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## **THE REPORTER**

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# President's Message



Dear NEAFCS members:

It is truly exciting to write my first correspondence to you as NEAFCS president! With budget changes and the elimination of Extension family and consumer sciences in one of the North Carolina counties that I work, I thought this day would not come.

In a 2003 PILD speech to our members, Dr. Anna Mae Kobbe predicted what happened to me in 2004. She stated that FCS would take bigger hits in program downsizing. Dr. Kobbe is by no means a soothsayer, but as the CSREES (Cooperative State Research, Education and Extension Service) Director for Families, 4-H and Nutrition, she saw the writing on the wall and was alerting attendees to become more diligent in promoting their work. She indicated that in order to keep FCS visible and funded, we must tell our story

through impact statements and local data. The Research Journal of Extension Family & Consumer Sciences (The Reporter) serves as a vehicle for us to do this.

I would encourage you not to place this document in your TO READ pile, but, do three things:

1. Read the journal from cover to cover and write letters or notes of thanks and encouragement to all of the Extension researchers,
2. Consider submitting an article for future editions, and
3. Share this document with your co-workers, local legislators, advisory council members and other supporters.

Special thanks to all of the Extension researchers who have provided timely information for inclusion in this journal. Your work is an inspiration to all of us and is valuable to our efforts.

Thanks to the task force, the peer reviewers and to the Vice President for Member Resources, Juanita Waits, in making this edition of the journal possible.

A handwritten signature in cursive script that reads "Marilyn Y. Gore". The signature is written in dark ink on a light background.

Marilyn Y. Gore

2004-2005 NEAFCS President

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# Walk-a-Weigh Fights Obesity

## The Impact of a Nutrition and Exercise Education Program

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### INTRODUCTION

Currently, 129.6 million Americans are overweight or obese (CDC, 2004). Overweight and obesity lead to heart disease, Type 2 diabetes, some forms of cancer, and other disabling medical conditions (U.S. Food and Drug Administration, 2004). Each year in the United States obesity results in medical costs of \$90 billion and contributes to 300,000 premature deaths (Manson, Skerret, Greenland & Van Itallie, 2004). According to the Centers for Disease Control and Prevention (CDC), poor diet and inactivity are second only to tobacco as the leading causes of death.

CDC Behavior Risk Factor Surveillance System data show that in 2001, 36.7% of the adult population of Georgia were overweight and 22% were obese; that a majority of adults in Georgia have a body mass index over 25. By comparison, 37.2% of all adults in America are overweight and 21% are obese (CDC, 2004).

In 1991, Georgia had an obesity rate of 9.2%. Just 10 years later, this percentage rose to 18.7% (GA Department of Human Resources, 2000). Georgia reported the highest rate of increase (101.8%) in the prevalence of adult obesity in the U.S. between 1991 and 1998 (GA Department of Human Resources, 2000).

Adding to these disturbing facts, the Behavior Risk Factor Surveillance System Survey completed in 1996 showed that people in Georgia had the least amount of leisure time physical activity in the United States (GA Department of Human Resources, 2000). In an effort to combat this serious problem, the University of Georgia Cooperative Extension developed the Walk-a-

Weigh program in 1998. This was a project of the foods and nutrition Extension staff that included five registered dietitians. The initial curriculum consisted of 13 lessons and 11 more lessons were added two years later. The topics cover a wide range of nutrition and health issues from cutting calories, fat, and sodium to reducing risk for foodborne illnesses and cancer.

### PURPOSES AND OBJECTIVES

The purpose of the Walk-a-Weigh program is to educate people to improve their health by adopting good dietary practices and exercise habits. This purpose is accomplished through the following objectives:

1. Improve cardiovascular fitness through a regular walking program or some other aerobic activity.
2. Limit the intake of calories and fat to promote weight control.
3. Change eating and activity habits to reduce or control risk factors for common chronic diseases.
4. Promote good food safety habits.
5. Provide social support for these lifestyle changes.

This program changes participants' behavior toward a healthy lifestyle through a participatory learning approach. Agents usually offer 6-10 lessons during each Walk-a-Weigh series. Each session features a 15-minute lecture using a slide presentation and handouts on some health-related topic, a 45-minute walk or some other physical activity session, and a taste test of a reduced calorie recipe. Agents select, from a total of 24 lessons, those topics of particular interest to their audience. Since this is an on-going program, partici-

pants can attend more than one Walk-A-Weigh series if they desire additional support for their weight loss efforts.

### **EVALUATION METHOD**

The main goal of the Walk-a-Weigh program is to help people with excess weight to become more physically fit and to reduce body weight by adopting a healthy lifestyle. The main emphasis is to improve the clients' dietary and exercise habits. The program evaluation documents the overall outcome as well as the intermediate impact of the program. Intermediate impact measures are the participants' dietary and exercise behavior changes relative to the improvement in their health condition. This includes reduction in body weight, blood pressure, total cholesterol level, and the blood glucose level. The overall evaluation is based on the quantitative method and the comparison of pre- and post-tests.

The intermediate impact of the Walk-A-Weigh program focuses on 17 dietary and exercise related behaviors that the program tries to change to reach weight reduction and fitness goals. These 17 dietary and exercise habits are recorded on a 5-point Likert scale before and after the program. The 5-point scale allows the participants to select from a range of numbers between 1 and 5, with 1 = not important to me, 2 = I'm considering this, 3 = I'm doing this occasionally, 4 = I'm doing this regularly, and 5 = this is now part of my life. If the desired dietary or exercise behavior improvement is taking place, the recorded numbers move from close to 1 (pre-test) to close to 5 (post-test).

The participant's responses to all of the 17 behaviors are aggregated to form a composite value for the individual's overall healthy behavior. This composite value could vary from 17, indicating that few healthy habits have been adopted, to 85, indicating that most of the desired healthy habits are now a regular part of the person's life. The higher the mean, the greater number of health habits acquired.

The results of the Walk-A-Weigh program are evaluated by recording each participant's health related med-

ical data before the program and every week until the end of the series of lessons. The evaluation uses medical data such as: body weight, arm circumference, waist and hip measurements, total cholesterol level, blood pressure, and blood glucose. The client's participation in the Walk-A-Weigh program and in the evaluation is completely voluntary. All the Walk-A-Weigh participants are self-selected.

Participants' health-related data are recorded weekly to help them realize their progress toward their desired health goals. Demographic data of the participants are recorded in order to describe the audience.

### **FINDINGS**

This evaluation was based on 163 responses received from individuals who participated in the 2003 program. The evaluation data were analyzed by using the SPSS software program. Means and percentages were used to summarize the data. Participants' health behaviors and medical data were analyzed using the t-test.

The participants' ages ranged from 22 years to 76 years with a mean age of 46. Ninety-five percent were female. Sixty-two percent were Caucasian and 38% were African American. Almost half of the participants had at least a college degree. The comparison of pre and post-test means indicated that all the 17 dietary and exercise habits significantly improved during the program period as illustrated in Table 1. Nearly 96% improved their overall dietary and exercise behaviors.

The comparison of the participants' medical data before and after the program revealed that they were able to significantly reduce their body weight as illustrated in Table 2. Participant weight loss ranged from 0.5 pounds to 18 pounds with a mean loss of five pounds after six weeks in the program. While the amount of weight may not seem substantial, it adheres to the recommendations of the National Heart, Lung and Blood Institute's (1998) Clinical Guidelines on the Identification, Evaluation and Treatment of Overweight and Obesity in Adults which state that individuals can safely lose only one half to one pound per week. Arm measurements

Table 1. Comparison of Pre- and Post-test Means of the Assessed Dietary Practices

(N = 101)

<b>Desired Dietary Behavior</b>	<b>Percentage of Participants Improved the Practice</b>	<b>Mean at the Pre-test</b>	<b>Mean at the Post-test</b>	<b>Significance p</b>
Making a conscious effort to limit fat to 30% of total calories.	70%	2.9	3.9	.000**
Eating at least six servings of breads, grains and cereal each day.	67%	2.7	3.6	.000**
Eating at least 1 whole wheat or whole grain product each day.	62%	2.9	3.9	.000**
Eating at least 3 vegetables each day.	68%	3.2	4.0	.000**
Eating at least 2 fruits each day.	60%	3.1	3.9	.000**
Eating dried beans or peas (pinto beans, black-eyed peas, etc.) at least once a week.	49%	2.7	3.3	.001**
Eating at least 2 servings of low-fat or non-fat dairy products each day.	55%	3.1	3.9	.000**
Eating chicken or turkey without skin.	61%	3.3	4.1	.000**
Trimming fat from meat.	61%	3.5	4.2	.000**
Eating fish and seafood at least once a week.	57%	3.2	3.8	.001**
Baking, broiling or grilling rather than frying.	51%	3.6	4.1	.003**
Eating low-fat snacks and desserts (pretzels, fruits, vegetables, or reduced-fat products).	64%	3.1	3.8	.000**
Using low-fat condiments (low-fat or nonfat mayonnaise, low-fat margarine, mustard, catsup).	65%	2.9	3.8	.000**
Modifying recipes to lower fat by using less fat or substituting low-fat ingredients.	69%	2.7	3.9	.000**
Using herbs and spices, lemon juice or wine as a substitute for salt.	65%	2.8	3.9	.000**
Reading nutrition labels to help make food choices.	64%	3.3	4.1	.000**
Exercising three times a week for 30 minutes at a time.	49%	3.2	3.8	.000**
Overall Healthy Behavior	96%	51	64	.000**

\*\*Mean difference is statistically significant at p = 0.01 level (2-tailed).

*Continued on next page*

Table 2. Comparison of Participants' Medical Data Before and After the Program

Type of Medical Data	N	Percentage Improving Health Condition	Mean at the Pre-test	Mean at the Post-test	Significance p
Weight (Pounds)	93	85%	201.1	195.9	.000**
Waist Measurement (Inches)	53	53%	39.2	38.8	.190
Hip Measurement (Inches)	52	55%	45.9	45.4	.078
Blood pressure	99	42%/56%	131/78	131/81	.991/.305
Arm Measurement (Inches)	30	43%	12.9	12.3	.004**
Blood Glucose	20	56%	107.4	95.4	.212
Total Cholesterol	39	35%	195.9	185.2	.105

\*\*Mean difference is statistically significant at p = 0.01 level (2-tailed).

also reduced significantly. The average waist and hip measurements, total cholesterol, and blood glucose level decreased slightly.

**SUMMARY AND IMPLICATIONS**

Obesity is a significant social problem in the U.S. due to its economic and social costs. It is one of the main causes of heart disease and diabetes and contributes to many other serious illnesses. Inactivity and high calorie meals and snacks are the main contributing factors to obesity. Available research supports the notion that this epidemic can be addressed by changing dietary and exercise habits.

O'Neill (2004) mentioned that "consumers often don't practice what FCS educators...teach." Most extension programs focus on improving knowledge and skills. The Walk-a-Weigh participants practice new skills to improve their nutrition and health habits by individual and group activities. During the training, they walk together to reinforce their efforts to become more physically active; discuss (during their walks) the application of the content of each lesson through "Walk-and-Talk" questions; and taste reduced calorie recipes at the end of each session. They also record their own progress toward their weight goals, contributing to their motivation to adopt the desired behavior changes.

The responses received from 163 participants who completed the evaluation indicate that the Walk-a-Weigh program is effective in helping participants significantly change their dietary and exercise habits to achieve their weight reduction goals. This study measured behavior and anthropometric measure changes that resulted from the program. A follow-up

study is needed to show that this participatory learning method produces sustained behavior change and weight control.

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# Assessing Changes in Children's Food Choices

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## INTRODUCTION

It has been estimated that just two percent of the children in the United States meet the food guide pyramid recommendations (Munoz, Krebs-Smith, Ballard-Barbash, & Cleveland, 1997). Are these low numbers due to a combination of: 1) unsuccessful use of nutrition education materials, or 2) ineffective food intake assessment tools?

Unsuccessful use of nutrition education materials refers to how the nutrition education materials are delivered. Telling children what to eat may not be an effective way to help them change their eating habits if they can set their own food choice goals. Setting goals helps people achieve what they want and can also be motivational (Bryan & Locke, 1967).

Using ineffective food intake assessment tools with children may be the second half of the problem. The most popular tools tend to be food frequency questionnaires, a 24-hour recall, or three to seven day records. According to Schaefer, et al. (2000), these methods tend to produce inaccurate and inconsistent data.

Robinson et al. (1997) found pictures to be a useful nutrition assessment tool in order to have people estimate the portion sizes of food they consume. Using a pictorial food choice questionnaire (PFCQ) might be one way to determine children's food choices.

## OBJECTIVES

The objectives of this study were to determine: 1) if children setting their own food choice goals would improve the likelihood of meeting the food guide pyramid recommendations, and 2) if a change in children's food choices would result when a pictorial food choice questionnaire (PFCQ) was used to evaluate the nutrition education instruction.

## METHOD

A three step approach was used in this study:

In Step 1, children were asked what food choice goals they might be able to follow. The top three goals decided by a majority (> 50% of students) were to: 1) choose milk or juice over soda, 2) have fruit as a snack, and 3) decrease fat content of the diet (Table 1).

In Step 2, lessons and activities were selected from the Team Nutrition Community Action Kit (USDA, 1996) and modified to focus on fruit, milk and low-fat foods. They included: 1) Roots and Things, 2) What Am I? 3) Pyramid Relay, 4) Edible Art, and 5) Line-em Up.

In Step 3, the pictorial food choice questionnaire (PFCQ) was used to ask students to choose between two food items. An example of two food items that covered the "fruit goal" on the PFCQ is shown on the following page.



Cookies

OR



Fruit

Table 2 indicates the three food choice goals and the food items the students were asked to select from. Note that for both the milk and fruit goals, students were asked to choose between two foods. To determine whether students decreased fat in the diet, four foods were indicated, representing both snack and entrée items. Four were included as a higher percentage of students wanted to select lower fat foods.

Five instructors participated in a two-hour training session to demonstrate how to use the materials, conduct the activities and collect data. Fifty children pilot tested the classes and the PFCQ. Based on these results, the class activities were revised. More “hands on” experiences were included for the students and the pictures were made easier to identify.

### SUBJECTS AND IMPLEMENTATION

Approximately 90 children, third to fifth grade students from five schools, determined food choice goals, and completed all lessons and the PFCQ. Classes were conducted by Extension educators and paraprofessionals. The students completed the PFCQ at three intervals: 1) Pre (before the classes), 2) Post (at the end of the last class), and 3) Follow-Up (after a one-month interval).

### STATISTICAL ANALYSIS

The PFCQ data were analyzed using chi-square and repeated measures. Statistical significance was set at the 0.05 level. Bonferroni tests were conducted to determine significant differences between pre, post, and follow-up results. Since intact classes were used, this was determined a quasi-experimental design, the subjects serving as their own control.

The data from the PFCQ were analyzed in two ways: 1) individually and 2) combined. Each set of pictures was analyzed separately to determine changes in food choices.

### FINDINGS

Analysis between pre and post data, shown in Table 3, indicates there was no significant difference in health food choices from pre to post to follow-up. However, there was a trend in the pre and post results, showing an increase in the number of students who chose milk over soda, popcorn over potato chips, and baked chicken over chicken nuggets.

There was virtually no change in the percentage of students who chose fruit over a cookie (85% at the post/follow-up evaluations). This may have been due to the high percentage of students that initially chose fruit (83%) over cookies.

Table 4 shows the percentages of students who chose the four healthy food choices at the three intervals when the data were combined. The pre to post results indicate that there was a significant increase ( $p < .0001$ ) in the percentage of children (from 61% to 72%) who selected all four healthy foods after completing these lessons. At the one month follow-up, there was a decrease in the percentage of children selecting the four healthy choices, but the means remained significantly higher ( $p < 0.012$ ) than prior to completing the Team Nutrition classes.

### SUMMARY

Five Team Nutrition lessons and activities were modified around three food choice goals selected by the majority of 90 third to fifth grade students. The three food choice goals were to choose: 1) milk over soda, 2) fruit over cookies, and 3) lower-fat food items. To determine if students met their food goals, a pictorial food choice questionnaire (PFCQ) was designed to reflect the students' food choice goals and food items discussed in class. The individual pre, post and follow-up data showed that students increased milk and low-fat food choice items. The combined data indicated that a significant number of students made better choices.

### IMPLICATIONS

Setting goals not only works for adults, but also for children. Nutrition education should include a component where children can plan how they will improve their health through daily choices.

**Tables 1-3**

Table 1. Food Choice Goals

<b>Goals</b>	<b>N</b>	<b>% Choosing the Goal</b>
1. Choose milk or juice over soda	88	64%
2. Have fruit for a snack	88	56%
3. Decrease fat in diet	88	82%

Table 2. Food Choices Goals and Healthy and Less Healthy Food Pictures

<b>Food Choice Goals</b>	<b>Healthy Choice Pictures</b>	<b>Less Healthy Choice Pictures</b>
Choose milk over soda	Milk	Soda
Have fruit for a snack	Bowl of fruit	Cookie
Decrease fat in diet	Popcorn	Potato Chips
Decrease fat in diet	Baked Chicken	Chicken Nuggets

Table 3. Percentage of Students that Chose Healthy Food Items at Pre, Post and Follow-up.

<b>Food Choice Goals</b>	<b>PFCQ Healthy Food Choice</b>	<b>N</b>	<b>Pre</b>	<b>Post</b>	<b>Follow-up</b>	<b>Significance (p)</b>
Choose milk over soda	Milk	87	69%	82%	80%	.055
Have fruit for a snack	Fruit	89	83%	85%	85%	.907
Decrease fat in diet	Popcorn	89	40%	56%	51%	.052
Decrease fat in diet	Baked Chicken	85	49%	66%	58%	.073

*Continued on next page*

Table 4. Percentage of students that chose four healthy foods at pre, post, and follow-up.

	<b>N</b>	<b>Pre</b>	<b>Post</b>	<b>Follow-up</b>
Percentage of Students	88	61% <sup>a*</sup>	72% <sup>b*</sup>	68% <sup>b*</sup>

\*Values with different letters in a row or column are significantly ( $p < 0.01$ ) different.

- a) The level of significance between pre and post is  $p < 0.0001$
- b) The level of significance between pre and follow-up is  $p < 0.012$

There was no significant difference between post and follow-up ( $p < 0.186$ ).

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**REQUESTS TO ASSIST ON-GOING STUDIES**

**PROJECT SEARCH AND IDENTIFY**

The project Search and Identify is designed to document and recognize military service (at any time) among FCS membership. Contact Janet Gibbs, 135 Meadow View Road, Athens, GA 30606 or Rita Wood, 186 Bartal Court, Atco, NJ 08004-2280, rawood@ri.rutgers.com

**EXTENSION FCS HISTORY**

The National Agricultural Library and your university library may be looking for Extension FCS photos, theses, reports, music, bulletins, etc. for their archives. Before you toss, contact your archivist or Jan Scholl, jscholl@psu.edu. Libraries look for new media and publications, too.

Contact the editorial task force if you need the assistance of FCS educators in an on-going study.

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# Improving Financial Management Practices in Limited Resource Audiences

*Cynthia Burggraf Torppa, Associate Professor, Ohio State University  
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## INTRODUCTION

Improving family financial security is central to the family and consumer sciences (FCS) discipline. Whether helping adolescents to develop financial literacy, guiding mid-lifers toward financial security in later life, or simply helping young families stretch their food dollar in order to keep nutritious meals on the table, most FCS educators devote at least some portion of their time to teaching financial management skills.

Trying to motivate individuals whose incomes are near or below national poverty standards to practice basic money management skills can be challenging, especially among families who have endured generations of poverty. Rather than feeling like they can improve their financial situations, the generationally poor are apt to feel controlled by external forces (DeVol, Smith & Payne, 2000; Payne, 1998). To them, it is the amount of money one has, rather than one's skill in managing it, that creates happiness and security.

The difficulty the generationally poor have in applying money management skills can be frustrating to educators. According to Social Learning Theory (Rotter, 1966; Clements, Sabourin & Spiby, 2004; Perry, 2003), to understand human behavior, we have to analyze the expectancies individuals hold.

Expectancies refer to the beliefs about the likelihood of success or failure that will result from particular actions. Some individuals whose expectancies reflect an internal locus of control, believe their choices and actions contribute to their successes and failures. Others, whose expectancies reflect an external locus of control, believe success or failure is primarily due to luck, fate or forces other than themselves (Rotter, 1990; Strickland, 1989). Individuals experiencing generational poverty either do not see themselves as capable of influencing their financial situations or view financial situations amenable to influence.

## HYPOTHESES

A successful money management program that challenges inappropriate expectancies about money and money management would reduce participants' sense of powerlessness over their financial condition (external locus of control) and help participants realize they have more control to shape their own financial futures (internal locus of control).

## METHOD

To test these hypotheses, a traditional money management course was taught. During the first session, a 90-minute class discussion, a budget simulation activity, and a visionary process were developed to overcome unrealistic and dysfunctional beliefs about money that often inhibit low-income participants from making important changes in their fiscal behaviors.

During the class discussion, participants shared their views about money and about people who have money. The purpose of this discussion was to create balanced and realistic expectancies about money and money management practices. Findings that confirmed negative expectancies, when appropriate, were also shared. For example, several studies document that a lack of money can be a major source of distress.

When contradictory or controversial views were expressed, the instructor shared research findings that reinforced realistic and functional expectancies about money and money management skills. For example, Argyle (1986), Argyle (1999), Inglehart (1990) and Lykken (1999) found that having more money does not create more happiness. Able to pay bills on time, live in a reasonably comfortable home and have a few small pleasures, people feel financially secure.

To help overcome the sense that happiness and financial well-being is the result of luck or fate, findings were shared that the happiness that comes from instant money is brief, and in fact, winning the lottery can create unhappiness (Brickman, Coates & Janoff-

Bulman, 1978; Gilbert, Pinel, Wilson, Blumberg & Wheatley, 1998).

During the discussion, examples were shared to indicate that having good relationships and a satisfying spiritual life may hold the keys to real happiness (Diener, 2000; Myers, 2000). Findings also show that the more people look for happiness in extrinsic goals, such as money, the more problems they reported having and the less healthy and robust they felt (Kasser & Ryan, 1966).

Among 800 college alumni who responded to a survey, those who preferred a high income, occupational success and prestige to having close friends and a happy marriage, were more than twice as likely to describe themselves as “fairly” or “very” unhappy (Perkins, 1991). Diener, Sandvik, Seidlitz and Diener (1993) also reported that those whose incomes had increased over time were not happier than those whose incomes remained about the same. Even the wealthiest Americans were reported to be only “slightly” happier than average Americans (Diener, Horwitz & Emmons, 1985).

By the end of the discussion, many participants were open to the idea that they had everything necessary to live a happy and satisfying life—right now—even with the money they currently had.

### **BUDGET SIMULATION ACTIVITY**

Following the discussion, participants took part in a budget simulation activity in which they experienced a substantial improvement in their ability to make their “fictitious” incomes cover all of their expenses by organizing their expenses and creating a budgeting plan.

### **POSITIVE VISION**

Finally, to help the participants focus on a positive vision of the future, they were asked to draw, with colored markers, an optimistic (but realistic) picture of where they would be in three years, if they practiced the skills learned during the remainder of the classes.

### **CLASS ORGANIZATION AND PARTICIPATION**

The entire course included three sessions, a total of seven hours of in-class time taught over a period of one month. After the first session, the program focused on the basics of money management. During these classes, each participant created a six month budget plan based on their unique financial circumstances.

### **PROGRAM SUPPORT AND DEMOGRAPHICS**

The classes were replicated with different participants—twelve times to 117 participants. The program was supported by a prevention, retention, and contingency grant from the Department of Job and Family Services that required participants to be adults with minor children living at home. No one could participate with an income greater than 200% of the federal poverty guidelines. Participants were residential customers that were recruited by the local electric cooperative, most of whom were in danger of having their electric service terminated due to the lack of payment. They were given a \$250 credit on electric bills for completing the classes.

### **EVALUATION**

At the beginning of the first class and at the end of the last class, participants completed a questionnaire. Two statements were offered to assess participant expectancies of money and money management: 1) “I sometimes think I will never have enough money to be happy,” and 2) “I am so busy working to pay my bills, I do not have time to think about planning for retirement and how I will live in my old age.”

To evaluate how participants felt they could improve their financial situations by practicing the money management skills taught in class, a slightly revised version of the Norwicki-Strickland Locus of Control for Adolescents (1973) was administered. The scale for adolescents was selected because the reading level was especially appropriate to the group being assessed. Minor revisions in the instrument were made to emphasize expectancies about money and money management. Cronbach’s alpha reliability coefficients for the pre-test ( $\alpha = .86$ ) and post-test administration ( $\alpha = .88$ ) were within the acceptable limits.

### FINDINGS

After completing the program, significant changes in the expectancy questions indicated that participants were less likely to think they would never have enough money to be happy (pre-test mean = 3.37, sd = 1.07, post-test mean = 2.89, sd = 1.0,  $t = -4.036$ ,  $p < .000$ ) and were more likely to plan ahead for retirement (pre-test mean = 2.35, sd = 1.03, post-test mean = 2.70, sd = 1.13,  $t = 2.517$ ,  $p < .014$ ) than they were before starting the program. Thus, it appeared that the information presented was effective in changing participants' expectancies.

The hypothesis challenging inappropriate expectancies about money and the benefits of money management (reducing participants' external locus of control and increasing their internal locus of control) was also supported. The comparison between the pre- and post-test score for the Nowicki-Strickland Locus of Control Scale also demonstrated that the participants' scores moved significantly away from external control and toward internal control (pre-test = 3.33, sd = .56, post-test = 3.50, sd = .64,  $t = 2.11$ ,  $p < .038$ ).

### SUMMARY AND IMPLICATIONS FOR EXTENSION

Family and consumer science educators pride themselves not only on the quality of information shared with participants, but also on the usefulness of the information provided. Finding new ways to make programs meaningful and beneficial to clients has always been central to our mission and purpose. By learning about the barriers that prevent clients from successfully applying the skills they learn in our programs, we will be better able to achieve those goals.

The findings from this study indicate that addressing the expectancies that result in a lack of motivation to practice money management skills may help participants make the changes needed to improve their financial situations and improve the quality of life they and their families enjoy. The findings remind us of the critical importance of starting the educational process where our audience is, rather than just focusing on where we want them to end up.

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*Continued on page 18*

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## SELECTED 2004 ANNUAL CONFERENCE PRESENTATIONS

Compiled by Heidi LeBlanc, FCS/Youth 4-H Agent, Utah State University

These are just some of the many presentations given by Extension family and consumer science educators during the 2004 Annual Conference in Nashville, Tennessee. As many titles as possible are listed within this limited space. Titles are shortened somewhat. In the case of a team, only the contact's name and e-mail are identified. The complete list of all presentations was provided to each participant in their registration packet. A call for papers for upcoming conferences is indicated on the NEAFCS web site.

### EXTENSION ISSUES/PROGRAMS

Changing Face of Extension .....George McDowell (VA), MCDOWELL@vt.edu  
Extension Connection: Workforce Prep .....Ruth Jackson (AZ), rjackson@ag.arizona.edu  
Extension FCS Ethics in an Enron World.....Terri Crawford (LA), Concordia@agcenter.lsu.edu  
Federal Money and Where to Find It.....Anna Mae Kobbe (USDA), akkobbe@csrees.usda.gov  
Writing for "The Reporter" .....Jan Scholl (PA), jscholl@psu.edu

### HEALTH/SAFETY/CONSERVATION

Improving Health Access for Latino Families .....Belinda Riddle (TN & KY), bridle@utk.edu  
Universal Design: Housing Solutions.....Treva Williams (OH), Williams.973@osu.edu

### FINANCE

A Distance Educational Approach to Financial Education .....Pamela Kutara (HI), kutara@hawaii.edu  
Developing a Comprehensive State Financial Program .....Dena Wise (TN), dkwise@utk.edu  
Home Buyers Club.....Martha Martin (TN), mmartin@utk.edu  
Teaching Financial Education at a Baseball Game.....June Puett (TN), jpuett@utk.edu

### NUTRITION

A+ Lunchroom: Tools for Georgia Schools .....Judy Bland (GA), jbland@uga.edu  
Building Healthy Bodies for Preschoolers and their Parents.....Terri Cameron (GA), tcameron@uga.edu  
Child Wellness and Physical Education .....Patricia Britten (USDA),Patricia.Britten@usda.gov  
Cooperative Extension + Dietetic Interns=Win/Win! .....Jo-Shuford Law (FL), josl@leonacountyfl.gov  
Eat Smart, Play Hard, Connections.....Linda Wells (NM), liwells@nmsu.edu  
Games That Teach Nutrition .....Kris Saunders (UT), kriss@ext.usu.edu  
Healthy Holiday Cooking Schools.....Linda Combs (KY), lrcombs@uky.edu

### PARENTING/LIFE PLANNING

Addressing the Gap: Grandparents as Parents .....Carol Hampton (ID), champton@uidaho.edu  
Folklore as Family and Community Builder.....Becky Baer (OH), baer.29@osu.edu  
Life Planning: It Begins with Communication .....Cindy Oliveri (OH), Oliveri.1@osu.edu  
Parenting Education with Incarcerated Men.....Trena Pollard (NM), tpollard@nmsu.edu



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# Put Your Skills to Work: An Employment Education Program for Low-Income Hispanics

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University of Idaho, Boise*

*Marilyn C. Bischoff, Professor, Family Economics Specialist  
University of Idaho, Boise*

## INTRODUCTION

Hispanics are Idaho's dominant and fastest growing minority population. The 2000 U.S. Census indicated that eight percent of Idahoans were Hispanic. Ada County, in Southwest Idaho, has the second largest population of Hispanics in the state and many of these people are impoverished. The census also reported that the median household income for Hispanic people was 73 percent of the median for all races. Interviews with Hispanic leaders and a 14-person Hispanic advisory council identified that workforce preparation training was a critical need that would help raise family incomes.

## OBJECTIVES

The Put Your Skills to Work (PYSTW) program was designed to: 1) teach English to Spanish speaking adults, 2) improve their job retention skills, and 3) increase the visibility of Extension programming.

## METHOD

The PYSTW program was designed as a 40-hour course, meeting two evenings per week for 10 weeks. Topics included in the sessions were: English as it relates to employment, assessments of current job-related skills, goal setting, creation of a work history, filling out job applications, time management, employer expectations, performance evaluations, employee benefits and workers' rights, interviewing skills, and familiarity with computers and keyboarding. The directors adapted two Cooperative Extension curricula developed for Welfare to Work programs: California's "Gateway to a Better Life" bi-lingual curriculum and Texas' "Moving Ahead Through the Maze of Change." Library books were also used as materials to teach English.

Participants were recruited from existing EFNEP clientele and those who attended the Spanish Catholic Mass. Each class included an opening activity, job search topics, and English language vocabulary, pronunciation and practice. English speaking volunteers helped the Hispanic students improve their English pronunciation, complete job applications, and participate in mock job interviews.

## PROGRAM SUPPORT

A one-year grant from the W. K. Kellogg Foundation funded the development, implementation, and evaluation of four-10 week training modules of workforce preparation and English language instruction. Two part-time Spanish speaking teachers were hired to implement the program. A part-time EFNEP nutrition advisor and teacher from Mexico served as program coordinator and an experienced child care worker was the child care supervisor. Two bi-lingual Hispanic teens worked as child care aides.

An adult classroom and a child care facility were provided by a local church. Across the parking lot from the church, there was a computer lab in the community library. By popular demand, computer literacy and keyboarding were added to the program during the fourth module. Participants gathered at the county Extension office after each 10-week program for a festive graduation celebration where certificates of completion were distributed.

The College of Agriculture Dean, Extension Associate Director and District Director provided moral and financial support to the program. Extension administrators provided interim funding for the teachers' salaries. An advisory committee member, employed as a bank manager, helped Extension educators in

## Put Your Skills to Work, *Continued from previous page*

seeking program funding through the bank's community reinvestment program. Participants were noted to be fun to teach. Many needed individual help completing applications and writing resumes. More one-to-one tutoring would have increased the program's effectiveness. Directors learned to anticipate a high attrition rate. Some dropped out because the level of English taught was too difficult. (They wanted to learn the abc's.) Several became employed in evening jobs that prevented their attendance. Participants were also unaccustomed to: goal setting, skills and aptitudes, employee benefits and negotiating their rights. Despite these factors, 40 participants graduated.

A 12-month follow-up evaluation interview was conducted with 35 of the graduates during the summer of 2002. This evaluation indicated that 91 percent spoke more English. Twenty-three percent became employed and 17 percent found better jobs and/or jobs they liked much better.

Sixty-nine percent of the graduates reported that they made more money since attending the PYSTW program. When asked what the graduates did differently after their experience, one said, "I am on time for my

job, and I take better care of my papers and stuff." Another said, "I am more organized, work in computers, have more friends and more self-esteem." Other comments: "I am a more confident woman, I have more Anglo friends, I am learning to work with the computers and I am more organized with my time." "I do not drink as much sodas as before, and I am definitely more involved in my children's life because I want them to have a better future. I remember what the teacher said, 'Education is the only way out of mediocrity.'" Several graduates identified benefits from the on-site child care, including the development of social skills. One father noted, "You helped us in...many ways. I do not think that we were the same when we ended the classes. Personally, I feel more confident, more in control and full of plans and dreams." Another participant indicated that the most difficult part was making the decision to start the course and finish it.

PYSTW was Idaho's first comprehensive program to meet the needs of this group. It helped Extension open new doors within the Hispanic community and served a formerly neglected audience. It is considered a springboard for additional Extension programs serving diverse audiences.

### *Upcoming NEAFCS Annual Conferences*

2005	September 25-28	Philadelphia, PA
2006	October 3-6	Denver, CO

## Improving Financial Management Practices, *Continued from page 15*

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# Collaboration to Promote Healthy Teen Development

*Kimberly Greder, Assistant Professor, Human Development and Family Studies  
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## INTRODUCTION

The teen years are a transitional period for both teens and parents, particularly when there are special challenges and needs. Adults have great opportunities during this period to help teens transition positively into adulthood. While the key principles of healthy teen development have not changed over the years, the context in which teens develop has changed. The period of adolescence begins earlier today than in prior years, teens have more sporadic and less intense contact with parents than they did in the past, peers provide a strong sense of social support, schools are larger and less personal, and technology has increased the amount of information available to teens and presented challenges for parents to monitor what teens are exposed to (Steinberg, 2002). However, many teens are resilient in the face of the normative challenges during adolescence, especially if they have the support of one or more caring adults (Steinberg, 2001).

*Healthy Teen Development* ([www.extension.iastate.edu/teen](http://www.extension.iastate.edu/teen)), a national satellite program, was developed to help parents and adults, who work with teens, better understand how teens develop and make decisions, the influences on sexual development, and the important role adults play in the lives of teens. Drs. Laurence Steinberg, Robert Blum, and Jennifer Oliphant, M.P.H., shared their research findings and applications during the program.

## DIMENSIONS OF TEEN DEVELOPMENT

According to Steinberg (2002), there are the four key dimensions of teen development: health, intelligence, maturity, and connectedness, that need to be nurtured to help teens grow and develop into competent, caring adults. Teens need to have facts about lifestyles that promote health. Teens also need to have opportunities to acquire and practice healthy habits and skills to manage health risks (e.g. drinking alcohol). Related to intelligence, teens need opportunities to develop life, vocational, scholastic, critical thinking and decision making skills in everyday situations with the guidance and sup-

port of adults. To develop maturity, teens need guidance, role models and opportunities to manage their behavior, and establish a positive sense of self. Adults can also help create connectedness through caring relationships with others, attachments to social institutions (e.g., school) and a commitment to the larger society (e.g., donations to community and charitable causes).

## TEEN SEXUALITY

Attributes that constitute sexual health in teens include: sexual development, reproductive health, ability to develop meaningful interpersonal relationships, ability to appreciate one's own body, ability to interact with both genders in respectful and appropriate ways, and an ability to express affection, love, and intimacy in accord with personal values. Adults can promote healthy sexual development by providing accurate information about sexuality, fostering responsible decision-making, offering guidance and support in exploring and maintaining personal values, and allowing access to comprehensive sexuality education and reproductive health care services (Oliphant, 2002).

Two of the strongest predictors of delayed and less frequent sexual intercourse among teens are parent/child connectedness and parent attitudes/values disapproving of teen intercourse (Blum, 2002). Youth development and peer education are two promising approaches to healthy sexuality. By actively involving youth in education, social competence, problem-solving skills, self-worth and belonging are nurture—traits which promote healthy teen development (Oliphant, 2002).

Dr. Steinberg suggested ten principles for parenting teens (Greder, 2003). These include:

1. Parents matter. Teens need guidance and support from parents.
2. Stay warm and close. It is impossible to love and support your teen too much.

3. Stay involved with your teen. Ask questions about school work and attend your teen's extracurricular activities
4. Set limits and provide structure. Communicate your expectations to your teen.
5. Enforce rules and consequences.
6. Be consistent each day and in every situation.
7. Discuss the reasons for rules and consequences.
8. Don't use harsh discipline.
9. Treat your teen with respect.
10. Understand adolescence is a period of change for both parents and children.

### ORGANIZATION AND SUPPORT FOR PROGRAM

The logic model framework (University of Wisconsin Extension, 2002) was implemented. On-campus and field Cooperative Extension staff in five states contributed to planning and produced the series. Thirteen thousand dollars in grant funds and 14,000 dollars in registration fees were secured. Extension staff across the nation promoted the series locally, downlinked and facilitated the series, and compiled and submitted participants' evaluation forms.

Program activity outputs included: 1) planning and producing the satellite series, 2) designing and implementing local site activities and evaluation tools, 3) creating a web site and marketing materials, 4) developing an extension publication and video based on the program, and 5) incorporating information from the series in two state-wide trainings for Cooperative Extension staff.

Over 2,000 individuals participated in the series at 218 sites throughout the country. Participants reported being very satisfied with the series and were interested in participating in future satellite programs. Over 3,000 individuals visited the web site monthly (ISUE, 2004).

In a follow-up survey, five months later, 70% shared information from the program with teens and parents, 58% communicated better with teens, 41% accessed

additional resources through Extension, and 35% used program materials in their work with families.

One community task force changed their approach to teen pregnancy prevention: "We are re-examining our project on bringing in an abstinence one-time speaker. We are looking at a more comprehensive program that promotes parents and teens communicating together."

### RECOMMENDATIONS FOR EXTENSION

Given the financial constraints that Extension faces today, pooling resources to support national efforts is an effective way to maximize financial staff and resources. Technology tools, such as satellite video-conferencing, allow Extension staff to collaborate and deliver professional quality educational programs to others in remote locations and across great distances.

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# Winner of the 2003-04 Grace Fryinger Travel Fellowship

## Studying Post-Consumer Textile and Clothing Waste

*Yvonne J. Steinbring, CFCS*

*4-H Youth Development/Family Consumer Science Advisor*

*University of California Cooperative Extension, Siskiyou County, [yjsteinbring@ucdavis.edu](mailto:yjsteinbring@ucdavis.edu)*

### INTRODUCTION

Since 2000, my main applied research has focused on post-consumer textile and clothing waste in my county. This is a critical issue to the environment of our local area as all the clothing and textile waste goes into the landfill. My research documented that eight local thrift shops sent about 350 garbage bags of clothing and textiles to the landfill each month. Individuals contribute even more to this amount.

While working with a project development group, I established that many useful attractive items can be made from these discarded textiles. However, this diversion cannot begin to handle the volume of waste. More options need to be considered. I wanted to see how thrift shops in other areas utilize their textile and clothing waste.

By collecting more data about other agencies' efforts, I felt I could decrease the amount of textile and clothing waste in the Siskiyou County landfill but more needed to be learned and explored.

### OBJECTIVES OF STUDY LEAVE

1. To further enhance my understanding of the national and international aspects of utilization and disposal of post-consumer clothing and textile waste.
2. To develop curriculum that will enable others to replicate the recycling of waste denim in a variety of settings.

### EXPERIENCES

To accomplish the first objective, I visited two thrift shops in Medford, Oregon, located fifty miles north of Yreka. I toured the recycling part of their businesses to see how they disposed of waste textiles, clothing,



and shoes as well as wood pallets, boxes, plastics and appliances. Both businesses had compactors to bale the waste clothing and textiles for shipment to processing centers. The clothing was sorted into general groups: draperies, bedding, jeans, and children and adult clothing.

In April, I visited the large warehouses at Hildago, Texas that resell these bales of clothing. I also visited a flea market at Edinburg where clothing is purchased from these warehouses and resold by individuals. People either buy a whole bale or pick through the loose clothing at the warehouses, selecting certain items to sell to others. At the flea market some people bought things and resold them again in a different part of the same market! Before I did this study, I didn't realize that clothes baled at a thrift store may be resold four or five times!

I attended the California Integrated Waste Management Recycling Trade Show in Sacramento in March. I met representatives of companies that produce and market recycled items and identified a

regional contact who worked with me to include recycled textile items from Siskiyou County on the [www.recyclestore.com](http://www.recyclestore.com) web site. I arranged for him to come to Siskiyou County to photograph items from the local Hospice Heartisans shop.

I wrote the description of our mission and each item that was photographed. I also proofed the web site, made corrections, provided additional photos, and answered e-mail messages.

To encourage others to use waste textiles and clothing to create and decorate, I developed a 10-unit curriculum specifically about using denim. This included a reference sheet for evaluating garments as well as specific directions for making eleven different items. Prior to writing the curriculum, I made samples of each item to test the directions and to show during my presentations. The curriculum included a bibliography of references to offer future ideas to readers. Since some of my presentations would be to Spanish-speaking audiences, the curriculum was translated into Spanish.

I gave presentations to Orange County (CA) 4-H leaders and members and to Kern County (CA) 4-H clothing and craft leaders. At both programs, I discussed my research project, shared the curriculum, and involved the group in testing one or two of the lessons. The leaders provided feedback to improve and revise the curriculum.

In March, I spent five days working with a group of volunteers at the Borderlinks in Nogales, Mexico. Borderlinks is a non-profit agency that hosts about 2000 visitors to study border issues and language each year. Jeannette Warnert, University of California Communications Services, accompanied me as a translator. I took supplies, the Spanish curriculum and samples of projects. I taught how to use discarded clothing and textiles to make items to sell. The group was anxious to acquire income for their agency as well as themselves. The agency had a used clothing distribution system to supply the materials for these projects. I was also invited by Texas Textiles and Clothing Specialist, Dr. Pamela Brown, to give two presentations at training meetings in April. The first was in San Antonio for 35 Texas Cooperative Extension agents and Master

Clothing Volunteers (MCVs). The MCVs worked with a diverse clientele that included women in prison, alternative high school students, and volunteers in thrift stores. The second presentation in Edinburg had over 65 MCVs and Hildago County Extension staff, all of whom were Hispanic. A local teacher from the Parent Resource Center served as a translator.

At both programs, I presented background information about my research. I discussed how the curriculum could be incorporated into their programs and provided copies in both English and Spanish. Dr. Brown put my curriculum and digital pictures on an "Agents Only" web site for Texas A&M Cooperative Extension and this information was also distributed at a NEAFCS annual meeting session.

The goal of these presentations and the curriculum was to allow others to replicate my work, use recovered textiles to make useful and decorative items, and decrease the amount of waste textiles sent to landfills. The Master Clothing Volunteers (MCV) in Texas also worked with small business development, providing another option for low-cost products. Several of the volunteers at Edinburg were very interested in the prices the Northern California group received for similar items.

### **FUTURE ACTIVITY**

I will be receiving feedback/evaluations and revising the curriculum prior to its submission for publication in the University of California system in 2005. As with many projects, the more you learn about a topic the more you find you need to learn. I expanded my understanding of the disposal of waste textiles and clothing, but continue to seek alternatives for the situation in Siskiyou County. I feel the opportunity to share my program with the people at Borderlinks in Nogales, Sonora, and Edinberg, Texas, added a great deal to my appreciation of working with another culture. I am grateful for the Grace Frysinger Fellowship that supported this travel to Texas and Mexico. I encourage colleagues to apply for this study grant and to investigate sabbatical leave policies at their university.

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# Expanded Food and Nutrition Program Celebrates 35 Years

In 2004, the Expanded Food and Nutrition Education Program (EFNEP) celebrated 35 years. A national conference was held in Washington D.C. to continue the program's direction and provide national awards to selected adult and youth participants who have significantly enriched their lives through the EFNEP program and to Extension staff and volunteers who have been instrumental in the success of EFNEP throughout the years.

On March 2, 2004, in the Senate Dirksen Building auditorium, the following Extension professionals were honored for their outstanding programs:

Steven Garrett, Tacoma, WA  
Robin Orr, Urbana, IL  
Susan Uthoff, Marion, IA  
Karen K. Wilken, Fort Collins, CO

Honored as EFNEP CHAMPIONS were:

Elgio "Kika" de la Garza, Retired  
Congressman

Linda Melcher,  
University of Wyoming Extension

Margaret "Peg" Randall, Retired  
University of Massachusetts Extension

Jan Scholl  
Penn State Cooperative Extension

For more information on the EFNEP, the awards nominees and their programs, see the CSREES web site. EFNEP research was featured in the 2004 Reporter.

The goals and dreams of the EFNEP program are excerpted from a speech first given by Margaret "Peg" Randall in 1988:

## I AM EFNEP

I am EFNEP—born in the turbulence of the 60s when attention was drawn to hunger, poverty and malnutrition present in the lives of many Americans, to help low-income families and youth improve their diets. Part of the Land Grant College movement, I bring the University connection to many who otherwise might never benefit from its research and knowledge.

Nutrition assistants are my eyes, hands, and heart who teach, care, and go the extra mile delivering nutrition education messages to a large, ethnically diverse population. Their dedication, compassion and commitment along with the thousands of volunteers who donate their efforts, has brought personal growth and career opportunities to clients, as they increased self-esteem, left welfare, found better jobs, improved their nutritional status, earned high school and college degrees and in some cases became Extension agents.

I work to be efficient, creative and accountable—but I do not lose commitment to those I serve. My program is my people. My product is education. My goal is helping people to improve their nutrition and health.

Today, the need for me continues. As the number of low-income people increases, I can save dollars by modifying the diets of low-income participants and reduce the risk factors associated with chronic diseases—thereby reducing health care costs.

I have made a difference in people's lives and in their futures. I have helped provide tools and opportunities to succeed—to achieve and excel. What more could a nation want for its families and its children? I am EFNEP!

# Research to Practice: Research Study Abstract

## TEACHING PROBLEM READERS: A MIXED-METHOD APPROACH

Fran T. Fleener, Ph.D., Pullman, Washington

Jan F. Scholl, Ph.D., Penn State University

Reading is important to health and other life skills. Many Extension educators coordinate reading programs or are concerned with the literacy levels of those reading their publications.

Nearly every primary classroom in America has some youngsters who have problems learning to read. Although there are advocates for continued phonics studies as a remedial, a mixed method may actually be more successful. Ten second and third grade youth were identified by their teachers as having trouble learning to read. Taught outside the classroom one hour three times a week, the readers were divided into two groups.

Group 1 was taught with the classroom text and continued phonics instruction under supervision. Group 2 used a pre-primer text with a mixed method featuring teacher modeling and rapid group reading. No pauses were permitted to allow the children to lose their train of thought. At the end of 4.5 months, all of the students in Group 2 passed into the next grade due to their improved reading. None of the children in Group 1 did. The youth in Group 2 also expressed a greater enthusiasm toward reading than Group 1.

More research is needed to determine whether the remarkable results are due to the curricula, the group reading, the fast pace of the instruction, group vs. individual reading or all of these factors. Additional trials for varying lengths of time and additional groups, adult and non-English speaking audiences, and instructors are indicated to confirm the results of this method.

## Cornell University Offers the Dean's Research Fellowship

Each year, the College of Human Ecology at Cornell University and the Mann and Kroch libraries at Cornell University offer a six-week continuous fellowship to study any aspect of home economics/family and consumer sciences history. The fellowship was the result of the national conference, *Rethinking Women and Home Economics in the Twentieth Century*, sponsored by the college in 1991.

More than 22 individuals have taken advantage of this fellowship. The deadline is in March every year and the selections are made by April 1 to study at Cornell (Ithaca, New York) during the same year, (usually during the summer). This is a very exciting opportunity as the AAFCS archives have been transferred to the Cornell libraries.

Information on the fellowship may be found at: <http://www.human.cornell.edu/history/main.cfm>. The application can be found on this site as well as a pictorial listing of past fellows and their topics. Some of the topics are listed below:

Grant, Julie. (1992). Child study clubs and the parent education movement, 1915-1940.

Stupski, Karen (1996). Role of the laboratory in the home economics movement 1900-30.

Scholl, Jan (2002). Educational technology used by home economists in the 20th century.

Bittekoff, Charlotte (2003). The problem of changing food habits, national well-being, nutritional health and food reform, 1937-1946.



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# Selected 2004 Child Nutrition and Fitness Graduate Studies

*Compiled by Jan Scholl, Penn State University*

These are just some of the many graduate studies completed in 2004. The inter-library loan department of your library can help you borrow or purchase copies.

Bohney, Donna. A content analysis of nutrition-related information in preschool books. M.S. thesis, Valdosta State University.

Boury, Sarah. Parental perceived barriers to active commuting to and from school of elementary school children. M.A. thesis, University of Nebraska, Kearney.

Bruss, Mozhdah. Childhood obesity: Caregivers' perceptions, attitudes and behaviors related to physical activity and inactivity. Ph.D. dissertation, Western Michigan Univ.

Coe, Dawn. The importance of physical education classes in relation to physical activity behaviors, physical fitness, and academic achievement in middle school children. Ph.D. dissertation, Michigan State University.

Ellis, Joan, A. The effect of an 8-week school-based intervention on obesity, cardiovascular fitness, physical fitness and nutritional knowledge in fourth-grade students. Ph.D. dissertation, Southern University.

Gianfortone, Sheila. Bridging student fitness and academic achievement through quality physical fitness programs. M.A. thesis, California State University, Stanislaus.

Hanson, Cynthia. The role of public school district in fighting childhood obesity. M.P.A. thesis, California State University.

Hellems, Martha. Eating behaviors, physical activity levels and nutrition knowledge in elementary and middle school students in Charlottesville, Virginia. M.S. thesis, University of Virginia.

Leff, Jamie. The development and evaluation of a handbook for Brownie leaders to teach proper nutrition to Brownie Girl Scouts. B.S. thesis, California Polytechnic (SLO).

LeMasurier, Guy. Physical activity and aerobic fitness levels of middle school students. Ph.D. dissertation, Arizona State University.

Leuthe, Kristen. The impact of physical fitness testing on self-esteem. M.A. thesis, Gratz College.

Morgan, Charles. A longitudinal study of the relationships between physical activity, body mass index, and physical self-perceptions in youth. Ph.D. dissertation, Arizona State Univ.

Nelson, Maika. Examination of adolescent physical activity and overweight levels. M.S. thesis, Brigham Young University.

Robinson, Mark. A fitness walking program for urban elementary school children. M.E. thesis, University of Toledo.

Smith, Annette. A community-based intervention health program for childhood obesity. M.A. thesis, Maryville University of St. Louis.

Smith, Stephanie. Addressing childhood obesity through education policy. M.P.A. thesis, San Francisco State University.

To locate additional studies, scan the WorldCat™ and Dissertation Abstracts on your library database system!

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# Selected 2004 Health and Wellness Graduate Studies

*Compiled by Jan Scholl, Penn State University*

**L**iterally hundreds of health related graduate studies are completed each year. These 2004 studies are relevant to current Extension efforts and initiatives. These can be loaned or purchased through college or university interlibrary loan services.

Brown, Shannon, L. The relationship between bone density and measures of fitness, physical function, and activity in older obese adults with knee osteoarthritis. M.S. thesis, Wake Forest University.

Dalton, Jonathan. The effects of writing about a future stressful experience on physical health and cognitive functioning. Ph.D. dissertation, Fordham University.

Eastwood, Jo Ann. Psychological factors and health-related quality of life in patients diagnosed with coronary heart disease. Ph.D. dissertation, UCLA.

Hunter, Leslie-Anne. Improving adherence to the diabetic self-care regimen: A pilot study. M.S. thesis, Wake Forest University.

Kirk, Alicia, G. The relationship between loneliness and physical health of senior adults. M.A. thesis, Siena Heights University.

Little, Yolanda. The effectiveness of restraint alternatives for fall prevention in the elderly population, M.S. thesis, Touro College.

Luther, Cynthia. Living the coming of osteoporosis: Health promotion behaviors of women at risk for osteoporosis in Mississippi. Ph.D. dissertation, University of Alabama.

Mou, Jin. A community health needs assessment of selected communicable diseases in low-income populations. M.P.H. thesis, University of Wisconsin.

Pane, Cori. The effect of stroke education in a rural community. M.S. thesis, State University of New York, Binghamton.

Parks, Jennifer. Health care strategies for responding to domestic violence: A literature review. M.P.H. thesis, University of Texas School of Public Health, Houston.

Payne, Patrea. Sun protection knowledge and practices among adolescents in a rural, coastal community. M.S. thesis, Florida State University.

Reinhart, Amber. America's self-reported use of the Internet to access health information: A systematic review of the literature. M.A. thesis, State University of New York, Buffalo.

Tolan-Halleck, Melissa. Reflections of learners in an on-line environment: Attempting to apply learned knowledge as part of a weight management program. M.S. thesis, Michigan State University.

Vaughn, Stephanie. Factors influencing middle-aged and older Latin American women's participation in physical activity. Ph.D. dissertation, University of San Diego.

Zaman, A. Katie. The need for culturally appropriate visual aids in health education for minorities: A focus study. M.S. thesis, Minnesota State University, Mankato.

To locate additional studies, scan the WorldCat™ and Dissertation Abstracts on your library database system!

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# Selected FCS Research Articles in Other Refereed Journals

*Compiled by Jan Scholl, Penn State University*

Other refereed journals publish family and consumer sciences research articles. These are just some of the articles published in 2004. If you publish an article in 2005 and wish it included in the 2006 Reporter, please forward the information to the editorial task force.

## **Journal of Extension ([www.joe.org](http://www.joe.org))**

Enfield, Richard, & Lee, Faye. (2004). Co-authoring papers in research teams: Avoid-ing the pitfalls, 42 (1).

Furtis, Ted, et al. (2004). Using technology to link researchers and educators: Evaluation of electronic conferencing, 42(1).

Guion, Lisa, et al. (2004). Youth perspectives on food safety, 42(1).

Killackey-Jones, Brenda. (2004). An effective one-hour consumer education program on knowledge, attitude and behavior toward functional foods, 42(1).

Ferrer, Millie, et al. (2004). Rediscovering the potential of in-depth training for extension educators, 42(1).

Nummer, Brian. (2004). Creating an interactive home food preservation tutorial in Flash (computer software), 42(1).

Guion, Lisa. (2004). Design, implementation and evaluation of an elder abuse program, 42(3).

Williams, D. Pauline, et al. (2004). Diabetes stepping up to the plate: An educational curriculum focused on food portioning skills, 42(3).

Robinson, Sharon. (2004). Pediatric overweight practice guidelines: Implications for Extension educators, 42(3).

Bosch, Kathy. (2004). Cooperative Extension responding to family needs in time of drought and water shortage, 43(4).

Brown, Barbara, & Hermann, Janice. (2004). Super nutrition activity program, 43(4).

Ingram, Patreese, et al. (2004). Tips for designing publications for underrepresented audiences, 43(4).

Dunn, Carolyn, et al. (2004). Body-image, self-esteem, and nutrition concerns of parents of 6th and 7th grade students, 43(5).

Day, Patrick, et al. (2004). Family violence education in public waiting rooms, 43(5).

Nitzke, Susan, et al. (2004). Extension and research professionals join forces to address a critical nutrition issue, 43(4).

Oleson, Mark. (2004). Using technology to provide financial education, 43(4).

Cranwell, Michele, et al. (2004). Evaluating a domestic violence task force: Methods to strengthen a community collaboration, 43(6).

## **Forum for Family and Consumer Issues [www.ces.ncsu.edu/depts/fcs/pub\\_91/forum](http://www.ces.ncsu.edu/depts/fcs/pub_91/forum)**

Marshall, James. (2004). Newlywed debt: The anti-dowry, 9(1).

Skogrand, Linda, et al. (2004). A process for learning about and creating programs for culturally diverse audiences, 9(1).

Ly, Nan, & Cason, Katherine. (2004). Food safety related practices and acculturation of first generation Chinese Americans in Pennsylvania, 9(1).

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## Selected FCS Research Articles in Other Refereed Journals,

*Continued from previous page*

### Journal of Family and Consumer Sciences

Kaplan, Matthew. (2004). Toward an intergenerational way of life, 96(2), 5-9.

Dickinson, Joan, et al. (2004). Preventing falls with interior design, 96(2), 13-20.

Liou, Doreen, & Contento, Isobel. (2004). Health beliefs related to heart disease prevention among Chinese Americans, 96 (2), 21-7.

Murimi, Mary. (2004). Dietary habits and body size perception of elementary school children, 96(2), 45-51.

Birckmayer, Jennifer, et al. (2004). Parenting the second time around, 96(2), 53-54.

Geyer, Bonnie, et al. (2004). Grandparents University: Wisconsin program unites generations, 96(2), 55-55.

Coffman, Charlotte. (2004). Handmade items comfort Alzheimer's patients, 96(2), 58-59.

Gorman, Patricia, & Kiss, Elizabeth. (2004). Securing retirement dreams, 96(2), 59-60.

Clark, Lois, et al. (2004). Newsletter addresses step-family issues, 96(2), 62-63.

Hogue, Teresa. (2004). Transitional collaboration: More than the sum of its parts, 92(3), 8-11.

Delgado, Enilda, & Canabal, Maria. (2004). Work/family balance among Latinos in the U.S.: Barriers and facilitators, 92(3), 27-31.

Muske, Glenn, et al. (2004). Engaging rural retailer in visual merchandising, 92(3), 53-56.

Daugherty, Renee, & Williams, Sue. (2004). Oklahoma partnership engages citizens, 96(2), 57.

Boyer, Luann. (2004). Rural Colorado task force offers diabetes education, 96(3), 58-59.

Shockey, Susan. (2004). Saving money in Ohio, 96(3), 60-61.

Stovall, Celvia. (2004). Extension partners on financial programs for refugees, 96(3), 64.

Myers-Walls, Judith. (2004). Positive parenting: Key concepts & resources, 96(4), 10-3.

Greger, Kimberly. (2004). Iowa curriculum strengthens core competencies of parenting educators, 96(4), 14-21.

Scholl, Jan, Cason, Katherine, & Cherry, Tom. (2004). Teaching food preparation with video flash cards, 96(4), 55-57.

DeBord, Karen, Head, Sandra, & Sherrill, Connie. (2004). Parenting education with a captive audience, 96(4), 58-59.

Crocoll, Caroline. (2004). Grandparents raising grandchildren, 96(4), 59-60.

Smith, Charles, & Chandler, Lori. (2004). Building community support for parent education, 96(4), 61.

Walker, Susan, & Nelson, Pat. (2004). Effective parenting education through age-paced newsletters, 96(4), 67-68.

Jensen, Christine, & Serfustini, Ellen. (2004). Utah State Extension develops course for foster care youth, 96(4), 74-75.

Bailey, Sue. (2004). Selecting FCS higher education programs, 96(4), 78.

Journal of Family & Consumer Sciences. (2004). Themes and deadlines for 2006, 96(4), 81.

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# NEAFCS External Reviewers for Promotion & Tenure

*Your supervisor has asked you to provide a list of reviewers outside the state for your tenure or promotion packet. This is a list compiled by NEAFCS member, Susan Morris, [skmorris@umd.edu](mailto:skmorris@umd.edu), updated in November 2004.*

*A more detailed list, with information about the expertise of each reviewer and the tenure and promotion policies of their particular universities and/or Cooperative Extension systems, is provided on the NEAFCS web site. The reviewers are listed in alphabetical order.*

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# Submission Guidelines for the Journal

The Research Journal of Extension Family & Consumer Sciences is an annually published, peer reviewed publication of the National Extension Association of Family and Consumer Sciences. This NEAFCS journal publishes research articles, including applied research and successful programs with evaluation data. Award winners are also encouraged to submit their programs and research efforts. Contact the editor or Vice President for Member Resources with questions regarding the suitability of materials for publication.

Submit articles to the editor in Rich Text Format as an e-mail attachment. Submit one copy with author information and another copy without the author page or any reference to the author, institution or state in the text. Also, submit two copies (as above) of the paper by mail to the editor before the deadline.

Articles should not have been published previously. If the article, program description or research has been published in any format, a signed letter on letterhead from both the publisher and the author must accompany the submission by the submission deadline. Any reference to an article published in a later work must credit this journal.

The submission deadline for the 2006 issue is May 1, 2005. The issue's theme is: Youth. Articles will be accepted throughout the year and may include other Extension FCS related topics. Submissions should be read by several colleagues **before** they are sent. Articles not formatted correctly or found with grammatical and spelling errors will be returned to the author before the review takes place. If the article is not suitable, the author will be notified.

The author contact is responsible for the content, accuracy and clarity of the entire submission. See the second page of this journal for affirmative action and disclaimer information.

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information for each author and indicate (with an asterisk) one author contact who will handle review correspondence and communicate with the other authors. Should information about any author change, the editor should be notified immediately. Authors will be listed in the order they are submitted on the author page. Triple check spelling.

Following the author page, up to seven pages of text may be submitted on 8 1/2" X 11" paper with 1 1/4" margins. The text must be double-spaced in a 10-12 pitch font, with the title of the article appearing at the top of the first page. The text of the article should be divided into these subcategories: introduction, objective (purpose or hypothesis), method, findings, summary and implications for Extension. No more than three additional pages may be included with references, charts and graphs. Each table or figure should be placed on a separate page.

The references should be alphabetical by author, cited using the current APA style, and left-justified. List only those references cited within the article. The article should be clear and concise with no visual images, fancy fonts or tabbing. Describe any photos or graphics at the bottom of the author page and wait for instructions before submitting them. A signed release from the photographer and those in the picture is required before publication.

The review process can take up to eight months. Each article is read by the editor and three or more reviewers. Comments are sent back to the author to improve the article. Award articles are also subject to review and editing. This process continues until the article is ready for publication.

If you have suggestions to improve the journal, please contact the Vice President for Member Resources or the editor. Comments will be reviewed by the task force committee throughout the year.

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