

The Journal of **NEAFCS** 2007



**Journal of the National Extension Association
of Family and Consumer Sciences**



Then and Now

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NEAFCS NATIONAL OFFICE

14070 PROTON ROAD, SUITE 100

DALLAS, TX 75244

(972) 371-2570

TOLL-FREE: 800-808-9133

FAX: (972) 490-4219

EMAIL: INFO@NEAFCS.ORG

EXECUTIVE DIRECTOR: DAVE BEEBE



**National Extension Association
of Family and Consumer Sciences**

The Journal of NEAFCS, the official journal of the National Extension Association of Family & Consumer Sciences (NEAFCS), is published annually. Previous titles were: *The Reporter* and the *Research Journal of Extension Family & Consumer Sciences*.

Subscriptions are available to life members and retirees, family and consumer science professionals in business and industry, government, education, supporting organizations, and others interested in the work of Extension family and consumer sciences educators.

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EDITOR: Dr. Rebecca J. Travnicek,
University of Missouri Extension

National Meeting Dates

September 17-20, 2007
Annual Session and Exhibits, St. Paul, Minnesota

September 14-18, 2008
Galaxy III, Indianapolis, Indiana

September 15-18, 2009
Annual Session and Exhibits, Birmingham, Alabama

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Correction to 2005 *Reporter*: Dr. Cynthia Burggoff Torppa was incorrectly listed as an Associate Professor on her article "Improving Financial Management Practices in Limited Resource Audiences." Her current status is Assistant Professor.

President's Message



Dear Colleagues,

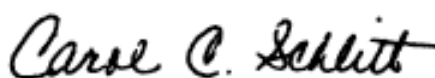
It is my pleasure to present to you the 2007 *Journal of NEAFCS*. This research-based, peer-reviewed journal is one way for our members to inform the greater university community and other professionals about our scholarly work as Family and Consumer Science Extension professionals.

The Journal of NEAFCS is a valuable tool to help our members keep current with programming research and methodology that is specific to our learning and teaching environment. Everyday as Extension professionals we put research into practice as we engage in discovery, integration, application and teaching – the four scholarship classifications as outlined by Ernest L. Boyer in his landmark book, “Scholarship Reconsidered – Priorities of the Professoriate.” This journal

is one way we contribute to the body of knowledge about Extension and elevate the scholarly activities of our membership. I encourage each of you to consider submitting your research and program impacts to a future *Journal of NEAFCS* or other peer-reviewed journal. This is one method of spreading our amazing accomplishments and helps to tell the story of our incredible mission.

Special thanks to our *Journal* editor, Dr. Rebecca Travnichек, our Vice-President of Member Resources, Dr. Lisa Guion, and our peer reviewers for making this publication possible.

Sincerely,



Carol C. Schlitt
2006-2007 NEAFCS President

2006-2007 Journal Editorial Subcommittee

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Thanks to Our Journal Reviewers

Thanks to the following for their reviews of our journal submissions:

Linda K. Bowman, University of Florida Extension

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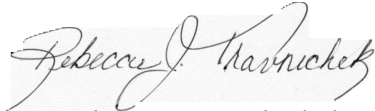
If you would like to be a new reviewer or to reapply to be a reviewer, contact Marsha Lockard at mlockard@uidaho.edu for a reviewer application. Only those who complete one or more reviews in a timely manner are recognized as reviewers in the *Journal*.

Message from JNEAFCS Editor, Dr. Rebecca J. Travnichek

Becoming Editor of the *Journal of the National Extension Association of Family and Consumer Sciences (JNEAFCS)* this year has been a wonderful learning opportunity and a rewarding experience for me. Even though I am still relatively “new” to the field of family and consumer sciences (11 years with University of Missouri Extension), I have seen many changes with advances in technology and information availability. The papers in this issue of *JNEAFCS* will enlighten you regarding changes not only in our field, but also with respect to our relationships and ourselves.

As the *JNEAFCS* Editorial Subcommittee and I put this issue of the *Journal* “to bed,” we are already focusing toward 2008. Be thinking about your programming impact. What evaluation and assessment tools have worked or haven’t worked? The theme for 2008 *JNEAFCS* is “Assessment and Evaluation: Capturing Program Impact” with a submission deadline of July 1, 2007. (See the Submission Guidelines published on the inside back cover of this issue of *JNEAFCS* or on the NEAFCS Website at <http://www.neafcs.org/content.asp?pageID=404>).

I want to encourage and challenge all NEAFCS members to submit a paper for the 2008 issue of the *Journal of the National Extension Association of Family and Consumer Sciences*. I look forward to reading every one.



Dr. Rebecca J. Travnichek

Message from Vice President, Member Resources, Ruth Jackson (2004-2006)

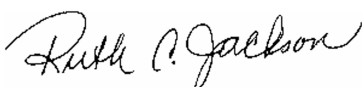
Your Dedication Makes Us a Great Association!

As your vice president for Member Resources, I have enjoyed working with the Journal Subcommittee for the last two years. These are very dedicated people who strive for excellence.

The new publication, *Journal of NEAFCS*, has been a labor of love for the Journal Subcommittee. We feel it is very important to have a professional publication for the members to share their outstanding programs and research. Also, for those of us seeking promotion and tenure, this is another resource for publishing our scholarly work.

I know the members will enjoy and benefit from the articles for 2007 that focus on Extension from the past to the present.

I am happy to have served you.



Ruth C. Jackson

Book Review: Extension FCS Educators Portrayed in Twentieth Century Career Fiction

Jan F. Scholl

Three career novels about Extension FCS agents were reviewed for commonalities in theme, experience, and setting. Educators in these books were portrayed as resourceful in designing effective solutions to solve local problems. Since the last book was written in the 1960s, additional examples of county Extension work as a career is suggested.

Introduction

In the 1980s, a Wyoming Extension home economist brought a “career romance for young moderns” to a state Extension meeting. The heroine of the novel was involved in Extension home economics work. We read sequences from the book and laughed at the relevance of the final chapter’s title, Full Circle. Though we chuckled, this book made a statement about our profession.

Objective

Over a ten year period, juvenile literature was reviewed and career novels about Extension family and consumer sciences were located in order to discover what aspects of the profession were promoted.

Method

Searching on the WorldCat™, a library database associated with nearly every local, college, and university library reference department and various on-line book sellers, three books were found. These were reviewed several times for commonalities in theme, experience, and setting using a qualitative method outlined by Berg (2004).

Findings

The three books were published in 1942, 1958, and 1968. During these times the Extension family and consumer science profession, was known as home demonstration work. The agent or educator was referred to as a home demonstration agent or HDA. The following is a summary of each book. The discussion of similarities is found in the conclusion section.

Book 1

While finishing her bachelor’s degree, Sandra Kendall (Porter, 1942) decides teaching is not for her and opens her eyes to other home economics careers. She interviews with the state Extension Service and lands a three-month training situation in Tupper County, until another job opening can be found.

Tupper County was known as a difficult county, as agents there were not able to discover why Extension information and training programs were not rapidly accepted. Undaunted, she tries her hand at the work.

Sandra collaborates with the agricultural agent and the office secretary. She makes home visits in her car, Tom Tinker. She sets up meetings and training schools and worries about people showing up. Though she encounters bitterness, lack of attendance, and low participation at club meetings, Sandra helps solve the problems of garden surplus, a young girl beaten down by life, a snooty girl who joins 4-H to spite a parent, a young boy who needs something of his own, and an elderly couple who need both companionship and a housekeeper.

At the 4-H meeting, the pledge was said at the end of the meeting and the Iowa 4-H motto revealed: “to win without bragging and to lose without squealing.” The Extension office was open on Saturdays to accommodate all farm families who came into town for trading day.

Jan F. Scholl, Ph.D., CFCS; Associate Professor, Department of Ag and Extension Ed, 4-H Family and Consumer Science Programs, Penn State University

As Sandra becomes aware of the true nature of the community problems, she rallies support for club work (hobby fair and garden surplus stand), works with community people to create program opportunities (camp, fair, and choral group) and solves a mystery. She has her share of successes, failures, and romance.

Book 2

Miss Connie Dale (Radford, 1958) is a former 4-H member who has won “countless national awards and 4-H championships.” After college, she signs on as the assistant home demonstration agent in charge of 4-H programs and rooms with a 4-H family in Wilton County. Her office is in a “grimy suite in the courthouse basement” which she shares with Clara Marston, head of home demonstration work and Henry Mulhern, the county agricultural agent. Her first request is to help a young girl who has a huge stain on the front of a dress that will be worn at the fashion revue. Later, she assists a young boy jailed for a prank carried out by a local gang. Leaving to attend a club meeting with a large stack of record books, she also finds that her car has been stolen. Her true test, however, was discovering the fashion revue stage sabotaged, with only an hour to spare before the event, and the state home demonstration leader due to arrive at any minute.

A quote summed this up: “You could never foresee what might come up to prevent carrying out a plan. So often the failing factor was something small, like a screw, yet was that which held the whole works together!” Despite the poverty in the county, a young boy revealed that “we start most of our 4-H projects from scratch. The less you have to start with the prouder you can be when you make something of it.”

A romance develops through the course of the book. Connie helps out at the USO and meets a veteran who volunteers and, ultimately, finds work as a local photographer.

Book 3

Lisa Merrill (McDonnell, 1968) is a home economics graduate who has her sights on New York City, but reluctantly agrees to consider an assistant HDA position in the Adirondack Mountains. The agricultural

agent picks her up at the state university and in the process of reaching the county; they encounter icy patches on the road and later, barely cross a bridge before it is destroyed by flood water. The county people treat her as if she knows nothing and when she tries to create opportunities for others, they refuse to accept her “charity.”

During the course of her training, the county home demonstration agent dies, the secretary quits, and some of her committee members quit too. She finds that one influential man does not approve of change in the county. When the newspaper and radio no longer accept her stories, she goes on national television to talk about the county and its need for funds to improve working conditions. She tells how the community has influenced her life.

Though the state home demonstration leader tries to pull her out of the county and the television station offers her four times her current salary, she rushes home in a snow storm to lend aid in an emergency. In the end, she is rescued and the community treats her as one of its own. She also solidifies a friendship with a newspaper reporter.

Conclusion

All of the three careers books are designated as career romances. Though the lead characters were involved in thrilling experiences, the prospect of finding a young man (during the middle of the last century) was central to the main theme of each book.

As one publisher noted that only a few career books were published each year from hundreds of suggested titles, it might be considered fortunate that books about Extension were published at all. Though another publisher’s note indicated much the same, the only other title in this series was “Aerospace Nurse.” Avalon Books (Radford, 1968) had a much more extensive career selection with books about women in government and television; as private secretaries, beauty directors, flight attendants, embassy girls, dude ranch managers, and cruise directors.

The HDAs in each of the books experienced a great deal of difficulty in their work. Each community had its share of low-income families and young people on the edge of delinquency. The three women had to

design solutions (with others) in order to solve local problems. Effective solutions took time, patience, and communication.

These books reveal the foundations of Extension and Extension family and consumer science programs. In one book, flow charts show the relationships of Extension workers from Washington, DC to the local level. Two of the books include introductions by Extension workers employed at the time the books were written. Each book author was experienced in writing career-oriented literature for youth.

Implications for Extension

The need for career education still remains. It is interesting that no other Extension FCS career books could be found in the nearly 40 years since the last book was written. If Extension FCS is still a viable career in the twenty-first century, who will write the next career novel or television series to inspire youth to our profession?

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2006 NEAFCS Program Excellence Through Research Awards

Intergenerational Approaches to Nutrition Education

Matthew S. Kaplan (Pennsylvania), Lynn James, and Nancy Ellen Kiernan

This research explored how youth, their parents and grandparents discuss issues related to eating healthfully (and unhealthfully). Families reported excessive communication difficulties and requested help in finding ways to work together to attain a healthier family diet. Results informed the development of two new intergenerational family nutrition education demonstration programs.

2006 NEAFCS Program Excellence Through Research Awards

The Healthy Diabetes Plate

Martha A. Raidl (Idaho), Audrey Liddil, Julia Welch, Kris Spain, Marnie Spencer, Marsha Lockard, Rhea Lanting, and Shelly Johnson

One hundred seventeen participants completed the four lesson diabetes education curriculum called The Healthy Diabetes Plate. Between 86-99% of participants were able to correctly plan breakfast, lunch, and dinner meals. Eating habit surveys completed at lessons 1 and 4 showed participants significantly increased their fruit and vegetable consumption.

Building Strong Adolescents

Dawn Contreras

Parents play a crucial role in helping adolescents develop the assets they need to become competent, productive adults. A nine-part parenting series was taught to 192 parents of adolescents in 13 Michigan counties. The series focused on implementation of parenting behaviors that promote youth assets. Example parenting behaviors included setting limits for your teen, using consequences, providing support and promoting your teen's self-esteem. This study examined changes in parenting behaviors following participation in the series. Posttest scores showed increased implementation of parenting behaviors related to seven out of eight internal and external assets targeted by the series.

Introduction

Adolescence is an important time in the progression toward adulthood. It is a time when youth internalize and independently practice the social skills, knowledge, and attitudes necessary for successful adult outcomes. It is also a time when youth need to avoid the decisions and actions that will compromise wellbeing and limit future potential (Eccles & Gootman, 2002; Gambone, Klem, & Connell, 2002).

In recent years, programs and policies have been moving away from a deficit-based model to a positive youth development focus. A popular framework, developed by the Search Institute, contains 40 developmental assets that are needed by all youth to build constructive lives (Keith, Huber, Griffin, & Villarruel, 2002). The Search Institute framework collapses the 40 broad categories into two: internal and external assets (Keith, et al., 2002; Keith & Perkins, 1995). The external category includes assets related to support, empowerment, boundaries and expectations, and time use. The internal category includes assets dealing with educational commitment, values, social competencies, and positive identity.

Research findings, regarding the assets framework, suggest that the number of assets an adolescent has in his/her life is inversely related to the number of risky behaviors he/she performs. As the number of assets increase, the probability that the adolescent will

engage in risky behavior decreases (Eccles & Gootman, 2002; Keith, et al., 2002; Keith & Perkins, 1995). Moreover, the more assets adolescents possess the more likely they are to achieve school success, exhibit leadership skills, value diversity, overcome adversity, delay gratification, display helping behaviors, and strive toward physical health (Scales, Benson, Leffert, & Blyth, 2000).

Parents play a crucial role in helping adolescents develop the assets they need to become competent, productive adults (Eccles & Gootman, 2002). In the past, multiple sources of support gave parents assistance in carrying out the job of raising their offspring. These often included informal sources of support, such as: aid for a partner or spouse, kin, friends, neighbors, and co-workers. In recent times, society has stripped away many of the informal supports traditionally relied upon by parents to assist them in caregiving. Greater mobility of families, smaller family sizes and greater societal restrictions on informal changes are some of the factors that reduce social support for parents (Carter, 1996; Crockenberg, 1998; Cochran, 1993; Eccles & Gootman, 2002; Webster-Stratton, 1997). Societal restrictions include such ecological factors as unsafe neighborhoods, and the time constraints placed on dual-earner families (Cochran, 1993).

*Dawn Contreras, Ph.D., Program Leader and Assistant Professor,
Michigan State University Extension*

Objectives

In this project, the efficacy of an educational intervention to improve parental knowledge and skills related to the promotion of youth development assets in their adolescent child was studied. The objectives of the project were to:

Examine parents' pre-intervention behaviors related to promotion of assets in their adolescent(s).

Implement an educational intervention aimed at improving parental knowledge of positive youth development assets and increasing behaviors related to the promotion of assets in their adolescents.

To assess the effectiveness of the educational intervention to create changes in parental behaviors.

Method

The study consisted of a convenience sample of parents of adolescents residing in 13 counties located throughout the state of Michigan. The counties represented diverse geographic locations, including urban, suburban and rural areas. The sample contained a mixture of parents who volunteered to participate in the program and parents who were court mandated to attend the program. All parents who enrolled in the program agreed to participate in the study. Two hundred and seventeen parents were initially included in the study. Twenty-five parents dropped out from the first to the last session. Drop-outs were excluded from the analysis. Usable data was received from 192 study participants.

Pre-and Post-Test Instruments

A written assessment was designed to determine participants' frequency of positive parenting behaviors. The assessment contained 44 questions related to the eight internal and external assets found in the Search Institute's youth development framework. The questions were related to the frequency of performing behaviors that could potentially increase the number of youth development assets accessible to the adolescent. For example, the external asset of "support" included such questions as, "My teenager and I have in-depth conversations" and "For my teenager, I am a resource for advice and counsel."

A five point Likert-type scale (1=never, 2=hardly ever, 3=sometimes, 4=most times, 5=always) was affixed to each question. The pretest and posttest were identical, except the pretest also contained demographic questions on age, gender, household composition, number of children, ethnicity, education, and income. Additionally, all participants completed a parent survey to determine the parents' perceived helpfulness and level of satisfaction with the program.

Intervention Curriculum

The Building Strong Adolescents parent education curriculum (Youatt, 1997) was developed to provide parents with the knowledge and skills needed to develop key assets in their adolescents. The curriculum has nine lessons covering the topics of assets-based parenting, including: setting limits, using consequences, fostering independence, promoting positive self-esteem, promoting school success, encouraging positive friendships, talking about difficult subjects (e.g. alcohol, drugs, human sexuality), and planning for the future.

All lessons contained information on the link between adolescent development and the targeted assets, specific parenting strategies for asset development, and experiential activities to practice the suggested strategies.

The two-hour classes were held on a weekly basis for six to nine weeks. Michigan State University (MSU) Extension educators taught the classes. Counties were given the option of offering classes in either group setting or through one-to-one home visits.

MSU Extension educators, who taught the classes and carried out the study, were asked to attend a training workshop. The training was conducted to insure that the curriculum and research instruments would be uniformly implemented. The pretest was administered on the first day of the program. The posttest and parent satisfaction survey were administered to the participants on the last day of the class. The project design and instrumentation including informed consent procedures were approved by the University Committee for Research Involving Human Subjects.

Measures and Analysis

Descriptive statistics were computed for all demographic and scale variables. Then, paired t-tests were computed to determine if parents made statistically significant changes in total means from pretest to posttest. Additionally, composite measures were constructed for each of the internal and external assets identified in the Search Institute's youth development model. This includes composite scores for the external assets of support (7 items), empowerment (3 items), boundaries and expectations (8 items), and time use (2 items). Composite scores were also computed for the internal assets of educational commitment (5 items), values (8 items), social competencies (8 items), and positive identity (3 items). In each case, the composite measure was computed as the average response for the items in the group, thus, yielding a range of possible scores of 1-5. Higher numerical scores on the composite measures corresponded to a greater frequency of behaviors related to the identified assets. Paired t-tests were used to examine difference in pre- and posttest scores on the composite internal and external assets.

Results

The average age of the participants was 42.7 years, ranging from 31 to 69 years. Seventy-nine percent of the participants were Caucasian, seven percent were Native American, three percent were African-American, two percent were Hispanic, and the remaining nine percent considered themselves multi-ethnic. The majority of the participants were female (74%), lived in two-parent households (68%), and earned below \$1,900 a month (74%).

The average number of children in the home was two, ranging from one child to nine children.

On average, participants reported significantly higher scores on posttest items ($M=3.83$, $SE=.06$) than on pretest items ($M=3.64$, $SE=.06$, $t(191)=-4.76$, $p=.000$). Paired t-tests on composite scores of individual external and internal assets showed significant improvement in seven out of the eight assets (Table 1).

Summary

Parents play a very important role in helping their adolescents develop the assets needed for successful adult outcomes. Specific parenting behaviors pertaining to the promotion of youth assets have been identified and can be taught to parents. This study showed an increased frequency of positive parenting behaviors performed by parents following participation in the program. Posttest scores improved in parenting behaviors related to seven out of eight internal and external assets identified by the Search Institute's youth development framework. It can be hypothesized that parents were able to make behavioral changes because the curriculum taught practical, concrete ways for parents to increase the number of youth development assets accessible to their adolescent child. Parents were encouraged to practice the suggested behaviors at home and then report back to the class. Reporting back to the rest of class appeared to be a key component in creating behavioral change. The groups provided a very strong support network to each other by giving feedback, encouragement and advice.

"Time Use" was the only asset that did not show statistically significant changes throughout the study. This asset included the following indicators "My teenager does at least 6 hours of homework each night" and "My teenager spends at least 3 hours a week in a club, organization, or sports." It can be speculated that this asset did not show increases from pretest to posttest because they are both behaviors that need to be carried out by the adolescent. Many of the other assets contained indicators that were behaviors carried out by the parent.

While educational intervention appeared to increase parents' behaviors related to asset promotion, this conclusion cannot be made with complete certainty, as no control group was included in the study's design. Moreover, the findings of this study cannot be generalized to other populations because random sampling was not used. Future study with provisions for control and follow-up groups are recommended.

Implications for Extension

While many Cooperative Extension Service organizations have worked to develop asset-strengthening programs targeted at youth, few have implemented pro-

Table 1. Paired t-tests for composite scores of external and internal assets

Assets	Pre-Test	Post-Test	t score	DF	Sig.
Support	M=3.90 SE=.07	M=4.08 SE=.06	-3.97	191	P=.000
Empowerment	M=3.37 SE=.08	M=3.70 SE=.08	-5.45	191	P=.000
Boundaries & Expectations	M=3.99 SE=.06	M=4.12 SE=.06	-2.89	191	P=.004
Positive Time Use	M=2.78 SE=.09	M=2.90 SE=.09	-1.49	191	P=.139
Educational Commitment	M=3.85 SE=.07	M=4.06 SE=.07	-4.335	191	P=.000
Values	M=3.67 SE=.07	M=3.86 SE=.07	-3.55	191	P=.000
Social Competencies	M=3.53 SE=.07	M=3.67 SE=.07	-2.63	191	P=.009
Positive Identity	M=2.93 SE=.10	M=3.32 SE=.09	-4.43	191	P=.000

grams targeted at parents that include such assets as: support, empowerment, boundaries and expectations, positive time use, educational commitment, values, social competencies, and positive identity.

When children receive these types of assets from adults, previous findings show that they are better able to make choices that enhance their wellbeing and future potential (Eccles & Gootman, 2002; Keith, et al., 2002; Keith & Perkins, 1995). This study seems to suggest that this parent education program can help parents learn and perform the behaviors needed for asset development in adolescents.

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eXtension: A High Tech Resource for Improving Financial Security

Barbara O'Neill, Jane Schuchardt, Debra Pankow, Nancy Porter, Sharon Seiling, Judy Branch, and Jacque Miller

eXtension (pronounced ee-extension), at www.extension.org, provides just-in-time information via the Internet at every hour of every day year-round. Creating eXtension content are Communities of Practice (CoPs): virtual groups of subject matter specialists who collaborate online to review existing publications, create new documents, answer consumer questions, and maintain resources. Financial Security for All (FSA) is among the first wave of eXtension CoPs and was selected to lead eXtension work because online learning tools were already developed and widely used through the national Cooperative Extension initiative Financial Security in Later Life. This article describes the organization and features of the FSA CoP.

Introduction

As never before, financial security, the ability to meet day-to-day expenses while saving and investing for tomorrow, is on the agendas of individuals, families, policy makers and government, and non-profit and business leaders. Now a new Cooperative Extension Internet-based service will provide convenient access to people interested in personal finance topics. eXtension (pronounced ee-extension) is designed to provide just-in-time information and learning opportunities to people via the Internet 24-7-365; i.e., at every hour of every day year-round (Meisenbach, 2006; Mission, 2005).

Creating the content eXtension will offer when it goes public are Communities of Practice (see http://cop.extension.org/wiki/eXtensionCommunities:Community_Portal). Communities of Practice (CoPs)

are virtual groups of subject matter specialists who collaborate online to review existing Extension publications, create new documents, answer consumer questions, and maintain resources to insure that the most current information is available in their particular subject matter area.

Initially funded through state and federal dollars, and eventually with additional resources from non-government partners, eXtension is designed to complement place-based Extension education. With Ask the Experts (ATE) and Frequently Asked Questions (FAQ) features, anyone with Internet access can connect with unbiased, timely, and science-based learning opportunities. Through a process called skinning, a type of graphical user interface that allows Web developers to create different looks for Web site windows, a

Barbara O'Neill, Ph.D., CFP, CRPC, AFC, CHC, CFCS, Extension Specialist for Financial Resource Management, Rutgers Cooperative Research and Extension; Cook College Office Building Room 107, 55 Dudley Road, New Brunswick, NJ 08901; oneill@aesop.rutgers.edu; (732) 932-9155 ext. 250

Jane Schuchardt, Ph.D., National Program Leader, Family Economics, CSREES-USDA; jschuchardt@screes.usda.gov

Debra Pankow, Ph.D., Financial Resource Management Specialist, North Dakota State University Extension, dpankow@ndsux.nodak.edu

Nancy Porter, Ph.D., Financial Resource Management Specialist, Clemson University, nporter@clemson.edu

Sharon Seiling, Ph.D., Financial Resource Management Specialist, The Ohio State University, SSeiling@hec.ohio-state.edu

Judy H. Branch, MS, CFCS, Extension Specialist: Family & Community Development, University of Vermont, judy.branch@UVM.edu

Jacque Miller, Extension Educator, Colorado State University, jmiller@larimer.org

learner's first interaction will be with their local and/or state Extension office, even though the resource may originate from a land-grant university anywhere in the nation. For more details about eXtension, go to <http://about.extension.org/about> and <http://about.extension.org/wiki/Mission>.

The Financial Security for All (FSA) Community of Practice (CoP)

Financial Security for All (FSA) is among the first wave of eXtension Communities of Practice (CoPs) and was the second one released with a “soft (internal) launch” in late 2006 and a public launch in 2007—Horse Quest was the first CoP launched in 2006. Following a national call for proposals, it was selected to lead eXtension work because a number of online learning tools were already developed and widely used through the national Cooperative Extension initiative Financial Security in Later Life or FSLL (see <http://www.csrees.usda.gov/fsll>). The leaders of the FSA CoP, as with the other eight pioneer Communities of Practice (see http://cop.extension.org/wiki/eXtensionCommunities:Community_Portal), had a history of working together in various ways, collaborated to respond to eXtension's call for proposals, and assembled a group of professionals who could create and maintain content resources in their subject matter area of expertise. The FSA CoP officially began when eXtension awarded them a start-up grant administered through North Dakota State University in 2006.

Three distinct Communities of Interest (CoI), or user groups, were developed as part of the FSA CoP by contacting Extension family economics specialists and agents throughout the United States and inviting them to participate. The names and subject matter focus of the three CoIs are as follows:

Financial Security in Later Life—baby boomers and people facing a retirement income gap (especially women, minorities, and employees of small businesses, including agricultural industries) and older adults striving to preserve and transfer wealth.

Financial Stability—people who are financially vulnerable due to personal and family transitions, bankruptcy, loss of a job, health crises, low-wage employment, limited incomes, and/or overwhelming debt.

Youth Financial Literacy—youth of all ages and parents, teachers, and others working with youth.

The CoP interacts with Communities of Interest (i.e., online users) in a variety of ways: featured resources, discussion boards, Ask the Experts (ATE), interactive learning modules, FAQs, etc. Consumers benefit by easily accessing the expertise and resources of Extension professionals nationwide. They receive current, unbiased, research-based information and answers to their specific questions.

The leadership group for the FSA CoP is: Chair - Debra Pankow, North Dakota State University; Financial Security in Later Life - Nancy Porter, Clemson University; Financial Stability - Sharon Seiling, The Ohio State University; Youth Financial Literacy - Judy Branch, University of Vermont; Frequently Asked Questions - Jacque Miller, Colorado State University; and Ask The Experts - Barbara O'Neill, Rutgers University. Jane Schuchardt, National Family Economics Program Leader at USDA, is the United States Department of Agriculture Cooperative State Research, Education, and Extension Service (CSREES-USDA) liaison. The CoP leadership team develops policies, procedures, and methods to best interact with the Communities of Interest (i.e., users of information that the Communities of Practice create and maintain).

The FSA CoP is comprised of over 60 land grant faculty and state, regional, and county Extension professionals, representing 37 states and one territory (see Figure 1 on Page 18). Members will be added as the CoP develops, including representatives from other institutions, businesses, agencies, and organizations as appropriate. Members of the CoP have verified their support of the vision, goals, and guiding principles of eXtension.

Financial Security Community

The Financial Security in Later Life community evolved from the national Extension initiative, Financial Security in Later Life (FSLL). FSLL was approved by the Extension Council on Organization and Policy (ECOP) in October 2000 and launched in 2002. Its initial goal was to strengthen the Cooperative Extension System's capacity to deliver personal finance education to improve the financial security of

older adults. FSLL also provided a model for Extension to more efficiently serve educators, as well as consumers, in technologically improved ways that provide accurate and just-in-time information. A National Initiative Management team co-chaired by Nancy Porter, Extension Specialist at Clemson University, and Jane Schuchardt, National Program Leader for CSREES, guided the development of the initiative, which used a technological approach to facilitate multi-state and multi-institutional collaboration, document impacts, and increase program visibility. It served as a model for the use of the Internet for program design, delivery, and evaluation and selected initiative programs that are now being transitioned into eXtension, (Porter, DeVaney, Poling, Stum, & Schuchardt, 2005).

Initially, FSLL focused primarily on providing professional development training materials, curricula, program materials, and resources to educators online. Web-based educator resources provide needed program materials while allowing educators flexibility in utilizing newer technological delivery formats or more traditional methods, such as workshops and seminars, to best meet the needs of audiences. In addition, the initiative provided an online system for aggregating the impacts of programs delivered in various formats (Porter, et al., 2005). Currently, initiative programs and information are being designed for direct online consumer access.

Financial Stability Community

The Financial Stability component of the FSA CoP addresses basics of money management, including prevention and/or recovery from financial crises. The site includes a basic money management curriculum for bankruptcy filers with lessons on spending plan, understanding and selecting insurance policies, and money management techniques such as tracking spending, managing debt, creating a fund for unplanned expenses, and building a savings account. A large array of other print and interactive materials is also available on specific money management topics.

The Financial Stability team includes county, regional, and state educators, from across the country, with experience in teaching basic financial management concepts and an interest in the economic well-being of people across the lifespan. These educators contribute

to, review, and monitor educational materials available through eXtension, supply answers to FAQs, and are available to answer individual questions through the Ask the Expert feature of the Web site.

Youth Financial Literacy Community

Youth Financial Literacy is the third of the three distinct Communities of Interest addressed in the FSA CoP. There is considerable Extension published information, as well as other reliable resources (see <http://www.jumpstart.org>), documenting the need for financial education for youth. The first challenge for the youth subgroup was to pull these resources together to share with the public by building a national “virtual” team that interacts through instant messaging, net meetings, blogs, the CoP wiki (an online Web portal for eXtension CoP members that facilitates the review and editing of documents), as well as traditional distance communication methods—telephone conferencing and e-mail.

Membership in the youth subgroup, as well as the other CoPs, is fluid as the CoP attracts new professionals and loses members when their positions and responsibilities change. Most of its members have chosen to focus on one or more of three work committees: Frequently Asked Questions (FAQ), Ask the Experts (ATE), and Featured Resources Review. Some members have not yet committed to a specific role and have chosen to declare their interest overall and “virtually lurk” until schedules and responsibilities become clarified. Youth sub-group members are also involved in creating interactive learning modules, dredging information in publications to ask and answer FAQs, and responding to questions sent to Ask the Experts (ATE).

Frequently Asked Questions

A function of eXtension is the Frequently Asked Questions data base. It collects questions that are asked and answered on a continual basis and reduces duplication of efforts across the Extension system. Cooperative Extension, as a system, collectively expends many resources helping clients find answers to their questions and many of those questions are asked over and over, by different people in different counties and states. Frequently asked financial questions have been organized so that consumers can self-

search information about topics such as banking, budgeting, children and money, credit, debt, identity theft, employee benefits, estate planning, home ownership, taxes, insurance, and investing.

A complete list of key words for FAQ searches can be found in Table 1. Users are provided with responses to

Table 1. *List of Key Words for the Financial Security for All (FSA) Community of Practice (CoP), Ask The Experts (ATE), Frequently Asked Questions (FAQ), and Featured Resources*

1. Budgeting
2. Children and money
3. Consumer education
4. Consumer credit
5. Debt and bankruptcy
6. Emergency funds
7. Employee benefits
8. Estate planning
9. Financial institutions
10. Financial planning process
11. Goal-setting
12. Health finance
13. Home ownership
14. Identity theft
15. Income taxes
16. Insurance
17. Legal topics
18. Lifestyle transitions
19. Long-term care
20. Money emotions
21. Net worth
22. Predatory lending
23. Retirement planning
24. Saving and investing
25. Talking about money

questions that have been reviewed by experts from across the Extension system. Responses to the FAQs include links to selected materials to provide additional information related to a question. These Featured Resources first undergo a thorough peer review to insure they are current and accurate. For further information, and to view examples of FAQs, see <http://faq.extension.org>.

Ask the Experts

Users of interactive web sites expect personalized services such as timely answers to their questions. A value-added feature of the FSA community is the ability of users to pose a financial question to a volunteer panel of experts who are CoP members. These questions are then reviewed, edited into a more generic format, and posted as FAQs. Twenty-six personal finance topics (see Table 1) are used to organize the Ask the Experts (ATE), Frequently Asked Questions (FAQ), and Featured Resources sections of the FSA CoP. Users simply select a topic of interest and an expert to whom to address their question. They receive a reply within an hour stating the expert panelists are university faculty with full time job responsibilities and will answer their question as soon as possible.

Other

The following disclaimer is used to inform consumers about the educational nature of the information provided: “As Extension educators, our goal is to provide you with basic information to make informed decisions about your financial future. We do not provide specific financial advice. For this purpose, you will need to consult with an appropriate financial services provider (e.g., financial planner, tax consultant, lawyer, insurance agent).” To keep the workload associated with the ATE feature manageable, users are also advised to ask no more than one question per month.

Expert panelists are advised to keep their answers brief (3 to 5 sentences) so as not to invite multiple follow-up questions. In addition, provide generic, research-based financial information that presents alternative strategies and/or pros and cons and suggest the use of professional advisors for complex situations. Answers to consumer questions provide factual subject matter content and non-commercial resources for additional information. They also provide several viable options but do not tell consumers what to do or recommend specific products or providers.

Experts are asked to deflect all requests where consumers want someone to tell them where to put their money or other very specific, individual actions. They should also include links to Featured Resources within the FSA CoP and appropriate learning tools such as Legally Secure Your Financial Future and Investing

For Your Future. Responses to queries also reference online resources available through the CoP. Additional ATE guidelines can be found in Table 2.

Table 2. *Guidelines For Ask The Experts*

- Subject areas (key words) will reflect the subject matter content of the FSA Web site.
- Ideally, 3 to 5 experts will be secured for each ATE subject area (e.g., credit, investing).
- Experts will be asked to serve a 2-year term (starting from when the FSA Web site goes live) and can reapply to serve again for as long as they are interested.
- Experts should be financial management specialists or county Extension faculty who focus their work primarily on financial management programming. Credentials like a Ph.D., CFP, and AFC are desirable but not required.
- Once an ATE question is completed, it is forwarded to the FAQ system for peer review and posting as an FAQ if it is deemed to be of broad interest to eXtension users.

Summary

eXtension provides a new paradigm for Cooperative Extension program delivery in the family economics field and other subject matter areas. Consumers now have the benefit of materials developed by Extension professionals nationwide as well as the opportunity to get personalized feedback on topics of interest through the Ask the Experts and Frequently Asked Questions features. Part of the excitement and challenge of working in the eXtension system is creating a new culture in communication and interaction and, as with all creative processes, it takes time. This article was written several months before the official launch of the FSA CoP. Through the hard work and dedication of both eXtension CoP content experts and Information Technology staff, the system is up and running. Bookmark <http://www.extension.org> and visit often. For details about the current status of the Financial Security for All Community of Practice, contact Dr. Debb Pankow, FSA CoP chair, at Debra.Pankow@ndsu.edu.

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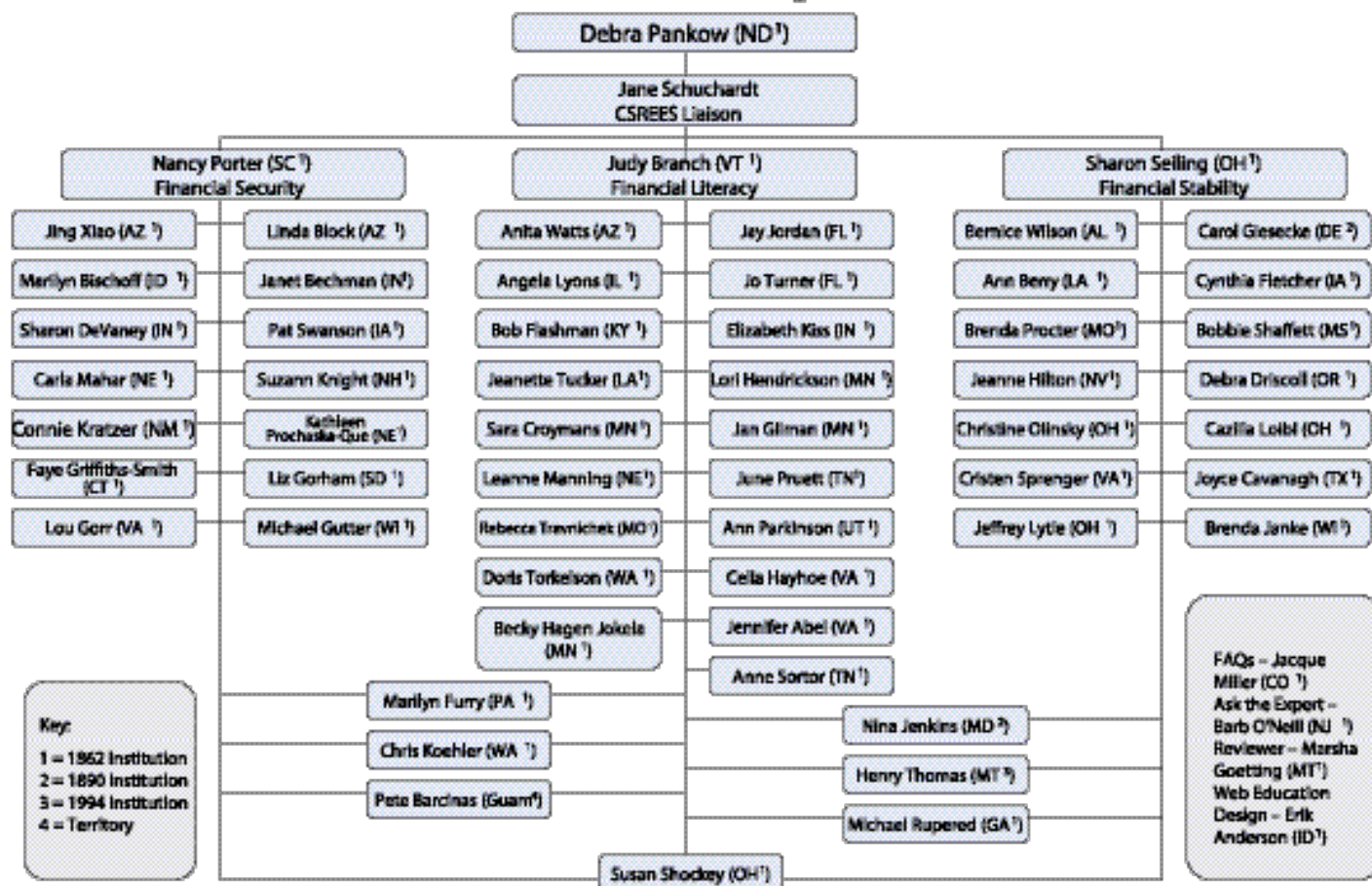
2006 Mary W. Wells Diversity Award

Kaysville Community Apartments – Making A Difference

Joanne Marie Roueche (Utah)

Kaysville Community Apartments are low-income, subsidized housing. Half the residents are Hispanic. All families are very low-income. Extension helped develop community gardens, and 14 youth and 10 adults received new bicycles. Adults used the bicycles as transportation to work. In addition, Wonderful Outdoor World Camps were held.

Financial Security for All Pioneer Community of Practice



Selected FCS Journals

Compiled by Jennifer Abel, Virginia Cooperative Extension

It is possible only to list a fraction of the family and consumer sciences journals in this space. For a compendium of available journals on family and consumer sciences and related topics, visit: <http://hec.osu.edu/people/shanna/scf/compweb.htm>

Family and Consumer Sciences Research Journal

A publication of the American Association of Family and Consumer Sciences
<http://fcs.sagepub.com/>
Send four copies of manuscripts to: Jane E. Workman, Editor, Family and Consumer Sciences Research Journal, Fashion Design and Merchandising Program, Southern Illinois University, 311 Quigley Hall, Carbondale, IL 62901-4318
A manuscript review fee of \$40 must accompany the manuscript when it is sent to the Editor. Check the web site for issue themes and manuscript submission deadlines.

Financial Counseling and Planning

This journal of the Association for Financial Counseling and Planning Education is published twice a year.
Consult www.afcpe.org or direct inquiries to Frances C. Lawrence, Ph.D.; Louisiana State University, School of Human Ecology; Baton Rouge, LA 70803; Phone: 225-578-1726; flawrence@lsu.edu.
Research concerning financial management subject matter and counseling techniques and tools are written by academicians in a number of fields. All articles are blind-reviewed and publication decisions are the responsibility of the editor.

Journal of Extension

The *Journal of Extension* (JOE) is the official refereed journal of the U.S. Cooperative Extension System. It seeks to expand and update the research and knowledge base for Extension professionals and other adult educators to improve their effectiveness. JOE is an electronic journal, available only on the World Wide Web at www.joe.org.
Published six times per year (February, April, June, August, October, December)

Journal of Family and Consumer Sciences: From Research to Practice

A publication of the American Association of Family and Consumer Sciences
400 N Columbus Street, Suite 202, Alexandria, VA 22314
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Published four times per year (January, April, September, November)

Journal of Family and Consumer Sciences Education

Send all manuscripts and related inquiries to:
Cecilia Thompson, University of Arkansas, 100 Graduate Education Building, Fayetteville, AR 72701; Phone: 479-575-2581; email: cthompson@uark.edu.
The Journal of Family and Consumer Sciences Education (JFCE) is published as a full-text electronic journal beginning with Volume 17. The purpose of JFCE is to facilitate communication among members of the family and consumer sciences education professional community. JFCE publishes original research and other manuscripts such as literature reviews, conceptual and theoretical essays, position papers, and reports of innovative practice. JFCE encourages submission of research papers representing alternative modes of inquiry. Authors should include a strong implications section for educational practitioners.

Journal of Nutrition Education and Behavior

The official publication of the Society of Nutrition Education, it is published six times a year (January, March, May, July, September, November).
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Stephanie Wallner, Managing Editor
Journal of Nutrition Education and Behavior
Colorado State University
502 W. Lake Street, Campus Delivery 1571
Fort Collins, CO 80523-1571
Ph: 970-491-3060 F: 970-491-7252 managingeditor@jnab.org www.jnab.org

Family and Consumer Sciences: From Agrarian and Industrial Economies to a Knowledge Economy

Cynthia B. Torppa and Rebecca J. Travnichek

America has encountered several major economic changes over time. The field of Family and Consumer Sciences has evolved to keep pace with the changes occurring in the American economy. Keeping pace has meant changing what we do, how we do it, and to whom our programming is directed. Through it all, Extension Family and Consumer Sciences educational programming has remained insightful and has impact on individuals across the nation.

Introduction

The field of Family and Consumer Sciences (FCS) has survived and thrived through a number of challenges during the last 200 years, some welcomed, some not. As we move forward in the new millennium, it is a good time to look back at our roots, consider current successes, and think about the accomplishments yet to come. With that in mind, the purpose of this article is three-fold:

1. Look back over history in order to understand the values and mission that underlie the FCS field.
2. Discuss the role FCS can serve in our world and in our communities now.
3. Suggest areas for future efforts that will strengthen and maintain FCS contributions to our nation's prosperity and well-being.

Our History

Throughout most of the history of the civilized world and the early years of our nation, higher education was only available to wealthy, ruling families. But in the United States, consistent with democratic principles, a unique educational system—the land grant college system—was created by the Morrill Act of 1862. In contrast to traditional European institutions of higher edu-

cation that served the needs of the privileged and professional classes, land grant colleges were designed to serve the masses. Justin Morrill indicated land grant colleges were created to teach the “nonsedentary professions” (Lewis-Rowley, Brasher, Duncan, & Stiles, 1993). Extending this philosophy beyond the walls of the academy, the Smith-Lever Act of 1914 created the Cooperative Extension Service. The purpose of the Extension service was to extend to all citizens, the knowledge created within land grant institutions in the fields of home economics, agriculture, and other related subjects (Arcus, 1995; Lewis-Rowley, et al., 1993).

Prior to the creation of the land grant system, little formal education or research in the discipline known as Family and Consumer Sciences was done, although a few lone attempts were made. For example, Benjamin Thompson, in the late 1700s, proposed a plan to create and disseminate information for the benefit of families based on applying scientific principles to the study of the home. In 1837, the first program in “domestic economy” was established at Mt. Holyoke College in Massachusetts. And in 1840 Catherine Beecher helped to establish formalized domestic education with her book, “A Treatise on Domestic Economy” (Arcus, 1995, Lewis-Rowley, et al., 1993).

Coinciding with the establishment of land grant colleges, interest in domestic education increased in the

Cynthia B. Torppa, Ph.D., Assistant Professor and Specialist, The Ohio State University Extension Center at Lima, 1219 West Main Cross Street, Suite 202, Findlay, OH 45840; Torppa.1@osu.edu; (419) 422-6106

Rebecca J. Travnichek, Ph.D., AFC, Family Financial Education Specialist, University of Missouri Extension—Andrew County, 411 Court, PO Box 32, Savannah, MO 64485; TravnichekR@missouri.edu; (816) 324-3147

mid 1800s. The increased interest was stimulated by the desire to learn the most effective ways to manage the home and family through the application of science to domestic issues, and by the need to support families as they moved westward to fulfill our manifest destiny. Concern for domestic education also increased around the mid 1800s because of a greater awareness of the connection between problems in family life and problems in society. Finally, with the Smith-Lever Act of 1914 and the hiring of home economists to take educational programming into the community and homes, postsecondary education in family programs expanded during most of the twentieth century (Lewis-Rowley, et al., 1993).

Family and Consumer Sciences in Today's Society

In recent years, federal, state, and county support for higher education has eroded, and budget cuts have triggered restructuring at many universities around the nation. In some cases, Family and Consumer Sciences programs have received disproportionate cuts. Despite these challenges, however, there is a greater need today than perhaps ever before in the history of our nation for programs that support families (Battelle Institute, 2005; Kellogg Commission, 2000). As was true when our nation was settled and developed, families remain the bedrock on which our communities and societies are founded. But today, many families in our nation are struggling to accomplish the basic tasks required to survive and to raise the citizens of the future.

A brief overview of some of the social issues plaguing our nation reveals the broad scope of serious challenges contemporary families face. For example, a high rate of divorce affects not community needs” (<http://scholarshipofengagement.org>). Clearly, Extension has been practicing scholarship of engagement since its inception as an integral part of its mission.

There is no question that colleges and universities, especially land grant universities, are accepting Boyer's (1996) challenge to “connect the rich resources of the university” (p. 11) to community needs and problems (Sandmann, 2002; Maurrased, 2001). Moreover, the important role to be played by Extension was acknowledged in the Kellogg Commission's 2002 report on the Future of State and Land Grant Universities:

“The traditional mainstays of extension on our campuses, agriculture and food, need to be renewed. In the most

important way imaginable, our universities need to return to their roots in rural America with new energy for today's new problems. Despite the nation's massive investment in health care, an enormous agenda remains before us. It need hardly be said that we need a new emphasis on urban revitalization and community renewal comparable to in its own way to our rural development efforts in the last century. We need to pay attention to the new challenges facing children, youth, and families in the United States. Finally, we need to redouble our efforts to improve and conserve our environment and natural resources” (p. 14).

Additional support for these ideas is found in a study of the economic impact that Extension has in Ohio. The study was commissioned by Ohio State University Extension from The Battelle Institute, one of the world's largest independent research institutions. The Battelle Report documented a number of economic benefits, over and above the benefits derived from Extension's transfer of scientific knowledge and functional expertise (Battelle Institute, 2005). Specifically, the annual direct and indirect impact OSU Extension generated included \$159 million in economic output in Ohio; 1,918 jobs that generated \$64 million in personal income for Ohio residents; and \$4.8 million in state tax revenues. Most importantly, these findings clearly demonstrate the critical role Extension serves in the university and the state, and the continuing relevance of Extension to residents of the state of Ohio.

While these findings were derived from a study of Ohio State University Extension, it is likely that similar results would be found for other states' Extension programs as well. Of crucial importance to members of the National Extension Association of Family and Consumer Sciences (NEAFCS), is the knowledge that Family and Consumer Sciences is a critical element in Extension systems, and that Family and Consumer Sciences professionals make substantial contributions to the economic well-being of citizens in their states. Extension and Family and Consumer Sciences remain as critical to our nation's success today as they were at their inception.

Implications for Extension

The field of Family and Consumer Sciences (FCS) has evolved and continues to evolve—in program delivery, methods of communication, and dissemination of impact and evaluation research through the Journal of Extension, Journal of NEAFCS, and other professional journals. Just as a predominantly agrarian economy gave

way to the industrial revolution, the industrial-based economy is evolving into a knowledge-based economy. That is, where once commodities and their manufacture into products served as the foundation of families' and communities' economic well-being, now knowledge and information are the currency on which families, and through them, communities, are built and sustained. As the human capital of Extension audiences increases, so does that of FCS professionals. New skills and knowledge are needed by individuals to build their human capital in a fast-paced, changing knowledge-based economy. The human capital development of FCS professionals must increase at a greater rate than it ever has before. Concomitantly, developing individual's human capital has risen to prominence as the target goal to be achieved for ultimate success.

Human capital refers to an individual's knowledge, abilities, and skills that facilitate occupational, service, and personal accomplishments; as well as to the somatic and psychological health that contributes to a sense of robust well-being (Coleman, 1995; Furstenburg, Jr. & Hughes, 1995; Iyigun & Owen, 2006; Litschaka, Markom, & Schunder, 2006; Vemuri & Constanza, 2006). Measures of human capital often include educational attainment (of self and/or parents), financial status (of self and/or parents), and occupational and social skills.

Given that Family and Consumer Sciences developed and formed during the agrarian and industrial economies, does FCS remain current and relevant in today's new knowledge economy? The answer is a resounding "Yes!" The types of programs currently offered by Family and Consumer Sciences professionals are more relevant than ever. Even the brief overview of social issues contemporary families face highlights the importance of the Family and Consumer Sciences programs that keep us not only relevant, but on the cutting edge of useful and dynamic education. Indeed, many of the programs we have always offered, as well as the new programs we have and continue to develop, create the human and social capital needed to keep America's colleges and universities engaged in solving the kinds of public problems Boyer (1996) discussed.

Clearly, several critical elements encompassed in the definition of human capital are consistent with the goals of traditional Family and Consumer Sciences programming. Indeed, these elements can be argued to parallel traditional programming efforts in Human Development and Family Sciences, Consumer Sciences, and Nutrition/Health Promotion. Moreover, an emphasis on

creating human capital opens the door to new programming opportunities with a strong potential to produce outcomes critical to individuals' and families' success in the knowledge economy.

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Young Adults' Expectations for Marriage: Then and Now

Cynthia B. Torppa and Nancy Recker

Expectations for marriage have been found to predict marital success. In this study, contemporary college students' essays describing their future marriages were content analyzed to discover whether evidence that two relationship philosophies, originally described in the mid-nineteenth century, continue to influence expectations for marriage in the 21st century. We found evidence that both sets of expectations are held, although the "overtly expressive" philosophy, characterizing relationships in the 1960s, appeared to have a stronger influence on current marital expectations.

Introduction

At the turn of the twentieth century, the idea of divorce was scandalous. By the early 1960s, divorce was encouraged if a marriage interfered with an individual's ability to achieve self-actualization. Today, the demonstrated benefits of marital stability for individuals, businesses, and society have motivated teachers, community leaders, and even politicians to call for programs that support couples in preventing divorce (Amato & Cheadle, 2005; Burman & Margolin, 1992; Forthofer, Markman, Cox, Stanley, & Kessler, 1996; Previti & Amato, 2003; Waite & Gallagher, 2000).

Over the roughly 200 years of our nation's existence, changing social conditions and norms allowed the frequency of divorce to rise from near zero to roughly 40 percent. During the last 50 years or so, researchers have discovered that entering marriage with unrealistic expectations contributes to marital dissatisfaction, distress, and often divorce. Leaderer and Jackson (1968) may be credited with starting this line of research when they described the myths about marriage that many people erroneously believed. Subsequently, research documented the idea that unhappy couples held unrealistic expectations about marriage and those expectations hurt their chances for developing marital satisfaction

(Crosby, 1985; Epstein & Eidelson, 1981). In addition, unrealistic expectations for marriage have been linked to truncated and self-limited searches for appropriate mates (Cobb, Larson, & Watson, 2003; Larson, 1988). Restricting one's search for a mate to only those individuals who fit predetermined criteria limits young adults' opportunities to expand their knowledge about interpersonal relationships as well as their understanding of themselves and their unique potentials.

Expectations for marriage have evolved along with changing social conditions. As the 1800s gave way to the 1900s, "how to" books stressed rigorous character improvement, and social etiquette complemented homespun wisdom on conducting oneself in a virtuous marriage (Covey, 1990). A few decades ago, popular magazines were a common source of relationship advice and information (Kidd, 1976). Currently, mass media such as television, movies, and music videos are implicated in creating unrealistic beliefs about what relationships are supposed to be like (de Souza & Sherry, 2006). Despite the power of mass media, findings from studies of marital expectations conducted over the last 25 years suggest that many of the beliefs about how marriages should work that continue to shape our 21st

Cynthia B. Torppa, Ph.D., Assistant Professor and Specialist, The Ohio State University Extension Center at Lima, 1219 West Main Cross Street, Suite 202, Findlay, OH 45840; Torppa.1@osu.edu; (419) 422-6106

Nancy Recker, M.S., Associate Professor, The Ohio State University—Allen County, 3900 Campus Drive, Suite B, Lima, OH 45804; recker.22@osu.edu; (419) 222-9946

Century thinking may be reflections of either the pre-World War II era or the cultural revolution of the 1960s. What were pre-WWII and 1960s expectations? In 1976, Virginia Kidd published a study summarizing the kinds of relationship advice offered in popular magazines from the early 1950s to the mid 1970s. Relationship advice prior to the 1960s conveyed the idea that a good marriage was characterized by the appearance of harmony—if it looked like a happy marriage, it was a happy marriage. Inherent in this view was a focus on “appearance” over “substance.” That is, advice centered around helping mates project the right image to others, nearly to the exclusion of concerns about character development or the socioemotional health of the family. Readers were encouraged to look and act like happy families by avoiding conflict and strife and by adhering to semi-formalized, socially prescribed gender roles in which mates were told to set aside their individual needs and desires in order to maintain domestic harmony. Many articles of this era provided “10 Easy Steps” to a happy marriage, thereby emphasizing surface characteristics and superficial dimensions of relationships.

In sharp contrast, relationship advice throughout the 1960s era stressed the importance of being one’s genuine self, and consequently, of expressing any and all disagreements for the sake of authentic harmony, achieved through open expressions of conflict. It was during this era that the idea that honest, open expressions of one’s thoughts and feelings would create harmony came to be held as a cultural truism (Katriel & Philipsen, 1981).

Both of these relationship philosophies can create some extremely polarized and/or unrealistic ideas about how marriage works. To the extent that such ideas can be replaced with less extreme and more functional ideas, couples should be more likely to achieve success in creating a healthy and stable marriage.

Objectives

Although a variety of premarital factors that influence subsequent marital quality and stability have been identified (Holman, Larson, & Olson, 2001),

unrealistic beliefs and expectations may be particularly amenable to influence through education (Carroll & Doherty, 2003). Indeed, couples often reported that clarifying expectations is a helpful part of premarital training (Stanley, 2001). The purpose of this study is to examine the extent to which the two previously identified relationship philosophies and their associated sets of unrealistic expectations, continue to influence young adults today, and how to discuss possible ways for Extension educators to use this information in programming.

Methods

Sample

Participants were students in introductory level courses at a regional campus of a large Midwestern university. Informed consent was obtained and data were collected during fall quarters over a two year period. Of the 329 students who participated, data from only 309 were used (participants were excluded if they were currently or had previously been married or if they reported themselves to be from a non-North American culture). Of those responding, most intended to marry ($n = 266$), with only 23 stating they would not. Participants’ average age was 19.43 ($sd = 2.94$, range 17 to 41), more than half of the participants who reported their gender were female ($n = 177$). Most participants reported themselves to be from middle class backgrounds ($n = 153$) although participants also reported themselves as being from working class/blue collar ($n = 50$), lower middle class ($n = 24$), upper middle class ($n = 74$), and wealthy or privileged class ($n = 3$) families. Almost all participants reported themselves to be white ($n = 288$).

Participants represented a wide range of relationship types. Seventy-eight individuals were currently involved in romantic relationships; whereas 60 were currently in love and moving toward marriage (Table 1). Many were casually dating one or more individuals or had recently ended a serious relationship (five participants did not answer this question).

Table 1. Current Relationship Status

Currently involved in romantic relationships	Currently in love	Casually dating one or more individuals	Recently ended a serious relationship	Other
78 (25%)	60 (19%)	73 (24%)	27 (9%)	66 (21%)

All participants had experienced at least one serious romantic relationship (Table 2), although some had experienced two or more such relationships (six participants did not answer this question).

Survey and Essay Process

A two part survey instrument was created for this study. First, participants were asked to write an essay or story explaining how they envision their future marriage. After completing their essays, participants were asked to complete a questionnaire with demographic questions.

Content Analysis

Two coders independently read each of the participants' essays and constructed a list of expectations contained in the stories. When the two lists were subsequently compared, they were found to be remarkably similar. Out of 38 original categories identified, only 6 were unique to one or the other coder, and 3 addressed the same expectation that had been given a slightly different name by one of the coders. Consensus was reached about how to label and integrate these minor differences and a coding manual was created from the finalized list of categories and examples that illustrated them.

Following the creation of the coding manual, the two coders began the process of identifying expectations found in each participant's essay. The first time an

expectation was found in an essay, it was noted. Subsequent inclusions of the same expectation were not marked. During the roughly two month period in which the coding was completed, the two coders met three times to compare the reliability of the judgments they were making. To control for possible inflated reliability scores due to chance agreement on the most frequently encountered categories of expectations, Scott's pi was used to assess reliability. Scott's pi coefficients ranged from .88 at the first comparison, to .92 at both the second comparison and third comparison.

For the purpose of this study, the 28 categories of expectations that were included in participants' essays 10 or more times were included in analysis. Expectations in these 28 categories were classified as representing either the pre-WWII, the 1960s relationship view, or were undifferentiated with respect to which of the two views an expectation represented.

Findings

Expectations that reflected the idea that appearance is more important than reality were classified as representing the pre-WWII view of relationships. Several themes found were consistent with this view of marriage (Table 3). The first and most common expectation concerned money and lifestyles. Many individuals described their future marriages as being centered on material wealth (financial well being, luxurious home, vacations, expensive cars, and having enough

Table 2. Previous Relationship Experience

One serious romantic relationship	Two serious romantic relationships	Three serious romantic relationships	Four serious romantic relationships	More than four serious romantic relationships
60 (19%)	125 (40%)	86 (29%)	24 (8%)	8 (3%)

Table 3. Frequencies of Themes Representing Pre-Marital Expectations

Theme	Frequency	Percentage of essays that included this code (n=309)
Pre-World War II Era View of Relationships		
Material Wealth	107	35%
Physical Appearance	99	32%
Traditional Gender Roles	30	10%
Happily Ever After (ceremony, honeymoon)	21	7%
1960's Era View of Relationships		
Conflict, Compromise, Acceptance	111	36%
Open Communication	107	35%
Partnership/Best Friends	67	22%
Balancing Career & Child Rearing	50	16%
Non-Traditional Gender Roles	32	10%
Balance of Togetherness & Autonomy	18	6%
Not Perfect; Psychologically Complex	18	6%
Relationships Evolve	7	2%
General Themes (Themes that do not represent either relationship views)		
Love & Romance as the Basis of Marriage	160	52%
Children	126	41%
Divorce	112	36%
Love will Conquer All	93	30%
Trust, Honesty, Respect	74	24%
Religion	32	10%
In-Laws	14	5%

money to buy all things desired). Similarly, many individuals emphasized the importance of their future mates' physical appearance (s/he will be buff, blond, etc.). Also, many young women and men stated their future marriages would be enacted along traditional gender lines. That is, wives will do the housework; husbands will do the yard work, and so forth. Interestingly, a large number of essays described the wedding and honeymoon, but did not address the nature of the marriage itself. This was reminiscent of the fairy tale marriage—"...and they lived happily ever after."

Expectations that reflected the idea that marriages are composed of individuals who must constantly negotiate their unique roles with one another were classified as representing the 1960s view of relationships. Many ideas were found to support this view of relationships. First, about one third of the essays contained the idea that conflicts are inevitable, but with open and unrestrained communication, compromise and acceptance will prevail. Second, marriage is a partnership between best friends, with similar values, that is based on togetherness but that also includes some degree of autonomy. Also frequently noted were themes indicating traditional gender roles would not be followed, that balancing careers with child-rearing responsibili-

ties was a substantial concern, mates were not expected to be perfect, and they might even come with some psychological baggage. Finally, expectations that relationships change and evolve, and could even end in divorce, were identified.

Some themes did not uniquely characterize either of the relationship philosophies. These themes included the idea that love and romance are the basis of marriage, having and raising children is an inherent part of marriage, concerns about divorce and fidelity, love will conquer all, and that trust, honesty, respect serve as the basis of a good relationship. A large number of participants noted that their marriages will be guided by religious principles. Finally, several participants noted that marriage includes (for better or worse) relationships with in-laws.

Summary

The goal was to discover whether two relationship philosophies, originally described in the mid-twentieth century, continue to influence young adults' expectations for marriage in the 21st Century. Evidence supported both sets of expectations, although the more recent view, characterizing relationships in the 1960s, appeared to have a stronger influence on marital expectations.

Implications for Extension

Findings indicate that pre-marital education helps to create more realistic expectations for marriage that are likely to contribute to a higher probability of appropriate mate selection and successful marriage (Cobb, Larson, & Watkins, 2003; Sharp & Ganong, 2000; Stanley, 2001). Family and Consumer Sciences (FCS) Extension Educators offer premarital programming (and/or marital enrichment programming); therefore, findings may be useful in several ways. First, FCS educators may want to include activities in their premarital or marriage enrichment programs to highlight differences in unconscious expectations. For example, learners could be asked to write an essay describing their future marriage, which could then serve as springboard for discussions about (a) evidence of expectations that characterize the pre-World War II or 1960s views of relationships and/or (b) similarities and differences between their own and the other person's expectations. Findings from previous research

suggest that simply learning to recognize there are alternative views (and sometimes opposing ones) about how to conduct marriage may be very helpful to young adults. Often we are unaware of perspectives that are inconsistent with our own, so simply creating awareness that others may have quite different views may be helpful. In addition, knowing about the two sets of expectations can open the door to productive conversations that allow the creation of less polarized and extreme views. Finally, simply including knowledge about the types of issues that can stimulate conflicts in marriage may help young adults to be more sensitive to and capable of handling these issues, if they develop in their future marriages.

Many high schools and college freshman orientation programs are incorporating positive relationship seminars into their courses of study. This research can help Extension educators plan and prepare workshops dealing with human relationship issues to be used with high schools and colleges or other similar contexts. Not only will such workshops create greater visibility for Extension within our academic communities, but perhaps, Extension educators will contribute to the future well-being of marriage for individuals and their communities.

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NEAFCS External Reviewers for Tenure, Promotion and Publications

Your supervisor has asked you to provide a list of out-of-state reviewers for your tenure or promotion packet. Susan Morris (skmorris@umd.edu) has updated a resource list for this purpose. Detailed information about the expertise of each reviewer and the tenure and promotion policies of their particular universities and/or Extension systems may be found on the NEAFCS Website. Several have indicated that they are also willing to review Extension publications. If you would like to review for tenure, promotion or publications purposes, contact Susan Morris to complete a reviewer form.

Preserve @ Home: Traditional Topic, Innovative Instruction Method

Carol Hampton and Joey Peutz

Consumer food safety and food preservation questions are common at University of Idaho Extension Offices because Extension is the recognized source of reliable and current information. Many home canners are inexperienced and request educational programs but not all educators are knowledgeable in home food preservation techniques. To address this need Preserve @ Home, an interactive food preservation and food safety Web course, was developed by University of Idaho Extension faculty. The course includes 13 lessons and incorporates on-line text, visuals, handouts, and links to research-based Web sites. As a result, food preservation and food safety information is available as an interactive web-based course for Idaho and the nation.

Introduction

Consumer food safety, food preservation, and food storage questions are common at Extension offices throughout Idaho because Extension is recognized as a source of reliable, research-based information. In 2005, Extension faculty reported an average of 44 calls per month on food safety and food preservation. Most food safety and food preservation questions are answered over the telephone, often during canning and food preparation, allowing Extension to take advantage of a teachable moment. Idaho Extension Educators are noticing a new generation of home canners who are inexperienced and may not have been trained in safe home food preservation techniques. At the same time, the demographics of Extension educators have changed making it difficult to use traditional instructional methods. Currently, one in three Extension offices in Idaho has a Family and Consumer Sciences educator who is experienced in food safety and home food preservation techniques; often one educator covers multiple counties with limited resources.

University of Idaho Extension faculty frequently partner with University of Idaho School of Family and Consumer Sciences faculty to share resources and expertise. A specific partnership developed between Extension faculty and campus faculty when distance

education students seeking Family and Consumer Sciences education certification, and out-of-state students transferring to University of Idaho's dietetic program needed to complete an intermediate foods course with a food preservation component. Campus faculty was aware of Extension faculty's expertise and approached them to provide this component for students. University of Idaho Extension educators utilized correspondence courses from Colorado State University Extension and Washington State University Extension, but wanted a more interactive course. Therefore, between the changing demographics of home canners, lack of Extension faculty to teach food preservation, and the need for campus students to receive food preservation information, an internet-based food preservation course was developed.

Purpose and Objectives

The purpose of the program was to teach individuals home food preservation principles and skills without the need to meet face-to-face. In meeting our program goal, an internet-based food preservation instructional course was designed. The Preserve @ Home course objectives were as follows:

Identify impacts, causes, and prevention of foodborne illness;

Carol Hampton, Assistant Professor & Extension Educator, University of Idaho Extension—Boundary County, 6447 Kootenai, Bonners Ferry, ID 83805; champton@uidaho.edu; (208) 267-3235

Joey Peutz, Associate Professor & Extension Educator, University of Idaho Extension—Canyon County, 501 Main Street, Caldwell, ID 83605; joeyp@uidaho.edu; (208) 459-6003

Understand the relationship between food spoilage, food safety, and food preservation; and

Gain knowledge in basic food preservation principles and skills necessary to achieve high quality preserved food products.

Program Development

A team of Extension Educators, School of Family and Consumer Sciences campus faculty, and an Extension food safety specialist adapted the researched-based Washington State University and University of Idaho Food Safety Advisor Volunteer Handbook (Hillers & McCurdy, 2002) into an internet-based course entitled Preserve @ Home. Experience among team members included an expert in curriculum development of web-based classes, experienced food preservation and food safety educators, and a student experienced in utilizing the Internet for classes. University of Idaho Educational Communications web designers handled the technical portions of the course. The course included the science behind basic principles of food safety and food preservation, in addition to practical applications of the principles. A course syllabus clearly communicated expectation for students. Research by Johnson, Aragon, Shaik and Palma-Rivas (2000) showed that students perceive a higher level of satisfaction with courses that incorporate both online text and student-to-student and student-to-instructor interaction. Their research also showed the key elements of the structure of internet-based course to be (1) content expandability, (2) content adaptability, and (3) visual layout.

Preserve @ Home included 13 downloadable lessons. Each lesson incorporated handouts, frequently asked questions, and links to government and educational websites on food safety and food preservation. Subject-specific terms within the text were linked directly to a glossary, so definitions were just a click away. Students are encouraged to develop a resource notebook using lessons and supplemental educational bulletins for future reference. To facilitate student-to-student and student-to-instructor interaction, a threaded discussion board and weekly real-time chat were incorporated. As a result of student feedback, lessons were released one week prior to the scheduled chat. At the same time, the instructor posted a question to the Discussion Board to initiate student-to-student interaction. Students were encouraged to post questions for reflection and discussion. After each lesson, students complete a quiz to assess learning objectives. A final exam and evaluation were also included in

the course. The program was supplemented with a 6-hour hands-on laboratory experience. [If interested in visiting the web-class, go to <http://webct.uidaho.edu> and log in with the user id: foodguest_ct and password: food.]

Findings

Preserve @ Home was piloted in the summer of 2004 with 15 students located in Idaho. To date, 74 students ranging in age from 18 to 81 years of age and residing in Idaho, Indiana, Montana, New Mexico, North Carolina, and Texas completed the web-based course. In addition three groups also completed the 6-hour hands-on laboratory experience. For most students, this was their first experience with web-based learning. Course content and format were evaluated using a retrospective pre-test for all sessions. There was no differentiation between students taking the course for academic credit and those not taking the course for credit. Of the 52 students completing the course evaluation, 16 percent had no prior experience with food preservation while 21 percent had 1-5 years, 10 percent had 6-10 years, and 52 percent had 11+ years of experience.

Students reported knowledge gained on how to preserve high-quality products using a boiling water canner, a pressure canner, dehydrator, and freezer. They gained a greater awareness of food safety and foodborne illness, the science behind food preservation techniques, and proper techniques for food storage. As expected, students with little or no experience reported significant knowledge gained but reported less confidence than their more experienced peers. Students with little to no experience who were able to participate in a hands-on experience reported both significant knowledge and confidence gained.

On average, 75 percent of students regularly participated in the discussion board and weekly chat and rated it very helpful, but students who did not participate on a regular basis rated it lower. As a result of course evaluations, students are now being asked to facilitate one chat session. According to a student host:

...I felt more connected with the other students rather than just an outsider. I have read literature that suggests having the students facilitate the chats, but have never actually been in an online course that does so. I now see how beneficial it can be in building a community of learners.

Students rated the web-based format and feedback from instructors as very helpful. Students reported only positive comments on the course format, including the following comments:

I liked the format I enjoyed working at my own speed. I would print out the lessons and put them in a binder so I have them for future reference. I liked getting this up-to-date information, which helps with not only my job, but at home as well.

...the flexibility, on-line chat

It teaches knowledge that is used every day. Like proper handling of food, proper defrosting methods, and storage of foods.

I have truly enjoyed this course and have learned so much from it. I already feel more secure in answering the many questions I get as a new FCS Agent. This was also my first online class, so now I feel more confident in taking other online classes in the future.

I took the class to "update" my knowledge in food preservation and to participate in and analyze a web-based class. I liked the consistent format, the use of color, and the graphics of the lessons on the Internet (the printable files were fine, too). I liked clicking on the additional resources, i.e. Bad Bug Book and being connected immediately. That made researching a topic especially easy. I liked the glossary that was provided prior to the lessons.

Course content evaluations indicated that:

63% felt very confident in pressure canning meats, poultry, and vegetables.

71% felt very confident canning fruits, tomatoes, and soft spreads.

75% felt very confident drying food products.

87% felt very confident freezing foods.

Students are much more aware of food safety and its relationship to high quality home preserved products as a result of Preserve @ Home. As indicated on evaluations, students reported several planned behavior changes. Some of these changes included to always vent their pressure canner, make altitude adjustments to processing times, clean their cutting boards and count-

er tops better, change their dishcloth daily, and be more cautious of food safety in general. Most students indicated they would try new food preservation techniques such as drying or pressure canning.

Implications for Extension

Extension has always been involved in sharing and applying technology. However, only recently have we truly embraced "information technology" as a viable method of instruction for outreach to non-credit seeking adults. As a result of Preserve @ Home, research-based food preservation and food safety education is readily available in all Idaho communities and around the nation. It has enhanced the ability of one educator to cover multiple counties. It has proven a viable method for distance education students and for community members. It is also a valuable method in educating county support staff and nutrition program assistants who are the first responders to clientele questions. Extension paraprofessionals and county staff who have completed Preserve @ Home reported having more confidence in answering food safety, food storage, and food preservation questions.

Traditionally food preservation is taught as an experiential program. It is the recommendation of the authors that students enhance their Preserve @ Home experience with a day-long laboratory experience. The experience gained in developing, delivering, and participating in Preserve @ Home allows Extension educators to make informed decisions about future on-line course development. University of Idaho Extension will continue to evaluate, expand, and improve the course.

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Program Delivery: Then and Now

Darlene Christensen, Carolyn Washburn, and Margie Memmott

Historic changes and similarities in Cooperative Extension program delivery modes were investigated. A review of Plans of Work by Home Demonstration Agents during the 1920s-1950s was made. A personal interview with a Family and Consumer Sciences agent, who has been in Cooperative Extension for 60 years, provided much insight. Other historical sources and articles from the Journal of Extension were reviewed. Findings indicate that delivery of Extension programs has evolved from one-on-one contacts and homemaker clubs to also include mass media and technologically-based delivery. Although delivery methods have changed throughout time, the intent and purpose of educating has stayed the same.

Introduction

Extension work, since its inception in 1914, was developed to “consist of giving instruction and practical demonstrations in agriculture and home economics...” (Rasmussen, 1989. p. vii). In those early days of Extension, the method of delivery was usually an individualized or club instruction method (Rasmussen, 1989; Seevers, Graham, Gamon, & Conklin, 1997). Today Extension has evolved into an education model with a wide array of ways to get the message to the consumer.

Purpose and Objectives

The purpose of this article is to explore the changes in Extension program delivery modes throughout the years. The authors propose the following hypothesis: delivery methods have changed but the intent and purpose of educating has stayed the same.

Method

A review of plans of work by home demonstration agents during the 1920's-1950's was made. A person-

al interview with a Family and Consumer Sciences agent, who has been in Cooperative Extension for 60 years, provided much insight. Other historical sources and articles from the Journal of Extension were reviewed to provide an overview of the changes in delivery modes throughout the years.

Findings

From its beginning in 1914, home economics Extension programs were delivered primarily through home demonstration clubs (Rasmussen, 1989; Seevers et al., 1997). According to a 1928 Tooele County, Utah Annual Report of Extension Work by the Home Demonstration Agent:

“Meetings [of the local home demonstration clubs] are called wherein the local people make known their existing conditions and their needs, thus suggesting the projects to be taken up the current year. The local people select the most efficient women in their club to act as project leaders These leaders receive their instructions at leaders training classes and then, with the assistance of the home demonstration agent, give programs in their clubs” (Zollinger, 1928. p. 3).

Darlene Christensen, CFCS, Assistant Professor and Extension Agent, Utah State University Cooperative Extension—Tooele County, Family & Consumer Sciences, 151 N Main, Tooele, UT 84074, darlenec@ext.usu.edu, (435) 843-2353

Carolyn Washburn, CFCS, Assistant Professor and Extension Agent, Utah State University Cooperative Extension—Washington County, Family & Consumer Sciences, 44 N. 100 E, St. George, UT 84770, cwashburn@ext.usu.edu, (435) 843-5706

Margie Memmott, CFCS, Associate Professor and Extension Agent, Utah State University Cooperative Extension—Juab County, Family & Consumer Sciences, 160 N Main, Nephi, UT 84648, margiem@ext.usu.edu, (435) 623-3451

A few of the programs taught by club leaders and the home demonstration agent during 1928 in Tooele County included: installing new electric stoves (and removing wood burning stoves), healthful undergarments, rug making, and posture and shoes. The delivery mode was presenting to the county's Extension homemaker's clubs. No effort was made to promote the classes beyond club membership. Working with the Extension homemaker's clubs and other pre-existing community clubs was the only other delivery mode the home demonstration agent used (Zollinger, 1928).

In the 1930s, demonstrations, exhibits, lantern slides, and motion pictures gave life to the old saying "seeing is believing." These objective methods of Extension teaching allowed for agents to demonstrate how to carry out a practice. Demonstrations were most effective in reaching a larger audience and could be taken to the farms and towns; however they required a large amount of time. Extension exhibits were less time consuming and were effective in stimulating interest and sharing the knowledge of researched practices (Rasmussen, 1989).

The lantern slides were a transparent slide projected that could be seen by an individual or a group. These lanterns expanded teaching with the use of photography to an audience. These kits were mass produced and made available to universities and schools. Use of the lantern slides declined in the 1950s, giving way to more modern dissemination of materials (Spindler, 1988).

Written methods of Extension delivery have been provided throughout time to give definite and detailed information (Rasmussen, 1989). Bulletins, circulars, magazines, and newspapers were effective ways to get educational materials into homes. A 1927 study in Ohio, Minnesota, and Wisconsin showed that 62 percent of homes had received printed Extension materials. Eighty-two percent said they read what they received (Rasmussen, 1989; Seevers, et al., 1997).

Shultz and Riggs (1972) reported that in a West Virginia study, homemakers said they preferred to receive information from Cooperative Extension through newsletters, magazines, and pamphlets. The attraction was that they could be providing the

majority of programs in the counties. Agents served as program organizers and facilitators.

In the 1960s, Extension agents were discovering the importance of reaching larger audiences through mass media (Bible, 1963). Rogers and Havens (1961) reported that impersonal contacts made via mass media reached twice as many Ohio homemakers as personal contacts.

The 1980s brought the arrival of the technology age of computers. Extension offices provided computer access to those without a computer at home. The technology of television became a provider of knowledge with programs, videotape, and video recorders (Rasmussen, 1989).

As the 1980s arrived with the farm crisis, the "Rural Route" hot line was conducted by Illinois Extension Service. Other states had similar telephone programs that were helpful in getting information to rural America (Rasmussen, 1989).

In 1989, one study revealed that 13 state Extension systems were using prerecorded messages to disseminate information. The number of calls in a state varied from 100 to over 50,000 in that year. The most frequently utilized prerecorded messages were in food safety, nutrition, and parenting (Newman, 1999).

Interactive classrooms became a reality through telephone lines, while cellular radio technology allowed for mobile radio telephones. Programs could be disseminated by a local agent to students and consumers in various locations. This aided the effective use of time and the number of people Extension could serve (Seevers et al., 1997).

The 2000s approached with improved technology for computers (i.e., computers, Breeze delivery, e-seminars, and e-mail), providing instant delivery and materials. Cellular phones have provided immediate connection to agents and consumers.

This revolution in technology has changed delivery methods. The Internet provides immediate information to anyone with computer access. Technology should not replace proven existing methods, such as powerful demonstrations and personal correspondence, but simply be an additional source of informa-

tion. Extension has proven to be effective in using the delivery methods of meetings, workshops, camps, clinics, short courses, exhibits, and clubs (Seevers et al., 1997).

Summary

Extension homemaker's clubs were once an organized way to get information to young homemakers. The delivery of Extension programs has evolved from one-on-one contacts and homemaker's clubs to include mass media and technologically-based delivery. The newer delivery methods will serve as a supplement. They should not be a replacement to proven existing methods (Seevers et al., 1997).

Implications for Extension

Although Extension delivery methods are likely to change in the future, the mission of Extension remains the same. It is a mission to help people improve their lives by not only providing them with accurate, unbiased information, but also by empowering them to solve their own problems and make behavioral changes (Seevers et al., 1997). Extension agents should take caution not to become so involved with new technology that it leaves behind those clients who are not as technologically evolved.

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Selected 2006 NEAFCS Annual Session Presentations

Compiled by Marsha A. Lockard, FCS Extension Educator, University of Idaho

These are just some of the many presentations given by Extension educators at the 2006 Annual Conference held in Denver, Colorado. In the case of a team, only the contact's name and e-mail are identified. The complete list of presentations was provided to each participant on a CD in their registration packet.

NUTRITION

Raising a Healthy Eater
Cooking Well With Diabetes
Eating Well on \$5 a Day
The Healthy Diabetes Plate

Angela Flickinger (WI) angela.flickinger@ces.uwex.edu
Sandra Fry (TX) sk-fry@tamu.edu
Elisa Shackelton (CO) eshackel@ext.colostate.edu
Martha Raidl (ID) mraidl@uidaho.edu

HEALTH

Walking to Wellness
Physical Activity: Pathway for Healthier Seniors
Eat Smart: Chronic Disease Prevention
The HIP (Health is Power) Program

Margaret Viebrock (WA) viebrock@wsu.edu
Sharon Hoelscher Day (AZ) shday@ag.arizona.edu
Dolores Sandmann (TX) d-sandmann@tamu.edu
Margie Mansure (NC) margie_mansure@ncsu.edu

FOOD SCIENCE, SAFETY AND SECURITY

Preventing Listeriosis: A Foodborne Disease
Assessing Community Food Security
On the Wild Side: Game Meat Food Safety

Karen Ensle (NJ) ensle@aesop.rutgers.edu
Ellen Serfustini (UT) ellens@ext.usu.edu
Cheryl Tickner (NE) ctickner1@unl.edu

FINANCIAL MANAGEMENT

Credit Cents: Resources to Lower Debt
Follow the Road to Pay Down Debt
PowerPay Online
Dollar Decision\$ in Espanol

Marsha Lockard (ID) mlockard@uidaho.edu
Sandy Preston (NE) spreston2@unl.edu
Judy Harris (UT) judyh@ext.usu.edu
Linda Gossett (ID) lgossett@uidaho.edu

HUMAN DEVELOPMENT

Brain Blitz
The Learning Journey
Strengthening Today's Families
Responsibility: The Most Basic "R"

Donna Martinson (KS) dmartins@ksu.edu
Brenda Sheik (OK) Brenda.Sheik@okstate.edu
Carolyn Washburn (UT) cwashburn@ext.usu.edu
Cynthia Shuster (OH) shuster.24@osu.edu

4-H/YOUTH DEVELOPMENT

Babysitter Basics Training Program
Intergenerational Explorations with Quilt Quest
Your Young Child

G. Wentworth (CO) glenda.wentworth@eaglecounty.us
Kim Bearnese (NE) kbearnese1@unl.edu
Patti Faughn (IL) pfaughn@uiuc.edu

COMMUNITIES

Building Bridges to Reach Diverse Audiences
Methamphetamine
Cyber Senior-Cyber Teen Project

Cathy Johnston (NE) cjohnston1@unl.edu
Susan Brown (NE) sbrown@unl.edu
Mona Ellard (MI) ellard@msu.edu

HOUSING/LEADERSHIP & VOLUNTEER DEVELOPMENT

Radon: The Silent Killer
Leadership: Creating High Performance Teams

Becky Chenhall (GA) chenhall@uga.edu
Michelle Rodgers (PA) mrodgers@psu.edu

Submission Guidelines

The *Journal of the National Extension Association of Family & Consumer Sciences (JNEAFCS)* is a peer-reviewed publication. *JNEAFCS* publishes research articles, including applied research and successful program articles with evaluation data. National award winners are also encouraged to submit their award-winning program or research paper.

Marketing, reviewing, and publishing *JNEAFCS* is coordinated by the Journal Editorial Subcommittee to ensure the journal is a professional publication of which NEAFCS members and administrations can be proud.

The submission deadline for the 2008 issue is July 1, 2007. The theme for 2008 is "Assessment and Evaluation: Capturing Program Impact." Articles are, however, accepted at any time during the year. The article should be read by several colleagues prior to submission. Articles not formatted correctly or found with grammatical and spelling errors will be returned to the author before any review takes place. If the article is not suitable, the author will receive this notification.

Articles must be submitted electronically as an attached Microsoft Word document to the *Journal* editor. Authors must submit two (2) attached documents; one with the author information (see below) and another without the author page or any reference to the author, state or institution in the text.

JNEAFCS prefers articles that have not been published previously. If the article, program description or research has been published in any format, a signed permission letter(s) on letterhead from both the publisher and the author must accompany the submission by the submission deadline. This journal is not copy written, however, any reference to an article published in a later work must give credit to this journal once permission from the author(s) has been obtained.

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The review process can take six to eight months. Each article is read by three or more reviewers. Comments are sent back to the author to improve the article. Even award articles are subject to review. This process continues until the article is ready for publication. Following the review, all articles are edited.

Author Page: The title of the article, author name, title (both extension and academic) county and/or university affiliation, postal and e-mail addresses, telephone and fax numbers should be provided on a separate author page. 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.

Following the author page, two to eight pages of text may be submitted on 8 1/2" X 11" paper with 1" margins. 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. Text of the article should be divided into subcategories corresponding to: 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, formatted using current APA style, should be placed on a separate page (do not use text boxes). 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 written clearly and concisely with no photos, jargon, unexplained acronyms, or tabbing. Describe any graphics at the bottom of the author page and wait for instructions before submitting them. Contact the current Vice President for Member Resources with questions regarding suitability of material for publication.



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14070 Proton Road, Suite 100
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