

Contribution Report Template
Growing Strong Colorado Families Work Team – Strong Families, Healthy Homes
Program Year 2008

This report details the work individual Agents and Specialists have done to implement the work of a specific work team during the identified calendar year and the results of that work.

Team Leaders submitting report: Janet Benavente, Ann Bruce, Christine Cerbana, Mary Ellen Fleming

1. Program Outputs: In regards to this work team’s efforts, how many of the following outputs did your local effort result in:

- 168 Number of parent education classes conducted
- 109 Number of parent education classes coordinated
- 106 Number of professional development trainings/workshops conducted
- 19 Number of professional development trainings/workshops coordinated
- 1,984 Number of adult participants in the parent education classes
- 958 Number of adult participants in professional development trainings / workshops
- 21,041 Number of individuals receiving indirect education - online access to newsletters, educational materials
- 28 Number of articles developed in support of this plan of work
- 12 Number of newsletters developed in support of this plan of work
- 13,681 Number of newsletters distributed in support of this plan of work
- 145,111 Number of *Family Matters* disseminated
- 42,965 Number of resources disseminated in support of this plan of work
- 0 Number technical fact sheets developed
- 1 Number refereed journal articles published
- 4 Number of curricula developed that support this plan of work
- 11 Number of curricula reviewed that support this plan of work.
- 7 Number of trainings conducted for Extension Staff
- 305 Number of technical assistance provided
- 1,517 Number of technical assistance provided for program development and implementation
- 310 Number of community capacity building activities (meetings, presentations, committee memberships, needs assessment, etc.)

\$785,510 Amount of Grant Dollars generated to support this program.

2. Program Outcomes: describe the outcomes/impacts that occurred as a result of these programming/educational efforts:

- **Immediate (learning) changes:**

Number of program participants reporting **Knowledge Gained** in relation to:

Total # in Program	# reporting gain	Knowledge gained in
782	674	Parental ability to set and maintain age appropriate limits
782	639	Age-appropriate discipline
1012	888	Child development and expected behavior
439	408	Community resources for their (non-traditional) family
177	177	Effects of divorce on children by parents
478	467	Curriculum topics, effective training, family development by professionals
229	146	Awareness of stress and burnout

Number of program participants **changing an attitude** as a result of the program

Total # in Program	# reporting change	Attitude changed
530	505	Empathy
63	57	Better Kid Care

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Contribution Report Template
 Growing Strong Colorado Families Work Team – Strong Families, Healthy Homes
 Program Year 2008

150	150	Parental attitudes of inmates
150	150	Perception of social support by inmates
129	70	Beliefs on corporal punishment
11	11	Stress Management
23	22	Family Involvement
24	23	BrainWise

Number of participants **intending to change a behavior** as a result of training

Total # in Program	# reporting intent	Behavior intending to change
1448	1416	One idea, strategy, skill that you will implement
11	11	Stress Management
23	22	Family Involvement
24	23	BrainWise

• **Short/medium term (action) changes:**

Number of program participants reporting **behavior changes / use of skills** in relation to:

Total # in Program	# reporting change	Behavior or skill
22	7	Parental involvement in child's education
557	487	Parental confidence in parenting ability
197	134	Use of age appropriate discipline
717	592	Parental satisfaction
129	57	Parental monitoring
198	173	Positive parenting
530	432	Levels of stress by parents, inmates and professionals
537	456	Parenting skills
129	70	Use of corporal punishment in discipline
33	30	Use community resources to improve their family life by kinship care givers
151	89	Consistency of discipline
442	405	Parental empathy
462	392	Quality of communication
366	302	Self-efficacy
612	583	Self-esteem
312	264	Behaviors of children
197	197	Self-mastery
323	306	Empowerment
197	197	Job satisfaction
474	406	Interpersonal skills

- **Long-term (conditions):** - social, economic, civic, environmental.
 - Reduction in problem youth behaviors (Adams)
 - Reduction in child abuse and neglect
 - Decreased substance abuse by youth
 - Increased use of community resources to improve family life (Adams)
 - Family patterns of behavior improved
 - Strengthened internal and external partnerships (Adams)
 - Maximized organizational and community resources (Adams)
 - Enhanced levels of community capacity to support families (Adams, CFERT)
 - Improved quality of experiences for children in early childhood and afterschool settings (Pueblo, CFERT)
 - Improved quality of trainings by professional (Adams, CFERT)
- Adams - Reduction in problem youth behaviors
 - Reduction in child abuse and neglect
 - One of our program participants was on the verge of losing her two small children when

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Contribution Report Template
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Program Year 2008

I met her. One year later, she has completed our Make Parenting a Pleasure class with a Tri County Mothers First Nurse, graduated from the Goodwill Passages program, completed a three month Parenting Program with her children at Adams County Social Services, and only has her final test to take to complete her GED. Her children are receiving childcare and preschool while she is at school. Her whole demeanor and attitude has changed. She says she is more patient, her kids' behavior has changed for the better, and she understands what kinds of things are appropriate for them and what things are not. She says she know a lot more ways to discipline them than yelling and hitting.

Decreased substance abuse by youth

Increased use of community resources to improve family life

A program participant used Child Find to assess her son's speech. After being evaluated he has been placed in Speech Therapy and part time Pre School that is being paid for. In a few short months his vocabulary, repetition of words, and interactions have increased dramatically.

Family patterns of behavior improved

Strengthened internal and external partnerships

A participant who was once monolingual Spanish speaking has now offered to volunteer her time to help translate during Follow Up visits. She is utilizing the Goodwill Advancement Plus program to take English reading and writing classes and computer classes. She has also been trained in Make Parenting a Pleasure and says it has helped her so much in her family and personal life she wants to be able to give that back to others. She plans to help at our next scheduled class to get a fell for facilitating.

Maximized organizational and community resources

Enhanced levels of community capacity to support families

We already have dates on our calendar to continue classes with Brighton School District 27 J, Renaissance 88 Apartments, Goals Inc., and Brighton Heritage Academy, and keep connecting with different families in those areas. We will continue to build on the relationships with already have with families there as well.

Improved quality of experiences for children in early childhood and afterschool settings

Improved quality of trainings by professional

- Pueblo - Improved quality of experiences for children in early childhood and afterschool settings
 - 10 reports of BKC reaching 1 to 50 kids
 - 1 report of reaching 101-200 children

3. **Additional Inputs:** Describe additional local inputs (your county or assigned area) that were engaged or invested in this program effort:

102 of different agencies you partnered with in this program effort. Please list these agencies:

- Adams - Colorado Women's Education and Employment
Adams County Housing Authority, Goals, INC, Adams County School Districts 1,27J and 50
Center for Work Education and Employment (CWEE), Goodwill Industries of Denver: Passages,
Strategies, and Advancement Plus Programs, A Road Called STRATE, Brighton School District 27J,
GOALS Inc., Alternatives to Family Violence (ATFV), Colorado Coalition for the Homeless at
Renaissance 88 Apartments, Brighton Heritage Academy, Tri County Health Department: Mothers
First, Adams County Social Services Department, Adams County Housing Authority
- Arapahoe - Arapahoe County Childhood Council
- Chaffee - Chaffee County Combined Courts
- Eagle - Bright Start: Eagle County's Early Childhood Program, Early Childhood Partners, Eagle
County Health & Human Services, Eagle County School District Head Start & Colorado Preschool
Program, Eagle Care Clinic

Contribution Report Template
Growing Strong Colorado Families Work Team – Strong Families, Healthy Homes
Program Year 2008

- Larimer - Namaqua Center – Larimer Center for Mental Health, Larimer County Dept. of Human Services, Office on Aging, Benefits Planning, Child Support, Children, Youth and Families, Child Protection, Kinship Unit, Fatherhood Initiative, Colorado State University School of Social Work, Dept of Human Development and Family Studies Center on Aging, Summit View West Church, Ft. Collins, Heart of the Rockies Church, Ft. Collins, Life Springs Covenant Church, Loveland
- Mesa - Rocky Mountain SER Head Start, Migrant Head Start
- Montezuma - Pinon Project Family Resource Center
- Morgan - FM HeadStart, Brush HeadStart, Mo Co. Family Center, RE3 Schools, Brush Schools, Baby Bear Hugs, Mo Co. DHS
- Pueblo - Hope for Children, Pueblo Christian Center, Judicial/Family Courts, CASA, Pueblo City Schools, Attorneys (too many to list individually), Department of Social Services/TANF, private practice mental health care professionals (too many to list individually), Catholic Charities, Pueblo RMSER Head Start, Pueblo Community College, Hope for Children
- Routt - First Impressions (Early Childhood Council), Newborn Network, United Way, Childcare Network, CFERT, Steamboat Springs Parent Academy, Leadership Steamboat Class of 2007
- San Luis Valley – Even Start La Llave Family Resource Center, Alamosa Head Start, Conejos/Costilla Head Start, Monte Vista Head Start, Del Norte Head Start, Center Head Start, SLV Early Childhood Coalition, Delta Center Alternative High School, South Central Seniors, Inc., Saint Andrew Avelino Youth Guild
- Teller – Southern Teller County Build a Generation, Cripple Creek Head Start, Teller County Public Health
- CFERT - Roaring Forks Association for Education Of Young Children, Larimer Early Childhood Council, Child Care Innovations, Beattie Elementary, Thompson School District Integrated Early Childhood Program, Department of Corrections, Pueblo Head Start, Summit Prevention Alliance, Estes Park Early Childhood, Human Services Network of Colorado, Colorado Department of Human Services Fatherhood Initiative, Tri- county Family Care, Family Resource Center Association, Division of Behavioral Health, University of Northern Colorado, Pinon Project, Red Rocks Community College, Mountain Resource Center, Namaqua Center

\$14,791 - User fees generated through this program effort

Describe other inputs used if any:

- Adams - 300 hours of childcare services donated by ACSO 27J @ \$15 = \$4500
- Larimer - In Larimer County at the beginning of 2007 approximately \$9,000 was committed to programs that supported grandparents and other relative caregivers providing care to children. Through the work of the LCAG approximately \$61,900 will be available to provide programs and services for these families in 2008. In 2009 funding continues at \$63,900 through:
 - Bohemian Foundation funding to the Namaqua Center for a portion of the Kinship Care Navigator position, conduct support groups for kinship providers, and provide the Parenting a Second Time Around education series (\$10,000).
 - The Office on Aging identified funds from Family Caregiver Support Funds (\$14,000 for state fiscal budget year July – June 2009) to support salary of Systems Navigator position.
 - The Division of Child and Family Services also continues to provide funds to support the Systems Navigator position. (\$21,900)
 - The Division of Child and Family Services also tagged additional resources for respite care for kinship families.(\$8,000)

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Program Year 2008

Pending new dollars awarded to support the work of the Larimer County Alliance for Grandfamilies through partner agencies in 2009 include:

Brookdale Foundation funding to the Namaqua Center to conduct children’s program during support groups (\$6,000 – proposal submitted and awaiting notification)

(Resources generated by the team will be included by the team leader when individual reports are consolidated into a team report).

4. Describe successful efforts to reach new and/or underserved audiences locally in this POW area, if any:

County	# Served	Target audience	Type of Program	New (N) Underserved (U) -specify-
Adams	44	monolingual Spanish Speaking Adults	MPAP	U
Adams	15	multi-generational households with teen-parents	MPAP	N U
Adams	16	recently released inmates	MPAP	N U
Mesa	12	Head Start Family Service Workers	Family Development Credentialing	N
Montezuma	6	Area agencies working with grandparents	Second Time Around; Grandparents Raising Grandchildren	N
Pueblo	82	Divorced or divorcing adults	Children in the Middle Divorce Education	Underserved New
Teller	45	Head Start At Risk Youth	Newsletter Dissemination	N
CFERT	24	Kinship Care Support Groups	Brain Development workshop	U
CFERT	150	Incarcerated males & females	Parenting From Prison	U

- Adams - In July I met with Ray Washington, who ran the Mom Up and Dad Up programs at The Road Called STRATE to discuss collaboration. This led to Family Success in Adams County being able to provide Spend Some, Save Some, Share Some, and then Make Parenting a Pleasure at their request to men and women recently released from incarceration. At an Adams County Resource Specialist Meeting in June I met Julie from the Colorado Coalition for the Homeless. She works at the Renaissance 88 Apartments in Thornton. She said they were remodeling their club house and would like to have people come in to do classes for the residents. I was able to get a hold of her in November when the remodel was done and we started Make Parenting a Pleasure there on December 1st; everyone who lives there receives Section 8 Housing Vouchers. They also allowed us to open up the class to anyone in the community. Through a partnership with Brighton School District 27 J we were able to provide Make Parenting a Pleasure classes for their North Elementary School parents in both English and Spanish.
- Eagle - *Make Parenting a Pleasure* classes were conducted by Early Childhood Partners in both English and Spanish. For both of the classes that were administered over the summer of 2008 (i.e., Spanish speaking class 5/12/2008 to 6/12/2008 (N = 9) & English speaking class 5/27/2008 – 7/22/2008 (N = 16)) the outcomes of Overall Parent Functioning, Parent Self-Efficacy, Parent Perceptions of Social Support,

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Program Year 2008

and Parent Satisfaction were derived from the Parenting Ladder adapted by Metzler & Jones (2007) and complete results are at CFERT.

For participants in both classes their parent functioning significantly increased from pre-class ($M = 41.13$, $SD = 10.20$) to post-class ($M = 59.87$, $SD = 7.29$), $t(14) = 8.88$, $p = .00$.

For participants in both classes their parenting self-efficacy, which can be seen as a parents belief in their ability to handle the day-to-day parenting tasks, significantly increased from pre-class ($M = 23.13$, $SD = 6.03$) to post-class ($M = 32.33$, $SD = 4.43$), $t(14) = 7.82$, $p = .00$.

For participants in both classes their perceptions of social support, which can be seen as their awareness of community and relationship support for their parenting, significantly increased from pre-class ($M = 13.47$, $SD = 3.93$) to post-class ($M = 21.73$, $SD = 2.76$), $t(14) = 9.39$, $p = .00$.

For participants in both classes their reporting (on a single item measure) of their overall satisfaction as a parent significantly increased from pre-class ($M = 4.53$, $SD = 1.13$) to post-class ($M = 5.80$, $SD = .41$), $t(14) = 4.96$, $p = .00$.

- Routt - This year I conducted several local radio and television interviews on parenting subjects in an effort to reach new audiences.
 - San Luis Valley – One Partners in Parenting class was taught in Spanish for the monolingual immigrant audience
 - CFERT Kinship Care Support groups in Larimer County – Programming to grandparents raising grandchildren on brain development; Parenting From Prison Program for incarcerated males & females
5. Provide a description of program accomplishments (bullets), a success story, or provide highlights of anecdotal or qualitative data that demonstrates the value or effectiveness of this program effort locally. Include a brief statement of the issue addressed locally; how the program addressed the issue; and the names of 1 or two contacts who could be contacted, through you, at a later date, for interview.
- Adams - Home-visiting nurses from neighboring counties have also been trained in *Make Parenting a Pleasure* because these counties plan to implement a program similar to the Mother's First Program in Adams County to serve pregnant women and expectant fathers.
A strong relationship with Goodwill Industries has been formed. Goodwill Industries provides workforce development programs for individuals and families that have multiple employment barriers. Eight hours of *Within My Reach* and 6 hours of *Make Parenting a Pleasure* are included in each of their four-week training cycles.
Two bilingual (Spanish/English) MPAP participants from have recently been trained to facilitate MPAP. Both women completed one series of Extension-led classes. One has since attended an additional 40 hours of parenting and couples communication classes offered by CSU Extension and has helped with translation for new monolingual Spanish speaking participants.
 - Adams - During Follow Up visits several participants reported not believing in and therefore never spanking their children.
-During a 6 Month Follow Up visit a woman reported still breast feeding her baby who was now 7 months old, and she planned on breast feeding until the baby was one year old. She also said she went and got the Inter Uterine Device implanted because she had goals to finish school and focus on her career. Part of this was due to information she received from the Tri County Mothers First Nurse she visited with for a while, and part of this was due to goals she set on her Individual Development Plan.
- At a One Year Follow Up visit I was able to meet with a woman one on one without a translator who was monolingual Spanish speaking when she entered our program. She reported getting a job in a near by school district, having all the paperwork turned in for her official Social Security Card, and generally feeling more in control of her life.
-At a One Year Follow Up a woman proudly reported moving herself and her five children out of a crowded apartment into a home that she purchased. She educated herself about homeownership before hand and felt she good about the process and the deal she got.
-Just recently I went to a Make Parenting a Pleasure Class to give the participants their incentives for completing the course. A participant, who had also been to the Spend Some, Save Some, Share Some

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Contribution Report Template
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Program Year 2008

Class asked if I could save it for her for a later date. She did not want to spend it during the holidays. She did not need it, but knew if she had it she may be tempted to spend it. I gave it to her and Janet explained again that you can have more than one savings account and you can even get them for your kids.

-This year I enrolled a whole family in our program. Mom and oldest son were referred by Adams County Housing Authority, and then she referred her boyfriend. Mom brought her younger son to a Make Parenting Pleasure class in October. Her son then referred his girlfriend and the mother of his child to us.

-At a One Year Follow Up a participant reported getting a job at the Pepsi Center. At her 18 Month Follow she said she had been promoted to supervisor and got a raise.

-At a One Year Follow Up a participant reported starting her own cake decorating business. She is also teaching Spanish cake decorating classes at Hobby Lobby. She utilized community resources to get her through her own classes and they then offered her the job.

- Alamosa - The grandparents in the Second Time Around Grandparents Raising Grandchildren class were extremely grateful for the class. Both the education and the support of the instructors and support of the other grandparents were huge for the grandparents. Grandparent after grandparent said, "I am not alone. I thought I was the only one in this situation. Thank you so much for teaching this class." As a result of the GRG class, a Grandparent Support Class has formed in Alamosa.
- Arapahoe - I sit on the Arapahoe County Childhood Council and the Professional Development subcommittee. I have helped develop an RFP process and review applications from professional development trainers. I also review and score scholarship applications received by the council. In 2008 we have received more applications for scholarships than ever before. Additionally, most council workshops and trainings are full to capacity due to changes in licensing laws.
- Chaffee - I am the only provider of services for divorcing parents in Chaffee County. In 2008, I have had several class participants from surrounding counties, in particular Fremont, Saguache, and Alamosa.
- Eagle - Two (2) newsletters sent out
 - Parenting the First Year
 - Average subscription rate of 30 mailings per month.
 - Provided in both English and Spanish
 - Family Matters Newsletter contribution:
 - Wrote article in July 2008 on Routines and Schedules.
 - By the end of 2008; the subscription rate was 211 mailings per month.
 - Provided in both English and Spanish
- Larimer - Highlights of the Larimer County Alliance for Grandfamilies (LCAG)
 - Community Outreach

A public outreach program with co-presenters of a grandparent and another LCAG member was developed and promoted to community contacts. Over the past year, five community presentations, reaching approximately 170 individuals, highlighted the efforts of the LCAG and needs of grandfamilies in Larimer County. The presentation included a Power Point and promotional brochure especially designed by the Community Outreach Work Team of LCAG.
 - Systems Coordination

Through the work of the Kinship Inclusion Work Team, cooperating closely with the Larimer County Division of Child, Youth, and Family Services; Office on Aging; and the Namaqua Center, they coordinate efforts to engage the entire community in assessing grandfamilies' needs and developing resources to promote the safety and welfare of children and families. The focus of this effort resulted in a Kinship Care System Navigator position and the development of a respite program dedicated to assisting grandfamilies. Currently this is the only position in Colorado dedicated totally to support of Kinship families.
 - University Engagement

Contribution Report Template

Growing Strong Colorado Families Work Team – Strong Families, Healthy Homes Program Year 2008

CSU graduate and undergraduate students have joined in bringing their strengths to reach the goals and objectives of the LCAG. They have assisted with child care during support groups, conducted literature reviews, gathered information on local and state resources, and coordinated focus groups. Through a senior seminar class two complete programs were designed to meet the identified needs of grandfamilies. They included a grandfamily conference and children's program to be initiated during kinship care support group meetings. One of these proposals was the basis for submission of a proposal to the Brookdale Foundation.

University Scholarship

Over the past year the University Engagement Work Team has also submitted a presentation proposal and a journal articles related to the work with grandfamilies in Larimer County. "Larimer County Alliance for

Grandfamilies: A Collaborative Approach to Meet a Community Need" presentation proposal was accepted by the

Gerontological Society of America. Team members presented at the conference in Baltimore, Maryland in

November of 2008. An article, "Larimer County Alliance for Grandfamilies: A Successful Approach to Meeting a Community Need" has been submitted to the *Journal of Intergenerational Relationships* and is under review. An article, "Mobilizing a Community to Address the Needs of Grandparents Raising Grandchildren," was also submitted to the *Journal of Extension* and is pending acceptance to the review process.

Impact on Individuals and Community

An evaluation was conducted 13 months after the initiation of the Larimer County Alliance for Grandfamilies to understand how the LCAG had benefited grandfamilies and impacted the community. Of the 36 community members who attended the annual planning meeting, 28 completed the questionnaire. These included individuals representing grandparents, professionals in aging services, child welfare representatives, preschool-12 educators, university faculty and students. One-third of participants who completed the questionnaire have been involved with the LCAG for 10 to 12 months and one-third have been involved longer than 12 months. Slightly more than 20% indicated that they have not been a part of the LCAG and that this was the first time they attended a meeting. Most participants discovered the LCAG through an Extension professional or a university faculty member.

Participants were asked to answer the following open-ended question: "What do you think is the greatest impact that the LCAG has had to date?" A variety of impacts were expressed, including

- coordination of financial resources to hire the kinship care navigator position
- increased community awareness of grandfamilies issues
- building partnerships
- grandparent empowerment.

For example, one participant stated that the greatest impact was "coordinating agency contacts and resources to hire the navigator grandfamily specialist." Other comments from participants included, "awareness is

number one" and "more community awareness". The importance of establishing partnerships can best be expressed by this respondent's comment, "bringing people together and making a cohesive group." Furthermore, "giving grandparents a voice!" and "grandparents will be the heartbeat of the LCAG" provides an understanding of the impact the Alliance has had.

Participants were also asked a series of questions in regard to the "extent that the Alliance has had an impact on them" as individuals. A majority of respondents stated that the LCAG has had a moderately high to high impact on

- their knowledge of grandfamily needs
- grandfamily resources
- public policy on grandfamilies
- skills to influence public policies
- ability to solve and respond to grandfamily problems
- knowledge of services/best practices for grandfamilies
- their trust level when making referrals to other LCAG members

Finally, participants were asked to what extent the Alliance has benefited Larimer County. A total of eight people stated that it had moderately benefited the county and a total of 11 people stated the LCAG had much benefit. (Please note: seven people from the 28 did not answer this question.) Based

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Program Year 2008

on responses to this question, we believe that the LCAG has benefited and impacted the individuals who serve grandfamilies, the community, and the grandparents and kinship providers in Larimer County.

- Mesa - The biggest accomplishment for 2008 with the FDC class was seeing the participants in the class apply the knowledge learned. Terry Hocking, a participant in the class, would be an excellent person to interview.
- Montezuma - A Second Time Around; Grandparents Raising Grandchildren train the trainer was coordinated with Christine Cerbana and the Pinon Project Family Resource Center. Five area agencies participated.
Two Pinon Project staff members partner with the agent in order to offer the program to the community fall of 2008. This did not materialize due to Pinon Project staff members' schedules, as well as staffing changes. The agent plans to pursue a joint program effort in 2009.
- Pueblo - Pueblo County did not have a divorce education program for parents to attend. The Children in the Middle Divorce Education program has met the need. It is research based from Ohio State and is taught in a 4-week class series. Participants must complete all four classes in order to receive a Certificate of Completion. Adults from other counties attend this class because there is not one in their area. Additional parenting classes (Raising a Secure Child, RETHINK Anger Management, Peaceful Parenting, and Parents of Teens) are offered in order to help meet the needs of the community. Cooperation of the local Judicial/Family Court system and attorneys to recognize CSUE as a viable resource to teach needed parenting classes to meet the needs of divorced and/or divorcing parents. Children in the Middle is recognized as a vehicle to aid parents in making choices that do not put their children in the middle of the divorce situation. Contact: Judge Larry Schwartz
CSUE receives recognition from mental health care professionals and churches that believe parenting education is a key to reducing child abuse and neglect.
After attending the Children in the Middle class series, adults report more understanding and empathy for their children and an increased knowledge of the importance of keeping their children out of the middle of the divorce situation. Contact: Kala Coulson
- Pueblo - Better Kid Care:
Math for Every Age -- "I will include more patterns and counting snacks"
 ".. letting children solve their own problems"
Science for Young thinkers – "I will graph more of their choices"
 ".. allowing children to explore, discover, and experience"
 "Ask more open-ended questions"
Improving Transition times – Use more imaginative play
 "Use color shapes for transitions"
 Fidget baskets (3 responses)
 "Warn children before hand"
 "Have children move like animals, trees"
 "Clean up song"
 "Use more planned transition activities"
What does time mean to Children? –
 "Teach parents to ask more specific questions about the day"
 "I plan to do more science experiments involving change such as growing more plants, the penny experiment. I also plan to incorporate more time concept ideas into my conversation with children.
 "Re-introduce the daily routine"
 "Different calendar methods"
 "No more calendar"
 To put up a schedule of daily activities so parents can see. Put time into the child's understanding by saying your mom will be here after nap.
FDC: One student was "sure of" the family goal for the FDC long term plan. The client did something totally different and was successful before the end of the 10 months.

Contribution Report Template
Growing Strong Colorado Families Work Team – Strong Families, Healthy Homes
Program Year 2008

- Routt - This year I participated in a year-long leadership program sponsored by the local Chamber of Commerce, called Leadership Steamboat. For our community service project, I was able to convince my Leadership class to take on the issue of improving childcare in Routt County. We held an event with local businesses to educate them about the issue and formed an ongoing network between the childcare community and local businesses.
- Teller - At this point, we have just set up networks to distribute the newsletters to the Head Start Kids and in our monthly newsletter
I'm planning on having Christine speak to the various agencies in the county and hopefully offer train the trainer programs so the county can take over this aspect
- CFERT successfully implemented 13 Parenting Programs throughout Colorado which included Partners in Parenting & Make Parenting A Pleasure, disseminated 46,796 printed resources & newsletters, provided technical assistance to 129 individuals, conducted 61 professional development trainings, and generated \$202,320 in grant monies to support the CFERT project & the Parenting From Prison Program.

CFERT was awarded the Service to Science Building Evaluation Capacity for Evidenced Based Programs grant to conduct randomized control trials for the Partners in Parenting Program

An article was submitted to the Correctional Education Association journal.

The CFERT Evaluation team provided evaluation data on Partners in Parenting, Make Parenting A Pleasure, Family Development Training & Credential Program, Effective Training and other workshops (Brainwise, Family Involvement, From Coping to Resilience) to county FCS agents and partners. Reports were also sent to the Division of Behavioral Health on the findings for the Partners in parenting Program & Family Development Training & Credential Program.

CFERT anecdotes: May 8, 2008 – “I just wanted to let you know that Chryste Weitzel at CFERT (CSU) is amazing. I'd been asked about a curriculum developed by Columbia University in New York. I searched and couldn't find anything. After contacting Chryste Weitzel, she had a response to me immediately! As it turns out, I was looking for something from the social work department and it is actually a program through the school of public health.” Linda Garrett

May 14, 2008 - “Christine...Just a little note this morning to say thank you so very much for coming and speaking to our providers last night. It was an awesome workshop! Your delightful spirit was contagious and I think everyone left that room feeling lots better than when they came in. Without the generosity of people such as yourself, we at ACFCCA could not continue to offer quality educational opportunities. You are an inspiration to all who hear you speak.”

Oct. 28, 2008 – “Christine...I was at a grandparents raising grandchildren conference two weeks ago in Thornton. I thoroughly enjoyed and gained so much knowledge from your workshop on brain development. You opened my eyes to so many reasons for the issues we are all having with our grandchildren that have been neglected or abused. I would take any class from you, you are so engaging!” Sharon Palmer

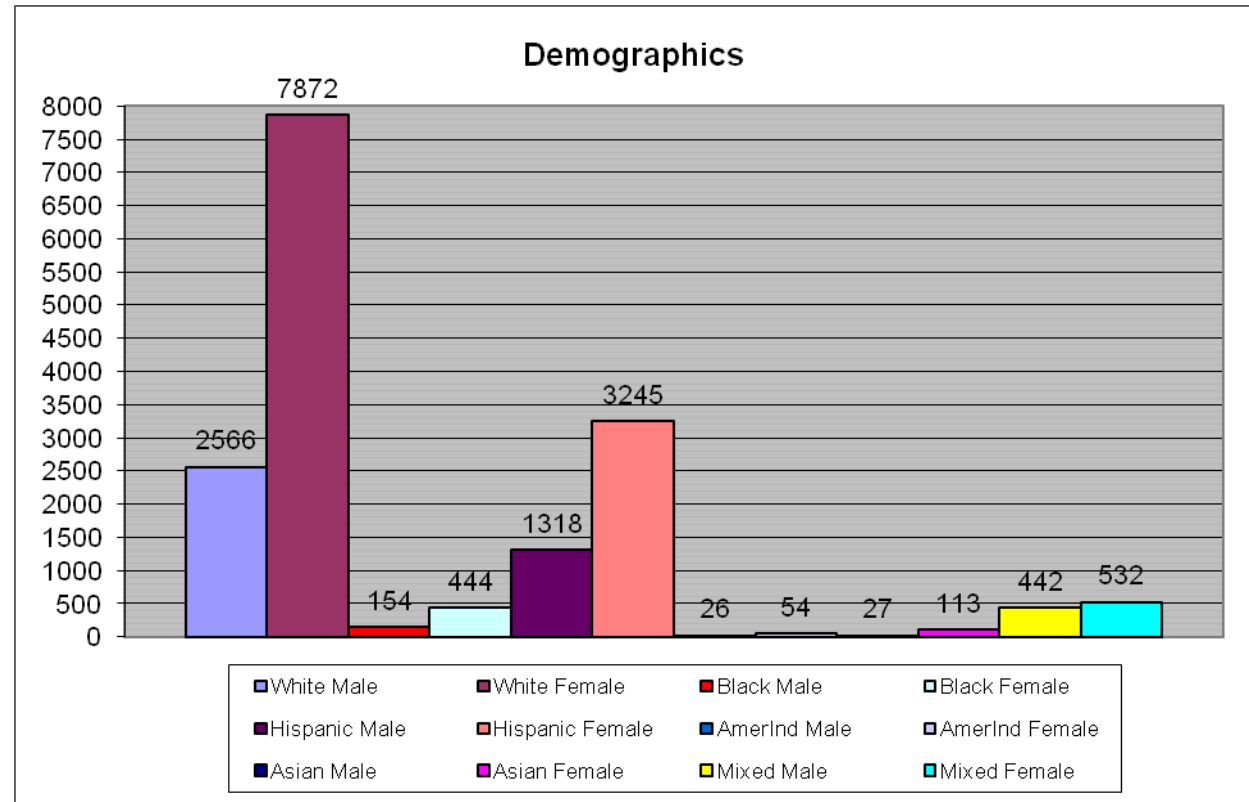
Nov. 2008 - “Christine... We wanted to thank you for speaking at the Kinship Care meeting on Nov. 11, 2008. The Brainwise curriculum was very informative and so important for care providers to understand. This training should be taught in the high school curriculum, so students can be aware of consequences and repercussions and be aware of choices. The handouts are great. You are an excellent speaker and you provided a fun, engaging environment in which to learn. What a pleasure to have met you.” Jana McCracken

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Program Year 2008

6. As a result of program evaluation, implementation or community input; are there changes or suggestions you have for this work team, its plan of work or the contribution report?
- Adams - Continue to refine the evaluation plan for all GSCF programs so outcome data can be aggregated across the state.
 - Arapahoe - Please develop or support 1-3 stand alone parent education programs in addition to the current multiple session series that are currently available. Please include presentation materials, handouts, evaluations and marketing materials.
Please develop 1 or 2 new Fact Sheets each year.
Consider if we should stay in the arena of training Child Care Professionals, given the requirements for Agents to become endorsed/certified by Qualistar, or should we shift to parent education as our niche.
 - Eagle - I would like the Family Matters newsletter under this committee's plan of work.
 - Mesa – None
 - Pueblo - Decide what you are going to ask on the Contribution Report and let everyone know before the end of the year.
 - Pueblo - Make evaluations more specific to the various programs, i.e. BKC, FDC, PIP, GRG, CIM etc. Make this form more aligned with the evaluations that come from campus.
 - San Luis Valley – Keep up the good work!!!

Contribution Report Template
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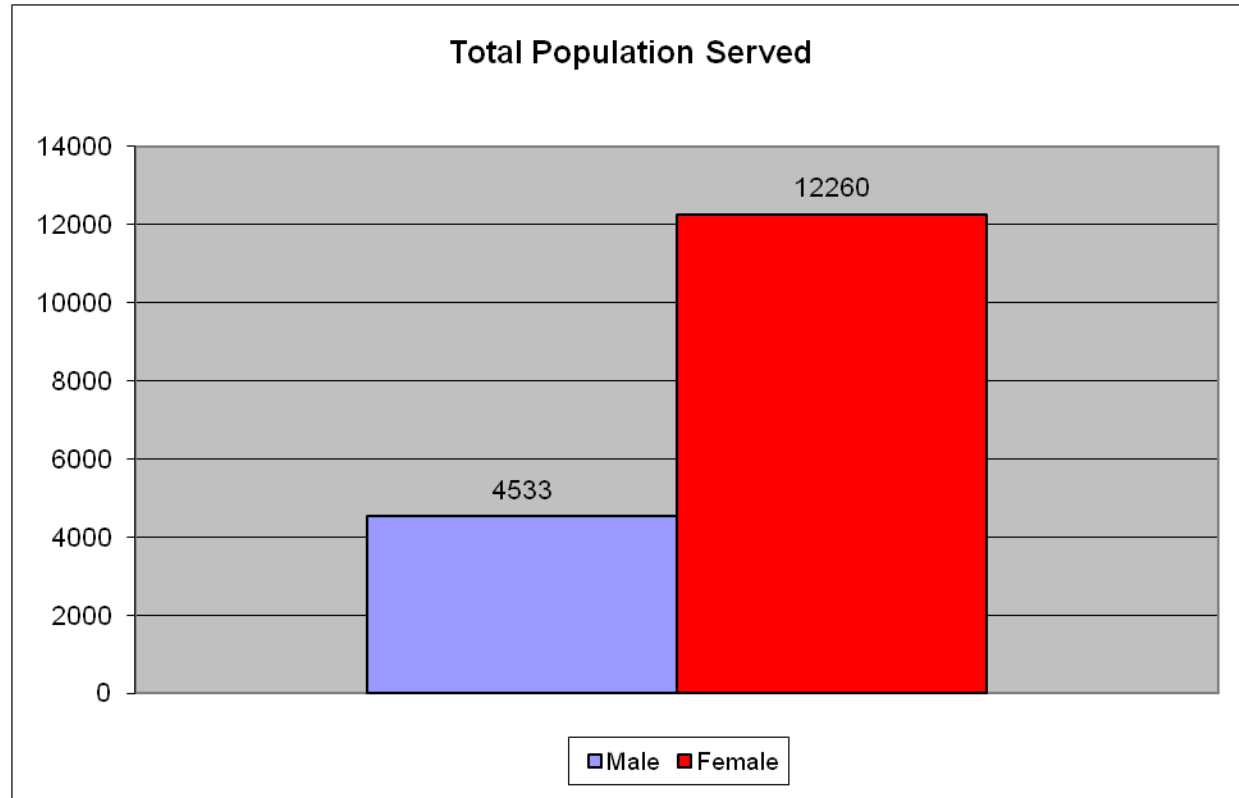
White	Male	2566
	Female	7872
Black	Male	154
	Female	444
Hispanic	Male	1318
	Female	3245
AmerInd	Male	26
	Female	54
Asian	Male	27
	Female	113
Mixed	Male	442
	Female	532



Attach information that supports individual/team effort as appropriate: evaluation summary, publication produced, photos, etc.
 Submit report to work team leader and to supervisor prior to December 31.

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Total **Male** **4533**
Total **Female** **12260**



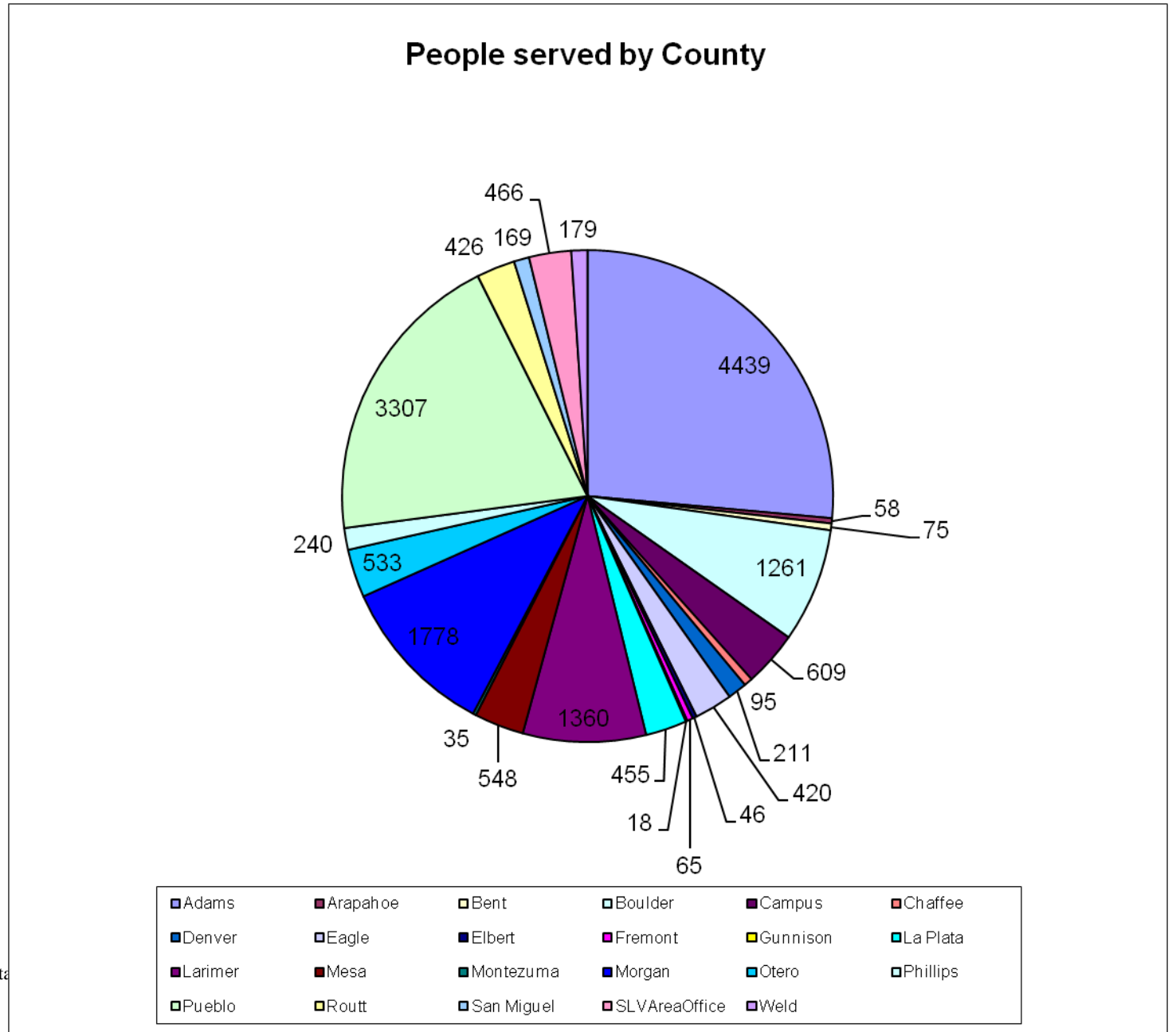
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Adams	4439
Arapahoe	58
Bent	75
Boulder	1261
Campus	609
Chaffee	95
Denver	211
Eagle	420
Elbert	46
Fremont	65
Gunnison	18
La Plata	455
Larimer	1360
Mesa	548
Montezuma	35
Morgan	1778
Otero	533
Phillips	240
Pueblo	3307
Routt	426
San Miguel	169
SLVAreaOffice	466
Weld	179

16793

Att



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