

Report

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Family Focus: Families in the Shadows

As Family Scientists we promote the well-being and resiliency of diverse families. Through research, practice, policy, and teaching we strive to shine light on the "unseen" – families that are often unrecognized, less studied, underserved, or not valued. In this issue of Family Focus, the contributors showcase a tapestry of scholarship that illuminate these families and their unique needs out of the shadows and into the light.

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2022 NCFR Annual Conference

Nov. 16-19, 2022

The Science of Families: Nurturing Hope, Happiness, & Health

Registration is open!

org/ncfr-2022

Light and Shadow: Shifting Perspectives and Families

Join Us for the 2022 Annual Conference — In Person or Virtually

Debra Berke, Ph.D., CFLE, 2021 NCFR Conference Program Chair, debra.l.berke@wilmu.edu

"Light and shadows visually define objects" (Visual Arts, 2012). Light and shadow can also define families; how educators, researchers, theorists, practitioners, and policymakers describe, make sense out of, study, and work with families determines which facets are in light and which are in shadow (or not the focus). But do we as Family Scientists ever take time to reflect on questions such as "What does it mean for individuals and families to be in shadow or in the light?"

If they are in shadow, are they...Unseen? Unrecognized? Emerging? Not valued? The underdog? Stigmatized?

What role do our values play in research, practice, theorizing, policy, and teaching? How do Family Scientists decide what to value?

What if families are "in the light"? Are they perceived as mainstream, normal, and/or privileged?"

This year's conference theme, ***Light and Shadow: Shifting Perspectives and Families***, will be illuminated by four plenary sessions beginning on Wednesday, Nov. 16 and running through Saturday, Nov. 19.

Plenary presenter **Yasser Payne, Ph.D.**, is a professor in sociology and criminal justice from the University of Delaware, will highlight

a street ethnographic research program centered on exploring notions of resilience and resiliency in street identified Black and Brown populations that are typically "unseen."



Deb Berke

Another art principle that can be applied to Family Science and families is the concept of values. "Values are the different shades of gray between white and black; [they] translate the light and shadows" into shading, thus creating "the illusion of a third dimension" (Visual Arts, 2012). What role do our values play in research, practice, theorizing, policy, and teaching? How do Family Scientists decide what to value? What new dimensions of families are revealed by a shift in light, perspective, or values and what are the challenges of examining values? Our plenary presenter, **Deadric Williams, Ph.D.**, assistant professor of sociology from the University of Tennessee-Knoxville, will explore how values have impacted our Family Science research and practice by applying the lens of critical race theory to past and contemporary Family Science research.

Hatching and crosshatching are artistic techniques used to create shading effects in two-dimensional media. Family Scientists can influence other's perspectives on

Report

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NCFR Report, the quarterly newsletter of the National Council on Family Relations, provides timely, useful information to help members succeed in their roles as researchers, educators, and practitioners. Articles address Family Science issues, programs, and trends, including association news.

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families by changing how they (families) are shaded. Turner and West (2018, p. 90) argue we need to "become ever more mindful of the wide variety of families existing in contemporary society whose voices need to be heard." Plenary presenter, **Kao Kalia Yang, M.F.A.**, and author of the memoirs *The Latehomecomer: A Hmong Family Memoir*, *The Song Poet*, and *Somewhere in the Unknown World* as well as the children's books *A Map Into the World*, *The Shared Room*, *The Most Beautiful Thing*, and *Yang Warriors* will bring light to stories of those often unnamed and in shadow.

"Before you can draw the light and shadows you see, you need to train your eyes to see like an artist" (Anonymous, 2019). Have Family Scientists been trained as artists? What different ways could we study a phenomenon? Teach about families? Create or assess family policies? How do our best practices intersect with light and shadow? Do they address multiple dimensions? Plenary presenter **Derek Peterson, M.Ed.**, uses a multidimensional, multi-theoretical approach in his Integrative Youth Development framework. Why do

some teens come through these tough years seemingly unscathed while others constantly struggle or don't make it through at all? How can a thick and vibrant Full Color Web of Support™ promote thriving?

As you can see, Family Science is akin to art; we "enter it from a variety of angles and emerge with a variety of views" (Smich, n.d.). I hope you enjoy the experience! *

For more about our plenary presentations read on to page 8, and for even more conference highlights, please see Jennifer Crosswhite's summary beginning on page 6.

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Lest We Forget!

Norma J. Bond Burgess, Ph.D., NCFR President, norma.burgess@lipscomb.edu



Challenges in Today's Society

Lately, it seems that each new day brings news of significant policy decisions that impact society in the U.S. and larger world, with ramifications for family researchers and practitioners to address. From the rethinking of established laws down to which books are suitable for today's children, these decisions have significant impact on the future of our communities as we know them. I would venture that none of these decisions has been perfect, and we can continue to do better.

Certainly, if we do not know our history, we are destined to repeat it. Voting rights in the 1960s brought to bear a multitude of stressors upon families. For example, White landowners retaliated against over 250 Black sharecroppers who had registered to vote by evicting them from their homes. Tent City, an encampment outside Memphis, was created as a refuge for these African Americans families. It lasted for about two years.

During that time, the evicted sharecroppers struggled to purchase even basic amenities for their families. In addition to all the onerous requirements to even successfully register to vote—the grandfather clause, poll tax, literacy tests, and more—African American families also had to contend with segregated water fountains and pools, debt bondage, questioning of their citizenship and legal rights, and being denied access to a jury of their peers.

The consequences of important decisions always have a significant impact on families. Of course, it is not always possible for policymakers to know everything about an issue at a particular time in history or to foresee every potential consequence. They can, though, be mindful and respectful to others as we all live this life. Policymakers can show that they respect others by examining the best research available and doing their best to predict the consequences that are likely to follow from the decisions they make.

Decisions and conversations around policy matters may make us uncomfortable. But this discomfort can be temporary if we take a moment to understand why that emotion exists as we make decisions. I believe in our ability to be the best people we can be if we respect one another.

Families Are Changing

Strong communities begin with strong families. Family is the essential glue that holds all things wonderful together in any society. However we define it, whatever the makeup, family is the key to stable, solid communities. Generations, values, customs, cultural practices—all these come from family systems throughout the world's history.

Strong communities begin with strong families. Family is the essential glue that holds all things wonderful together in any society.

Across history, the definition of family has changed and been redefined, and the world changed to accommodate them; they became what society dictated they should be. Upon reflection, it is challenging to define families in any one way at any given time, and the question of who gets to define family will always be an issue, particularly in a free and democratic society.

Today, a broader definition of families may include sole-parent families, coparents, unmarried partners raising children, or grandparents raising grandchildren. Families may be interracial, cross-cultural, or LGBTQ. These "nontraditional" families face discrimination, hostility, and unequal treatment by U.S. laws and policies that tend to favor "traditional" nuclear families.

In years past, I learned in class that families exist in the first place so that societies can continue to reproduce themselves. This

explanation seems to have worked very well for a time. But we characterize research as the ability to ask questions until all the answers are known.

As the definition of families has evolved, so have the means to create offspring. Today, many alternative methods of reproduction exist, including surrogate parents, in vitro fertilization, egg freezing, insemination, embryo transfer, and more. Adoption agencies and related institutions provide a means for children to find a home and become part of new families. Today's adoptive parents have become increasingly more in tune with their children's homeland, culture, history, and other characteristics that provide children with context and understanding about why they may look so different from their adoptive parents.

When children who are adopted or conceived through an alternative method see others who physically resemble them—but who are not immediate family members—they may be curious. What explanations do their parents or guardians give them, particularly if the subject of biological parents has not been discussed already, or isn't well understood by the child?

Another question that parents of African-descent children grapple with is hair care—yes, hair—especially if the parents are not of African descent themselves. One of the most frequent questions that I get—as an African American woman—is "What do you do with your child's hair?"

For a quick look at the myriad possibilities, watch the short 6-minute film *Hair Love*, at ncfr.org/hair-love. Directed by Matthew A. Cherry, *Hair Love* won Best Animated Short Film at the 92nd Academy Awards. It tells the heartfelt story of an African American father learning to do his daughter's hair for the first time. I have used the film in my class to generate discussion, including a father's role in child rearing, handling a family member's

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What Coursework Do Family Science Academic Programs Require? Exploring & Discussing Standards

Diane Cushman, NCFR Executive Director, dianecushman@ncfr.org

While we'll be back in person for the NCFR Annual Conference this November—for the first time since 2019!—our 2022 Annual Member Meeting will again be held virtually, just before the conference, to make the meeting accessible to as many members as possible.

I invite you all to attend the member meeting on Nov. 11 at 3 p.m. Central Time. It's a wonderful opportunity to recognize the service and accomplishments of your NCFR colleagues and hear an update on NCFR's activities. Attending the member meeting is free for all members, and you do not need to register for the meeting or for the conference. The Zoom link to the meeting will be provided via email closer to the meeting date.

The member meeting is also a forum for discussing NCFR's Advancing Family Science Initiative, which aims to strengthen the identity, visibility, and perceived value of the Family Science discipline. Half of the meeting will be devoted to a facilitated conversation among all attendees, to continue the illuminating discussion from our 2021 meeting on NCFR's role in setting standards for Family Science academic programs. (While NCFR approves academic program curricula for graduates to earn the Certified Family Life Educator credential, NCFR does not have standards for Family Science academic programs more broadly.)

Members conveyed a variety of perspectives during the 2021 meeting, but many expressed interest in continuing to explore the idea of standards for Family Science academic programs.

An important step in moving forward was to obtain a more complete picture of the coursework and competencies that Family Science academic programs currently offer,

in order to identify commonalities and differences across universities.

Analysis of Coursework in Family Science Academic Programs

Since the 2021 member meeting, a small group of staff and members have gathered data on the courses offered by the undergraduate, master's, and doctoral programs in NCFR's guide Degree Programs in Family Science (ncfr.org/degree-programs). This includes many programs with the name Human Development and Family Science/Studies (HDFS) or similar,

2022 NCFR Annual Member Meeting

Date: Friday, Nov. 11, 2022

Time: 3–4:30 p.m. Central Time

Location: Online (Zoom)

Price: Free; no registration required

which is the most common name for programs and departments that offer Family Science curricula.

At the 2021 meeting, attendees examined doctoral programs (the doctoral level was of most interest during that meeting). As of the time of writing, collection and initial analysis of the 39 doctoral degree programs is complete; deeper analysis will continue, and staff will connect with doctoral program representatives to share results and begin to hear representatives' perspectives on this area of work.

A few initial findings about doctoral program course requirements:

- **Research:** All 39 programs offer at least one research or research methods course; differences exist among programs regarding number of courses or methods required.

- **Statistics:** There are 33 programs with required statistics courses that are identified by name. The remaining six programs either require statistics but students may choose which courses to take or incorporate statistics into research methods courses.
- **Theory:** Thirty programs require at least one theory course. Among the other nine programs, theory is offered within another course, required at the master's level instead, offered as an elective, or listed as a learning outcome of the program.
- **Dissertation:** All 39 programs require a dissertation.
- **Teaching:** Fourteen programs require at least one course related to teaching methods.

At the time of writing, course data have been collected from programs at the master's and undergraduate levels, and analysis is slated to begin soon. These data sets include some programs with coursework approved for the CFLE credential and some programs that are not CFLE-approved.

This data and analysis, along with member input and insights we continue to glean, is intended to help inform the trajectory of Family Science in academia and beyond, as well as NCFR's role in shaping that direction. If you have perspectives to offer, please feel free to contact me at dianecushman@ncfr.org or submit feedback at ncfr.org/family-science-feedback.

New Content and Resources

Over the past few months, members and staff delivered additional resources that are invaluable to advancing the Family Science discipline. A few that are of note:

- **"Why Family Science?" article.** This important article, written by NCFR

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NCFR Continuing to Expand Services to Practitioners



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

A few years ago, I was working on the *In the News* column of the Certified Family Life Educator (CFLE) newsletter *Network*. The column consists of short announcements that usually recognize CFLEs who received awards or have authored books or textbooks. The column also often recognizes universities and colleges that have received first-time approval or renewal as a CFLE-approved academic program. Of course, it is important to acknowledge CFLE-approved schools because they are the most common pathway to the CFLE credential. However, in reviewing the news items in the *In the News* column, I had an epiphany. Most of the accomplishments being featured in the column were relevant to CFLEs working in academia. Most of the awards mentioned were NCFR awards, which focus largely on research and academic teaching accomplishments. Most articles focused on *research* relevant to Family Life Education rather than the *practice* of FLE. (Researchers are eager to find opportunities to disseminate their research, but I have found it harder to recruit applied articles written by practitioners). This all makes sense given that the CFLE program has grown out of and lives within NCFR, a largely academic organization. Given that the audience for the CFLE credential is practitioners working in the field directly with or for families, it is clear a different approach is in order.

Another example of how the academic focus of NCFR influences the CFLE program is the makeup of the CFLE Advisory Board (AB). Historically the AB has consisted of nine members: four academic, three practitioner, one student or new professional, and one employer representative. Perhaps there are more academic than practitioner positions because all board members are required to attend the AB meeting held in person at the NCFR conference. Most AB members

involved in academia already attend the NCFR conference, so the on-site meeting isn't a problem. But given the conference's academic nature, along with the fact that practitioners do not always have the time and resources to attend onsite conferences, the in-person board meeting requirement is a challenge, and likely has made it more difficult to attract practitioners to the board.

Recognizing that this requirement was impacting practitioner representation on the AB, we recently removed the in-person board meeting requirement. All other AB meetings are held virtually, so it seemed unnecessary and problematic to require in-person attendance at one meeting. We have also adjusted the board makeup to include four practitioner representative positions and three

A recent article in *The Wiley Network*, published by Wiley, which also is the publisher of NCFR journals, included insights from the company's annual survey of members of practitioner and professional societies. Fifty-nine percent of survey respondents either held or were working toward certification; just over half said it was important for them to be able to access training and certification services via their society. Practitioner respondents also noted the opportunities to meet with like-minded professionals and access career development resources. One-third of respondents joined their society to be involved in career-related diversity, equity, and inclusion initiatives.

These survey results affirmed some of the steps NCFR has taken over the past few years to increase resources and professional development opportunities for CFLEs and FLE practitioners, most of whom work directly with families or in programs that serve families, rather than in academia. In 2021, we introduced two programs specifically designed to increase opportunities for Family Life Educators to learn from and share with one another: the FLE virtual summit and CFLE Conversations, an ongoing online series of 1-hour networking sessions on specific FLE topics or for CFLEs working in specific settings. We held a second virtual FLE summit this past June and have hosted 12 CFLE Conversations to date. We've also restructured the pricing for NCFR webinars to enable CFLEs to attend webinars at the same rate as NCFR members. All these efforts mark our progress in increasing the relevance of NCFR and the CFLE credential to Our most recent effort in expanding our service to CFLE practitioners is the hiring of an editor for *Network*, the CFLE quarterly newsletter. Beth Maddock Magistad, Ph.D., has been an NCFR member

NCFR has taken steps to increase resources and opportunities for practitioners, most of whom work directly with families, rather than in academia.

academic representatives. Additionally, we renamed the student new professional (SNP) representative position to new professional. As it turns out, most SNP representatives who have served on the AB have been graduate students, but the goal of a new professional representative on the board is to have representation of the FLE practitioner who is working in the field. Ensuring that at least one position on the AB includes someone with the perspective of being new to the field is important, especially because a primary focus of the AB is to identify ways to strengthen the CFLE program, which includes determining ways to increase its value and visibility in the community.

Directions continued on page 11



Highlights of the Upcoming 2022 NCFR Annual Conference

Jennifer Crosswhite, Ph.D., CFLE, Director of Research and Policy Education, jennifercrosswhite@ncfr.org

It's conference time! I am very excited to be in person again for the NCFR Annual Conference. I look forward to seeing you again in person!

The 2022 NCFR Annual Conference Program Chair, Debra Berke, Ph.D., CFLE, designed the conference theme, *Light and Shadow, Shifting Perspectives and Families*. With the goal of amplifying the voices of those who are living at the margins, Dr. Berke asks, What does it mean for individuals and families to be in the shadow?

Dr. Berke and the NCFR Conference Program Planning Committee have organized another amazing conference with many excellent, high-quality sessions, including plenaries, special sessions, invited presenter symposia and workshops, and more to address this year's conference theme: *families in the shadows*.

In harmony with the Family Focus theme in this issue, *Families in the Shadow*, I want to call your attention to some of the many sessions related to centering marginalized voices that will occur during this year's conference.

Please check the conference schedule for session times: ncfr.org/ncfr-2022/schedule.

Tuesday, Nov. 2—NCFR preconference day

There are three preconferences this year during NCFR: Theory Construction and Research Methodology (TCRM), the KAIROS Blanket Exercise: Exploring Relationships Among Indigenous and Non-Indigenous Peoples, and Broader Impacts Bootcamp: Translating Your Research for Social Change.

■ **The KAIROS Blanket Exercise** is a unique interactive and experiential teaching tool that explores the historic and contemporary relationships between Indigenous and non-Indigenous people in North America. Participants play various roles during the blanket exercise and

take turns reading and listening to a localized script that covers historical and contemporary events such as pre-contact, colonization, treaties, settlement, and resistance.

■ **The TCRM preconference workshop** offers the symposium *Reflexive Family Voices: Narrating the Personal, Professional, and Political* to explore LGBTQ families; naming the invisible in complex families; faith, race, and heterosexism; and intersectionality.

Plenaries, Special Sessions, and Invited Sessions That Shift Perspectives on Families

Wednesday, Nov. 16

■ ***Understanding Child and Family Well-Being During the COVID-19 Pandemic in the United States and South Korean Contexts**, an invited session made possible by the International Section.

■ ***How Stories Build Lives**, the opening plenary by Kao Kalia Yang

■ ***Creating Culturally Appropriate Healthy Relationship Interventions in Tribal Communities: Centering Indigenous Voices and Wisdom**, a special session organized by the Family and Community Education, Advancing Family Science, Family Policy, and Racial and Ethnic Diversity in Families Sections.

Thursday, Nov. 17

■ ***Surviving "Murder Town USA": Coping With Homicide, Structural Violence, and Activism in a Small Urban Black City**,

Thursday plenary with Yasser Payne, Ph.D.

Friday, Nov. 18

■ ***Bringing Racism out of the Shadows in Family Science**, the Friday plenary with Deadric Williams, Ph.D.

Saturday, Nov. 19

■ ***Playing With Light: Making the Invisible Visible**, the closing plenary, presented by Derek Peterson.

■ ***How Latino Voices Are Transforming Practitioners, Programs, and Research Agendas**, an invited session organized by the Racial and Ethnic Diversity in Families Section

(*denotes live stream session)

Check out the conference program (ncfr.org/ncfr-2022/schedule) for a full list of all symposia, workshops, paper sessions, and posters not listed here that shine light into the shadow and center the voices of those whom we do not always hear—and for all the other excellent conference sessions. The sessions listed above will be live streamed, recorded, and available on demand for all conference registrants, including those who opt to view

NCFR Bridge: New Virtual Registration for 2022

NCFR Bridge is a virtual option to participate in the NCFR conference for attendees who are not able to meet in person.

Because the NCFR virtual conferences held the last 2 years were such a success, we are pleased to offer a virtual option again for 2022. There are many reasons why you may choose to attend NCFR 2022 virtually, and we have designed NCFR Bridge to best meet those needs.

NCFR Bridge attendees will be able to view select conference sessions live, watch recordings on demand, participate in live Q&A, network with colleagues, and more.

Conference sessions highlighted in this article that will be live streamed for NCFR Bridge are denoted with an asterisk (*).

Learn more and register at ncfr.org/bridge-2022.

FAMILY SCIENCE REPORT

sessions virtually through our new offering for 2022: NCFR Bridge (see sidebar).

Policy-Related Sessions During the 2021 Annual Conference

Many of the sessions listed above have the potential for great impact on policy or to provide policy implications.

As I do annually, I would like to share policy-related sessions being presented during the conference, some of which also shift perspectives on families. These sessions highlight the excellent policy work being presented at the NCFR Annual Conference. The conference program (ncfr.org/ncfr-2022/schedule) provides a full list of policy and policy-related posters and sessions not listed here:

Wednesday, Nov. 16

- **Engaging Research to Shed Light on Practices and Context in the Shadows of Adoptive and Foster Families**, a Family Policy Section symposium
- **Family Policy Section Member Meeting**

Thursday, Nov. 17

- ***Introducing Innovative Therapeutic Practices Into an Education Program For High Conflict Divorcing and Separating Parents: Demonstrating Techniques, Evaluating Effectiveness, and Identifying Implications For the**

Field, a special session organized by the Family Policy, Family and Community Education, and Family Therapy Sections.

Friday, Nov. 18

- **Working at the Edges of Family Policy: Meeting the Needs of Often Overlooked Populations**, a Family Policy Section paper session
- ***When Research Harms: Who Does Theory Forget?** A special session made possible by the Religion, Spirituality, and Families; Family Policy; Research and Theory; and Feminism and Family Science Sections

Saturday, Nov. 19

- **Adoption, Gender, and Sexuality: Shedding Light on Complex Issues in Adoption**, a Family Policy Section symposium

(*denotes live stream session)

Remember these are only a handful of the many excellent sessions that are helping to cast light on families who have historically been marginalized and relegated to the shadows. I can't wait to learn more!

I hope you join me for the great family reunion as we once again come together in person for the 2022 NCFR Annual Conference in Minneapolis, Minnesota. *

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illness, and family functioning in these and related matters.

It remains to be known how the changing definition of family will impact society. Marriage and divorce rates have declined in the U.S. as couples wait longer to marry or never marry at all. Children today may be reared by grandparents, a sole parent, same-sex parents, or a combination of remarried parents or other relatives. Family scholars will continue to research aspects of these changes on the health and well-being of parents and their children.

Meanwhile, arguments continue on the structure of what we should consider "a family." Will nontraditional families be able to receive the same benefits and protections afforded to nuclear families? We have a long way to go toward settling this issue.

Respect Wins the Day

In today's world, respect for others continues to carry the highest banner. I suspect that we will not, or will we ever, agree on everything; setting data and beliefs aside, I am quite convinced that we never will. Such positions taken on either side of the equation represent the opportunity for living in peace and developing a deeper compassion and empathy for others when they disagree with you. Such is the spice of life and the richness that comes with it.

The world does not stop simply because we do not agree or may not hold the same positions on everything. What carries the day is that we are more similar than we are different to each other. My wish is that this realization become a "hoorah"—or battle cry—for respect. Respect for ourselves, one another, our children, and our families will prevail whether we agree on one definition of family or whether your family is the "right" one or most "appropriate" one.

The template for this grouping of individuals we call the *family* commenced long ago, and citizens have continuously challenged and evolved the definition ever since. Perhaps if we focus more on what families need to thrive—and less on what makes families different—we will see our society thrive as well. *

Executive Review continued from page 4

President Norma J. Bond Burgess, Ph.D., introduces Family Science in lay terms and illustrates some of the many ways that the work of Family Scientists makes an impact. Published by COSSA, the Consortium of Social Science Associations, the article also introduced Family Science to hundreds of faculty, university administrators, federal policymakers, and others in COSSA's audiences.

Read the article at ncfr.org/why-family-science and share with your networks to introduce them to what Family Science is and why it matters.

- **Free September webinar: Navigating a University Restructuring.** This webinar offers strategies to support your academic

program and the people in it when a restructuring is forthcoming or underway at your institution. Presenters Sharon N. Obasi, Ph.D., Lawrence G. Shelton, Ph.D., and Sterling K. Wall, Ph.D., share insights from voluntary and mandatory program transitions they've experienced in a changing higher education landscape.

The webinar recording is available and is free to all members and CFLEs. Visit ncfr.org/university-restructuring to watch on demand.

I look forward to seeing many of you in Minneapolis in November for the NCFR conference and, hopefully, even more members virtually for the member meeting. Thank you for all you do to power NCFR's work! *

Meet the 2022 Conference Plenary Presenters

Kao Kalia Yang, M.F.A.

How Stories Build Lives

Opening Plenary: Wednesday, Nov. 16

Sponsored by University of Illinois at Urbana-Champaign, Department of Human Development and Family Studies

Award-winning Hmong American author Kao Kalia Yang will reflect on the power of stories in her journey as a writer from a refugee community, the ways in which narratives have shaped her identity as a daughter,



Kao Kalia Yang

sister, wife, mother, and as artist, teacher, and public speaker. Ms. Yang's work builds on the legacy of memories, challenges us to reflect deeply on who owns a memory, who accesses them, and asks us how our most powerful memories can alter not only the shape of our lives but the ways in which we engage with a bigger world. In the words of her poet father, Ms. Yang belongs to a people whose gifts to the world consist of words and tears. It is through this lens that Yang will share her remarks.

Learning Objectives

Participants will be able to:

1. engage with a Hmong American perspective on the meaning of story and its impacts on worldview;
2. reckon with the fact that we live in a world that is constantly creating more refugees;
3. tangle with notions of home and belonging; and
4. reflect on one's own personal stories as both inheritance and pathways to the future and others.

Kao Kalia Yang, M.F.A., is the Edelstein-Keller Writer in Residence at the University of Minnesota's Master of Fine Arts program. She earned her master's in creative nonfiction writing from Columbia University's School of the Arts. She is the author of the memoirs *The Latehomecomer*:

A Hmong Family Memoir, *The Song Poet*, and *Somewhere in the Unknown World: A Collective Refugee Memoir*. Ms. Yang is also the author of the children's books *A Map Into the World*, *The Shared Room*, *The Most Beautiful Thing*, *Yang Warriors*, and *From the Tops of the Trees*. She co-edited the groundbreaking collection *What God is Honored Here?: Writings on Miscarriage and Infant Loss By and For Native Women and Women of Color*. Ms. Yang's work has been recognized nationally by the National Endowment for the Arts, the National Book Critics Circle Award, the Chautauqua Prize, the PEN USA literary awards, and the American Library Association, among others. Learn more at kaokaliayang.com.

Yasser A. Payne, Ph.D.

Surviving "Murder Town USA": Coping With Homicide, Structural Violence, and Activism in a Small Urban Black City

Thursday Plenary: Nov. 17

"Murder Town USA" highlights how a street participatory action research (Street PAR) program trained a set of street-identified Black men and women to examine and do activism on gun violence in



Yasser A. Payne

Wilmington, Delaware. Over a 10-year period and four studies, this Street PAR program in Wilmington examined how race, ethnicity, gender, and the structural violence complex, has deeply informed a street identity and especially gun violence.

Drawing on large community samples of survey and interview data, we learned how street-identified Black men and women utilize personal resilience as well as family and community well-being to navigate the treacherous trappings of poverty, police and prison, poor schooling and housing conditions, and gun violence.

This presentation addresses how and why aspirations of a family are pursued by men and women raised in communities rocked by dis-opportunity and gun violence.

The voices most likely to perpetuate and be victimized by gun violence is what's missing most from discussions on gun violence. It is only through and with the streets that it is possible to stop the violence and improve family cohesion in poor neighborhoods. Implications on how Street PAR was used as an individual and structural intervention will also be discussed.

Learning Objectives

Participants will learn about:

1. resilience in street-identified Black men and women;
2. the reframing of homicide and structural violence; and
3. the power or street participatory action research (Street PAR).

Yasser A. Payne, Ph.D., is a professor in the Department of Sociology and Criminal Justice and the Department of Africana Studies at the University of Delaware. Dr. Payne completed his doctoral work at the Graduate Center-City University of New York where he was trained as a social-personality psychologist. Also, he completed a NIDA/NIH funded post-doctoral fellowship in public health at Hunter College where he worked on re-entry project with male adolescents in Rikers Island. Dr. Payne's street ethnographic research program examines notions of resilience, structural violence and gun violence with street-identified Black Americans by drawing on an unconventional methodological framework entitled: Street Participatory Action Research (Street PAR)—the process of doing research and activism with street identified populations. Presently, he leads two Street PAR projects on gun violence in the city of Wilmington, Delaware, and a national Street PAR project in the cities of Baltimore, Detroit, New Orleans, and Brooklyn. Learn more at thepeoplesreport.com.

2022 CONFERENCE PLENARY PRESENTERS

Deadric T. Williams, Ph.D.

Bringing Racism out of the Shadows in Family Science

Friday Plenary: Nov. 18

Sponsored by

- **Texas Tech University Development and Family Sciences**
- **Department of Human Development and Family Science at the University of Georgia**



Deadric T. Williams

Critical and comprehensive theoretical frameworks connecting racism, race, and racial inequality are absent in family research. For instance, conventional research on racial variations in family formations and family processes is often reduced to simple average differences without contextualizing racialized groups as political, social, and historical categories. Even more, the term "family" in family scholarship appears to be shorthand for "White families" whereas the use of "race" is shorthanded for "minority families." The purpose of this presentation is twofold: (1) to critique the conventional use of race in family scholarship and (2) to present a path forward by centering how, and in what ways, racism maintains racial inequality in family life.

Learning Objectives

Participants will be able to:

1. differentiate between racial essentialism and the social construction of race;
2. understand the importance of historical context and adaptive strategies in response to omnipresent systems of oppression, exclusion, and domination; and
3. feel motivated and inspired to execute novel research on persistent racial inequality among families.

Deadric T. Williams, Ph.D., is an assistant professor in the department of sociology at the University of Tennessee, Knoxville. He received his Doctorate of Sociology from the University of Nebraska-Lincoln (UNL). During his time at UNL, he received the American Sociological Association's

minority fellowship. Dr. Williams' research agenda covers two general themes: (1) stress and health among couple dyads, (2) racism and families. His current research on racism and families uses critical race theory as a theoretical perspective to challenge conventional sociological research on racial economic inequality among families. His second line of research examines stress and health as a longitudinal and dyadic process among couples. Dr. Williams' research has been published in *Social Problems*, *Population Research and Policy Review*, *Issues in Race & Society*, *Journal of African American Studies*, *Personal Relationships*, *Society & Mental Health*, and *American Journal of Human Biology*, among others. Learn more at deadricwilliams.wordpress.com.

Derek Peterson, M.Ed.

Playing With Light: Making the Invisible Visible

Closing Plenary: Saturday, Nov. 19

Sponsored by Utah State University

Great art, we are told, is in the eyes of the beholder. By the same measure, we are all beholden to our own worldview.

The way we

understand ourselves, our work, our families, and our relationships, is through a personal canvas we have painted over the course of our lives. These worldviews are difficult to alter, and it may feel like we must paint over our canvas to understand another person's perspective. In this plenary, Derek Peterson will use his innovative and individualized teaching methods to open attendees' eyes to other worldviews and help us paint a better canvas in their lives. This integrative approach will help attendees in their work to understand youth development through an artistic lens and, in turn, strengthen families. It is only once we can see the full palette of colors available to us, and have mastery of the ways to paint, that we can truly make the invisible visible when it comes to families.

Learning objectives

Participants will be able to:

1. experience a unifying story to see complex human systems;
2. Write their full color narrative from their own personal experience;
3. measure parts of their full color narrative through the Support Card™; and
4. teach others to see through a full color human development lens.

Derek Peterson, M.Ed., is the founder and Principal Director of the Institute for Community and Adolescent Resilience – Unifying Solutions (ICAR-US), the home of the Student Support Card™, a comprehensive program that measures the "other side of the report card." Mr. Peterson works with local, state, national, and international governing boards, policymakers, and program leaders to measure the impact of their efforts upon the developmental ecology of youth. Peterson was named Alaska Educator of the Year in 2001 and Alaska's Prevention Professional of the Year in 2002 for his work with children, youth, and families. Harvard's Education Review highlighted Mr. Peterson as one of America's Champions for students. He has numerous books that are individualized for the communities with whom he works, including his most recent books *Building Webs of Support—The PFlight Club Way* and *Web Weavers Louisville*. He holds a master's degree in education from Northern Arizona University. Learn more at ICAR-US.com. *

Connecting Agriculture & Public Health to Support Families' Well-Being

Member Q&A With Ahlishia Shipley



Family Science Impact highlights how NCFR members are making a difference through their Family Science work and showcases their career journeys. See more about the many careers and professions of Family Science at ncfr.org/family-science-careers

Ahlishia Shipley

Name:

Ahlishia Shipley, Ph.D., CFLE

Job Titles:

- Capacity Program Leader, Office of Director, National Institute of Food and Agriculture (NIFA)
- AJS Relationship Strategies, LLC

Tell us a bit about your current work and why it's important.

My work with NIFA (National Institute of Food and Agriculture)—a federal agency within the U.S. Department of Agriculture that provides leadership and funding for programs that advance agricultural sciences—crosses the institute's two main functions: national program leadership and federal grant administration. In partnership with the land-grant university system and other public and private partners, I lead, develop, implement, and support efforts in research, education, and extension that empower all families and communities to achieve optimal well-being through informed decisions and through policy, systems, and environmental change approaches.

In my current role, I provide leadership for NIFA's Family and Community Health portfolio and other departmental initiatives that support underserved communities and producers to sustain a resilient, diverse, capable workforce in food, agriculture and natural resources, and human sciences. The work NIFA supports lies at the nexus of public health and agriculture, so we are

in an ideal position to have an impact on global health by facilitating the exchange of innovative ideas and strategic partnerships to support creative funding opportunities.

What was your path to your current role/s? What shaped or influenced that path?

I was professionally "raised" at a land-grant university working across research, education, and extension. I have also been blessed to have many mentors and leaders who guided me and helped me along my journey.

As an undergraduate at the University of Kentucky, I majored in family and consumer sciences (FCS) education. During that time, I interned at the local county extension office with FCS agents and was able to be a part of the century-old experiment in democratizing education by connecting the public to the academy through research-based outreach. After that experience, I interned with a state specialist and with the state FCS administrator, and I also worked in the Office of Diversity recruiting underrepresented audiences to the College of Agriculture. During my master's program, I was fortunate to connect with Dr. Gladys Hildreth, chair of the Family Studies Department at the time, who was instrumental in me joining the Family Studies (now Family Sciences) Ph.D. program.

During my doctoral program, I also participated in the Visiting Scholars Program at NIFA, where I met my director, Dr. Caroline

Crocoll, who in 2011 hired me in my first position as a program specialist in NIFA's Division of Family and Consumer Sciences. After working across programs in the division, I was promoted in 2015 to national program leader. Since then, I joined the National Institutes of Health as a scientific review officer, leading peer review for a chartered study section. I returned to NIFA in 2021.

How do you use Family Science knowledge or skills in your current work?

Applying the systems lens that we learn during our coursework is one of my main approaches to decision-making, program development, relationship building, and stakeholder engagement. Additionally, I feel I have the responsibility as someone trained in Family Science and in human development to elevate the human and social dimensions of food and agriculture, because people—along with their knowledge and everyday choices—are at the heart of a productive, resilient food system.

What is most rewarding or makes you proudest about the impact of your work?

I feel proud when I contribute to positive outcomes—whether leading a program and peer-review process that elevates innovative and promising projects, connecting my colleagues to opportunities that support work they are passionate about, fostering networks that spark new ideas and partnerships, or asking the right questions to get to the best solutions. In other words, when the people and organizations around me are successful, I feel proud of contributing in some large or small way to their success. I have worked with some of the brightest and most intelligent people on the planet, in the



FAMILY SCIENCE IMPACT

food and agriculture world, in public health arena, and in the Family Science community, and it has been such an honor.

What do you wish you would have known along your education or career path?

I think it is really important to know what will fulfill your spirit and to go after that as much as you can, in all aspects of life and especially in the professional realm, since we spend so much of our time working. I heard a gem that had stayed with me over time: Rather than thinking about what you want to *do*, think about what you want to *be*, and then you will know what to do. I think we are conditioned to decide what we want to do and make decisions from there. I think by focusing on what you want to be, how you want to show up in the world, and what you want to contribute will yield decisions that are better aligned with your spirit, which is so valuable. If you can get in touch early on with what you want to *be*, I think that will serve anyone well.

What do you want the world to know about your work, or about Family Science?

1. Producers, including farmers, ranchers, and forest landowners, are some of the most important people on the planet because they have a huge role in our survival. They and their families deserve our gratitude, respect and support, particularly in the ways we can take care of the environment and advocate for their health and well-being.
2. Many social issues we face today can be traced in whole or part to family. It is important to be proactive and make investments now for families in the future. Family researchers and practitioners have such an important role in advocating for families and policies that *meaningfully* support families' health and well-being. There is so much more that can and needs to be done in the policy arena for families, in all their beautiful diversity, to provide equitable opportunities and spaces for *all* families to thrive. It is vital that we seize opportunities to share what we have learned from our science (which is so vast) to inform decisions that influence families and children. *

How to Explain Family Science to Anyone Create Your Family Science Elevator Pitch

When someone asks you "What is Family Science?" how can you answer effectively? Use an **elevator pitch** — the idea of persuasively introducing a concept during a short elevator ride.

Follow These Steps:

- 1 **Define It.** Open with a basic description of Family Science. The definition is great to draw from. Mentioning that it's a *social science* can help.
- 2 **Develop It.** In 1–2 sentences, expand on how Family Science is *unique* and *important*.
- 3 **Illustrate It.** Give a real-life example of how Family Science addresses a need or solves a problem. Use your work or something your audience cares about.
- 4 **Contrast It.** Address how other disciplines approach your example. Consider what your audience already knows about other areas as a reference point.
- 5 **Affirm It.** Make one more big-picture point about why Family Science matters. You could address why it's important to *focus specifically on families*.

Family Science is...
the scientific study of families
& close interpersonal relationships

Your Elevator Pitch Should Be...

- Easy to understand
- Concise — 90 seconds or 200 words at most
- Conversational
- Interesting & memorable
- Targeted to your audience's interests

Short On Time? Define & Illustrate

If you've got 30 seconds or less, focus on steps 1 and 3. Give a brief description and real-world example.

Read on for examples,
a template for your own pitch, &
an FAQ to give you more ideas



The National Council on Family Relations (NCFR) professional association represents the Family Science discipline, and Family Science scholars, professionals, & students. Visit nclf.org/family-science. Last updated: January 2022

Tips for a Successful Pitch

- Tailor to each audience. You want them on board.
- Your illustration is key. People are *22 times more likely* to remember facts told in a story.
- Adapt to fit your major/identity. If your major is HDFS, you can add a human development element to this core Family Science information.
- Don't worry about a perfect first draft — you can edit it down.
- Practice! But avoid a robotic speaking style.

Directions continued from page 5

for 28 years. She holds a Ph.D. in Family Social Science from the University of Minnesota (UMN), where she has been senior lecturer in courses relevant to FLE. Her experience as director of UMN's Parent and Family Education program will prove helpful in identifying content and issues relevant to the practitioner audience. Network's former editor Beth Morgan introduced the Voices from the Field column to encourage practitioners to contribute to Network through articles focused on their practical experience in providing FLE. I look forward to working

with Beth Magistad to continue to explore ways to increase the relevance of the Network to the practitioner audience.

Certainly, having the CFLE program hosted by NCFR is a major strength of the credential. It is important that we embrace the relationship between research and practice. By taking a few minutes to step back and look closely at how the governance of the CFLE program is organized and how the resources and services provided by NCFR can best meet the needs of the practitioner audience, we all stand to gain. *

Welcome to the Newest Members of NCFR

Please join us in welcoming these members who joined between April 1 and June 30, 2022.

Karla M. Abela	Caitlin Dressler	Yuyang Hu	Agona Lutolli
Laura A. Ainsworth	Theresa Mary Eid	Jacqueline Huerta	Kaisa Malinen
Amira Ali	Sabrina Ethridge	Gabriella Iliana Jackson	Maimunah Marah
Christobel Asiedu	Oluwakemi Elizabeth Falana	Karina Jalapa	Mary Louise Marovich
Corbin Babb	Mark E. Feinberg	Daniel Johnson	Payton Marr
Hannah Oluwakorede Bamigbola	Hannah Fiewig	Baylee Jones	Katherine Elizabeth McCaig
Sejal Barden	Allison D. Gamblin	Greer Jones	Amy McCurdy
Caroline V. Begley	Lauren Elizabeth Garcia	Christine Jorgensen	Delores McNair
Leah Carter Bennett	Jenny Ruth Garlick	Natalie Jorgensen	Donna Meeker-O'Rourke
Aarti C. Bhat	André Gonzales Real	Rudina Kamisha	Mohammad Ali Mehrafarin
Muhamad Alif Bin Ibrahim	Evan Cole Green	Jaclyn Elisa Keenoy	Gaëlle Meslay
Mykala Faye Black	Mandy Lynn Guillory	Suh Young Kim	Kiruba Michalin
Makayla Black	Autumn Guin	Renee Koenig	Annie Middlebrooks
Ashley Ann Boat	Shivangi Gupta	Maura Kraemer	Banex Milce
Tieracy Kaitlyn Brown	LaToya Diana Hardin	Jin Yao Kwan	Peyton Diane Miller
Dominique Bulgin	Rebecca Harding	Victoria Lael	Hettie Mae Miller
Mary Butler	Lorien Harker	Julie LaRosa	Mackenzie Minana
Qiyue Cai	Jessica Henault	Francisca Lawson Tettevie	Elizabeth T. Momany
Sarah Canterbury	Cassidy Carter Henriques	Phuong H. Le	Annika R. Muir
Christopher P. Carr	Margo Hilbrecht	Gaeun Lee	Stephanie Murray
Natishia Louise Carter	Alexandria Louise Hill	Daeyong Lee	Shourya Negi
Christi Ann Cervantes	Madeline Hoag	Briana Faith Lewis	Inga Nordgren
Hawa Dindin Conteh	Laurel Houston	Stephanie Lipira	Mark Anthony Oliveras
Lindsey Del Bosque	Elizabeth Hruska	Kirstin Luke	Sara Palmer
			Soyoung Park
			Eunyoung Park
			Miranda Parton
			Khushbu Patel
			Jessica Payton
			Derek Peterson
			Sereena Pigeon
			Olivia Powell
			Michaela Quintero
			Melissa Radey
			Caitlin Richmond
			Courtney A. Rieman
			Caroline Roberts
			Rosie Robinson
			Pamela Gail Rollins

Advertise in NCFR Report

Looking to promote your university's programs to potential students or faculty candidates? Want to advertise an event or workshop you're organizing? Get the message to your NCFR colleagues by advertising in NCFR Report, NCFR's quarterly member magazine.

Each issue of Report — which includes organizational news and the popular "Family Focus" section made up of translational, research-based articles — goes out to the entire NCFR membership.

Space is available for advertising in every issue of Report. Rates start at \$350 for a quarter-page ad (with volume discounts available). Interested? Find more details about rates, deadlines, and specs at ncfr.org/advertise-ncfr-report



New Members continued on page 14

WORK MATTERS

*How Parents' Jobs Shape
Children's Well-Being*



MAUREEN PERRY-JENKINS

How new parents in low-wage jobs juggle
the demands of work and childcare, and
the easy ways employers can help



PRINCETON UNIVERSITY PRESS



Navigating a University Restructuring: Strategies to Prepare & Guide Your Program



Lawrence G. Shelton, Ph.D., Sharon N. Obasi, Ph.D., Sterling K. Wall, Ph.D., CFLE

Watch Free Recording: ncfr.org/university-restructuring

New Members continued from page 12

Anna Ronka	Allan David Tate
Danielle M. Russo	Dania Tawfiq
Angelika Salazar	Breanna Jean Terry
Monique Alysse Salgado	Sophia Therber
Elizabeth G. Sapp	Raynimol Thomas
Heather Tibbitts Schnegelberger	James Tillett
Deneisha S. Scott-Poe	Heather Tilley
Fernando Ismael Seminario	Carmen Marie Toro-Wooten
Baek Ye Seul	Hoi Yan Wai
Emily Shepley	Gary G. Weeks
Karen Kinsel Silcox	Lindsay Weymouth Olson
Lea Whidbey Silvert	Riley Whiting
Olivia Sitzman	Baylor S. Willett
Sarah Smith	Bethany Marie Wilt
Cindy Soo	Nikki Wolf
Jose R. Soto	Anna Wright
Charis Stanek	Hye Jung Yun
Nathaniel Stekler	Danhua Zhu
Hannah Grace Swerbenski	

Grant Writing Webinars On Demand

Looking to learn more about grant funding and how to apply for and manage grants? NCFR now has 4 webinar recordings on demand that cover various aspects of the grant writing process.

- **Introduction to Writing Grants for the National Science Foundation**
Presented by Chalandra M. Bryant, Ph.D.
FREE for NCFR members and CFLEs
- **NIH Grant Writing: Tools for Family Scientists**
Presented by Joseph G. Grzywacz, Ph.D.
FREE for NCFR members and CFLEs
- **Strategies for Practitioners to Receive Grant Funding**
Presented by Michael Fleming, Ph.D., CFLE
- **How to Implement Awarded Grants**
Presented by Marissa Heim, CFLE

Purchase and Access Webinar Recordings at ncfr.org/on-demand

These webinars are all available for individual purchase or for department/classroom use.

All webinars approved for CFLE continuing education credit. *

Congratulations to Our New Certified Family Life Educators

The following is a list of Certified Family Life Educators (CFLEs) designated between April 1 and June 30, 2022.
Provisional unless otherwise noted.

Alaska

Gabrielle F. Wilkinson FULL

Alabama

Jeremy Casey
 Elizabeth Anne Hentz
 Lisa Kathryn Lupinacci
 Margaret Anne Monroe
 Ivy Grace Rogers
 Sara Elizabeth Wendling

Arizona

Jordann Jackson
 Cambria Montgomery
 Tamara Passey

Bahamas

Ulric Vivian Smith

California

Brittany Applebee
 Lisa Lewis Burns
 Anthony Martin Costa
 Heather Genee'a Ford
 Edith Victoria Menchu-Alejandre
 Mary Ordonio

Colorado

Trinity Burns

Connecticut

Mikayla Rose Patterson

Delaware

Keyonna Wyniece Brinkley
 Latasha Nicole Broome
 Beverly Cain Guyton
 DeShanna U. Neal

Florida

Jean Louise B. Custodio
 Marietha Destin
 Shela Michel-Alouidor
 Olivia Jeanne Oropeza

Georgia

Kecia Lurie Ellick
 Shannon D. Pickett

Idaho

Kallie Jackson

Iowa

Madison Marie Rial

Illinois

Allison Lauren Barron
 Taylor Adrianna Bastian

Indiana

Saeko Kudo Bagley
 Elyse Schurg
 Jessica Hannah Smith

Kansas

Kennedy K. Clark
 Jennifer Smith

Kentucky

Miranda L. Bejda

Louisiana

Kathryn J. Rozas
 Kendal Renea Smith

Maryland

Eleana Ferrer
 Judy C. Obieke
 Amna Sassy

Maine

Carrie L. Louch

Michigan

Kayla Gilland
 Sarah Ann Hayes
 Katelyn Rodriguez
 Donald Kenneth Rososko

Minnesota

Eleanor Waterman Chapman

Missouri

Macy L. Hagenhoff
 Kathryn McFarland

Mississippi

Hailey Dayl Bertucci
 LaDoris Raquell Howie
 Ashley Penn

Montana

J. Mitch Vaterlaus FULL

North Carolina

Tiffany Ann Burnette
 Heather Tibbitts Schnegelberger
 Matthew Aaron Thomas-Reid

Nebraska

Chance A. Bell FULL

New Jersey

Allegra Helene Addeo
 Mariella Angelina Beck

New Mexico

McKenzie Marie Hunt

Nevada

Jordan Lynn Cromie
 Michelle Hoover

Ohio

Paige Elizabeth Broka
 Samantha Lynnjonna Curavo
 Danielle Aleece Kess

Pennsylvania

Katie R Mendenhall
 Alyssa Anne Musolino

Utah

Sarah Elizabeth Nenadal
 Alicia Vanscoder
 Jennefer Flynn Walden

Oklahoma

Marisa Holmes
 Rebecca L. Hubbard
 Zitlali Torres

Oregon

Gwendolyn Colver
 Karianna Mann

Virginia

Asia Shontay Guest FULL
 Darcey N. Powell FULL

Washington

Taprina Kay Milburn
 Kimberly K. Peterson

Wisconsin

Kennedy Halling FULL
 Deanna Moore



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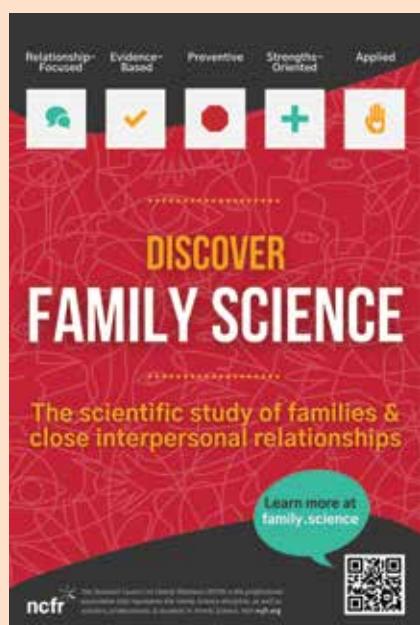
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in this issue:

Families in the Shadows:
Part 1

Promote Family Science! Download Free Posters, Graphics, & More



NCFR's online Toolkit to Promote Family Science has dozens of free materials you can use to promote the identity of Family Science!

- Printable poster designs
- Graphics for websites, social media, and print
- Handouts & fliers
- Email signatures
- Articles & stories about Family Science and careers

Visit ncfr.org/family-science-toolkit

NCFR Report: A Member Forum

NCFR Report is a quarterly magazine for members designed to encourage member-to-member dialogue, to inform colleagues about our research, and to discuss research application for practitioners and policy professionals. Through *Report*, NCFR also builds our community by reporting on people, events, and organizational news.

Unlike the content of our scholarly journals, the articles in *NCFR Report* have not been peer-reviewed. In the spirit of open debate and academic freedom, *NCFR Report* is a member forum for exchanging ideas. The opinions or findings expressed are those of the author(s), which may or may not represent the official position of NCFR as an organization nor the prevailing scientific consensus on the topic. Author email addresses are provided to encourage readers to offer comment to writers. *