and University). Provide the email for first author only.
See past issues of Network for examples.

Please include this information at the end of your manuscript.
### Professional Headshot

Send a high-resolution jpeg or PNG photo of yourself using the following guidelines:

- 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 Dots per Inch (DPI). The ideal pixel dimension is 2400 x 3000. *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.*

### Copyright Expectations

Comply with provisions of the United States Copyright Law

| Obtain **written permission** to use any quotations or excerpts from another work not in the public domain or covered by U.S. Copyright law. Proper acknowledgement 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…” for author citations when the research findings are well-known or have been widely replicated. |
| Provide your email address at the end of the article so readers can contact you for details and references. |

### Submission Deadlines

<table>
<thead>
<tr>
<th>Issue</th>
<th>Intent to Submit Deadline</th>
<th>Manuscript Deadline</th>
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<tr>
<td></td>
<td><strong>Preferred, but not required</strong></td>
<td>Date the <em>Network</em> editor must receive completed manuscript. Deadlines are approximately 8 weeks before publication</td>
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<tr>
<td>Spring</td>
<td>March 1</td>
<td>March 15</td>
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<tr>
<td>Summer</td>
<td>June 1</td>
<td>June 15</td>
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<td>Fall</td>
<td>September 1</td>
<td>September 15</td>
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<tr>
<td>Winter</td>
<td>December 1</td>
<td>December 15</td>
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### Copyright Agreement with NCFR (If Manuscript Accepted for Publication)

Agree to and submit a signed copyright agreement that does the following:

- Transfers full and complete ownership of any copyright for the article to National Council on Family Relations (NCFR)
- Allows author(s) to republish or reprint the writings for the author’s use with no fee assessed by NCFR.
- Requires author(s) to refer all requests to republish or reprint the whole or any part of the work to NCFR by submitting the [Copyright Use Permission Request](#). For classroom use
requests, a sharable PDF of the article will be created. 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.

- Authorizes NCFR editorial staff to do the following:
  - 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).
  - 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.

Questions? Contact the Dawn Cassidy at dawn Cassidy@ncfr.org
FAMILY LIFE EDUCATION IN SCHOOLS RESOURCES

Books, Articles, and Publications


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 Familyhood Education.

https://education.mn.gov/MDE/fam/elpblog/ECF/


Minneapolis Public Schools.

Home Visits: https://ece.mpls.k12.mn.us/home_visits

Early Childhood Education: https://ece.mpls.k12.mn.us/ecfe

National Alliance on Mental Illness.

https://nami.org/

National Coalition for Campus Children’s Centers Advocacy Resources.

https://www.campuscchildren.org/advocacy

National Council for Behavioral Health.

https://thenationalcouncil.org/

National Institute of Mental Health.


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/

Scolastics’ 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.scolastics.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/


Tutor.com.

https://militarytutor.com/home


https://www2.ed.gov/programs/campisp/index.html

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.