

Post-Tenure Review Summary
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Professor, Family Development Department
2007

My programming has focused on strengthening families and communities through collaborations and leadership development, parenting education and financial management. In program development I highlight my coalition building and leadership; I offer selected teaching examples in the teaching section.

Leadership and Scholarship in Program Development and Implementation
Community Collaborations Support Families

Situation

Challenges that affect families defy easy answers and require the knowledge, skills, and resources of many individuals and organizations. Community coalitions are a key aspect to supporting families. I provide leadership and bring university resources to a number of coalitions.

Family Resource Coalition of Vilas County Incorporated

Response and Results

The Family Resource Coalition (FRC) of Vilas County, Incorporated, a committee of the Vilas County Safe and Stable Families has a mission to support and encourage healthy families in Vilas County. I chaired the group until 2005. I have since taken on the role of treasurer and in 2007 completed the process of gaining 501c3 status.

Over the past five years, the FRC has awarded over \$60,000 to parent education and support programs. Examples of funded programs include: playgroups, music garden programs, strengthening families programs, preschool adventures, fun with fathers, autism family camp, and parenting newsletters.

FRC created a family resource card, resource guide for professionals, sponsored programs, and connected professionals via monthly networking. I facilitated a collaborative review (2004) showing value of FRC to its members: to get and give information, networking and support to learn about resources to help them better do their job, and become more aware of issues affecting families in Vilas County.

Challenges and Future Directions

Attendance at meetings peaks when funds are being granted and slumps later in the year. I will encourage the coalition to revisit their goals as well as engage members via working committees. The coalition will benefit from seeking additional funding sources.

Positive Alternatives Coalition (Vilas County)

Response and Results

In 2003, a group formed which sought and received a \$354,000 State Incentive Grant to address a rise in alcohol, drug, and tobacco use among Vilas County youth and a lack of connection of youth to their community. The Positive Alternatives Coalition (PAC), formed with the mission of facilitating and enhancing collaboration among all age groups and cultures while encouraging the norm of not using alcohol, tobacco or other drugs and positive risk-taking. In 2005, PAC was awarded a five year, \$100,000 per year, Drug Free Community (DFC) Grant.

PAC funding has supported evidence-based programs within Vilas County including Positive Action and Strengthening Families Programs. Emerging programs such as the Intercultural Initiative Program and Nature of Kids have been awarded grants to strengthen evaluations.

A 2006 DFC survey with county 6-8 graders showed that some youth are experimenting with alcohol at very young ages; the vast majority have never misused prescription drugs, but even with the small numbers parents need to be mindful of the medicine cabinet; and almost all did not smoke and think their parents believe it is wrong to smoke. Youth have "gotten the message" that cigarette smoking is dangerous, a tribute to persistent and effective prevention efforts. Tobacco prevention programs serve as a model to address alcohol and other drug use among our youth.

Challenges and Future Directions

Addressing issues of youth alcohol and other drugs requires a system approach. PAC is situated to continue to facilitate this goal. Lakeland Union High School, which serves the western half of Vilas County experiences, has racial and cultural challenges in addition to alcohol and drug concerns. PAC is facilitating a series of meetings to address these concerns. Extension is participating in these meetings.

Forest County Partnership Inc.

Response and Results

The Forest County Partnership (FCP) promotes cooperative efforts and educational opportunities among agencies, organizations, tribes, and individuals serving youth in Forest County. Two major efforts are conducting the 8th grade Making Healthy Choices (MHC) and 11th grade Brighter Futures (BF) conferences for Forest County youth. The MHC conference, in its 12th year, intends to help youth learn skills that will lead to a lifetime of wellness. At the 2006 conference attended by 131 8th graders, youth reported on healthy choices they will make such as, *“have safe relationships”* and *“report harassment.”* At the 7th annual BF conference which encourages life skill and interpersonal skill development, 11th graders (114) reported impact on their future plans, *“I will have a good savings plan in case anything unexpected happens”* and *“I learned how I may better relate to others.”*

I facilitated a collaborative review in 2005 that revealed members experience positive effects both personally and professionally by participating in the coalition; loss of FCP would have negative impact on members' abilities to effectively do their work; and group synergy makes a positive difference for youth.

Challenges and Future Directions

The FCP is a vital and strong coalition. Many of the members are of the baby boom generation and several of the members were concerned about who might “step in” to take over. We have worked hard to mentor younger members and it is paying off with new and vibrant leadership from generations X and Y. More recently, Forest County has been seeing gang involvement among 12-14 year olds. Discussions at recent meetings centered on how the FCP members might respond to this new challenge.

Family Services Network of Forest County

Response and Results

Partnering with the Birth to Three caseworker, I called a meeting to form a coalition of family-serving agencies in February 2005. No group of this type previously existed in Forest County. At the first meeting, attendees spelled out their dreams, goals, and expectations for participating in the group. Within a few months, the group named itself the Family Services Network (FSN), defined a mission statement, created a logo, set regular meeting dates, established networking, and adopted by-laws. Over the next year, the FSN created and obtained funding to print and distribute a family services resource guide. The group continues to be energized and has taken on a Family Talks project to encourage families to use mealtime to communicate. Members identify value of the coalition: making links to connect people to resources, better and more efficient services, and creating resources for families.

Challenges and Future Directions

Currently I co-chair the FSN. By-laws indicate that new officers be elected in January 2008. I am working to empower members of the group to take on leadership roles. Also, I hope to assist the FSN to celebrate their accomplishments and consider revising and updating strategic goals.

Florence County Child and Family Services Network

Response and Results

At the June 2004 Governor's Webcast: Governor Jim Doyle's Summit to Prevent Child Abuse & Neglect: A State Call for Action, members of the Child and Family Services Network (CFSN) rated priorities to forward to the state level. One priority was to increase communication, collaboration, awareness between agencies working with/for families getting to a common language and understanding of each other's objectives. CFSN is vital to sustaining and improving services to Florence County families. The grade school principal who attended the network meetings wrote to me last year, “Dear Joan, You amaze me with your knowledge and expertise in helping people in the counties you work with! You keep up on what's going on for families & education. We are fortunate to have you working in Florence. I enjoyed the time spent with you and hope you continue to work with our school. You are a real treasure.” Her comment reflects the personality of working within a small county where partnerships and collaborations are at the heart of all that is accomplished.

Challenges and Future Directions

CFSN operates very informally which can be both positive and challenging. No formal mission statement or guidelines sometimes hampers the group in its growth and development. As possible, I will suggest formalizing some processes to help build and sustain the group.

Northwoods Saves (Vilas and Forest Counties)

Situation

Many families in Vilas and Forest Counties struggle to make ends meet. That there is interest in family financial education is not a surprise. Median family income is: Vilas County - \$40,876 and Forest County - \$38,978 compared to Wisconsin's \$52,911. Families who have ability to manage cash and credit can begin to save for emergencies or to reach future goals.

Response and Results

Northwoods Saves, a chapter of America Saves, has the goal of helping individuals and families save money, decrease debt, and build wealth. This Family Living Agent serves on the Northwoods Saves governing board, co-teaches financial management classes with the Northwoods Saves Director, has secured grant funding to support the program, and participates in WJFW-TV12 Money Watch interviews.

One example of a teaching is the 2006 Financial Basics series for the Mole Lake Sokaogon Chippewa community. Prior to presenting programs, I facilitated a focus group discussion to learn about their financial management needs and how to best deliver the program. The Northwoods Saves director and I co-taught a four part series covering spending plans, savings, credit and end of life issues. One participant learned to track her expenses, "I know just from the calendar where my money is going."

The National Extension Association of Family and Consumer Sciences recognized my Money Watch interview, "Making Your Holiday Affordable" as the 2006 national television interview winner.

To date, 366 Northwoods Savers have saved \$822,377 towards their financial goals.

Challenges and Future Directions

Financial support for Northwoods Saves was tenuous the first few years. Recently we obtained a Certified Financial Planner's grant. The board is optimistic about the future.

Florence School District Strategic Planning Process

Situation

The Florence County School District (FCSD) administrator invited UW-Extension to meet with school officials to discuss developing a strategic plan to address the financial crisis the school was facing. The school serves almost 800 students. It is one of 48 rural school districts in Northern Wisconsin referred to as "Lake Effect" by the Wisconsin Atlas of School Finance (Norman, 2004). These districts have relatively low incomes for all-year residents while simultaneously experiencing declining enrollments. Property values are rapidly rising because of demand for vacation properties. FCSD administrator summed it up, "We are a high property value, low income district." A \$700,000 deficit was anticipated for the 2003-2004 school year.

Response and Results

UW-Extension faculty adapted the Bryson strategic planning model to engage the entire community to address the issues and challenges facing the school district. Eight committees were formed to address priority issues. Co-chairs participated in trainings and conducted meetings of their groups. Over 90 people participated in committee work. Two referenda did not pass in 2004 and 2005; a final ditch effort (before dissolution of the school) passed in June 2005 to provide financial support for up to five years. During the strategic planning process, 150 people gained awareness and experience with the strategic planning process; almost 90% of co-chairs reported an increase of awareness of strategic planning process; the FCSD administrator, said she stands, "in awe as I see what is unfolding. We now have community involved in our school. People are taking active ownership. It's not that the decisions are being made by a few, but the decisions are being made by many. That's not where it ends. I see people continuing to work with agencies such as University Extension to help us with our future planning. I'm grateful to UW-Extension for working with us in this process. I look forward to working with UW-Extension over time."

Challenges and Future Directions

Schools are the life-blood of a community. Yet, many limited and fixed income taxpayers are concerned about rising property taxes. Many northern Wisconsin schools are struggling to continue. The strategic planning process may, if used prior to a severe crisis, serve as a tool to engage the community in school issues and concerns. I have been asked by the North Lakeland Elementary School, Manitowish Waters, Vilas County, to facilitate their school district's strategic planning process during 2007.

Vilas Visions Leadership Program

Situation

A Vilas County 2002 Economic Summit determined a new, volunteer-based approach was needed to stimulate leadership countywide to address a broad range of community and economic development issues. Issues identified were: seasonality of tourism, low wage jobs, lack of technological and transportation infrastructure, and the “brain drain” of youth leaving Vilas County for other areas.

Response and Results

The Vilas Vision leadership development project was created as a way to build leadership capacity in the county. My contributions include: serve on advisory planning group; develop promotional materials, facilitate opening presentation, of “Personality Styles of Leaders” and conduct the SWOT (strengths, weaknesses, opportunities, threats) analysis; teach conflict session; lead the family issues session; present session change; conduct focus group discussion; and create evaluation tools.

Over four years, fifty-one people have participated in the eight session leadership program. They have completed a number of community projects including: create a farmer’s market, address working parent issues, leave a mark: adopt a park, hold candidate forum, develop a walking trail, and promote the new 2-1-1 service.

Leaders commented on the value of the MBTI and conflict modes presentations:

- *I have adjusted how I react and communicate with the diverse group of employees we have at our business. I am doing things very differently than prior to Vilas Visions.*
- *The personality profile we did at the first session I took home with me to discuss with my family to help them better understand me. It was the best part of the program.*
- *I am dealing with conflict better by understanding that I have choices on how to respond to conflict.*

Challenges and Future Directions

We have now secured a three year grant to sustain the program. Yearly, we attract about 12 participants. Because the program adds to the brain power of community people, we are challenged to consider how we might attract more participants.

Teaching

Strengthening Families Program for Parents and Youth 10-14 (SFP)

(Note: My 2006 self initiated performance review includes a summary of my work towards bringing the evidence-based SFP to the three counties. Please reference that summary.)

After being trained as a SFP facilitator, I recruited others to become trained. When I co-facilitated the SFP in Vilas County (Arbor Vitae – Woodruff School), I realized that to make the program broadly available in my three counties, I would need to recruit and have additional facilitators trained. To date, I have facilitated training for 35 people (Vilas County – 15, Forest County – 16, and Florence County – 4) and garnered over \$26,000 from various sources to purchase curricula and videos, cover training costs, contribute to program expenses (meals, child care, supplies), etc. Within the three counties, the SFP has been conducted 8 times (Vilas – 3, Forest, - 3, and Florence – 2) reaching 46 youth and 45 adults. By building program capacity with trained facilitators, I multiply the potential for this evidence-based program to positively impact families.

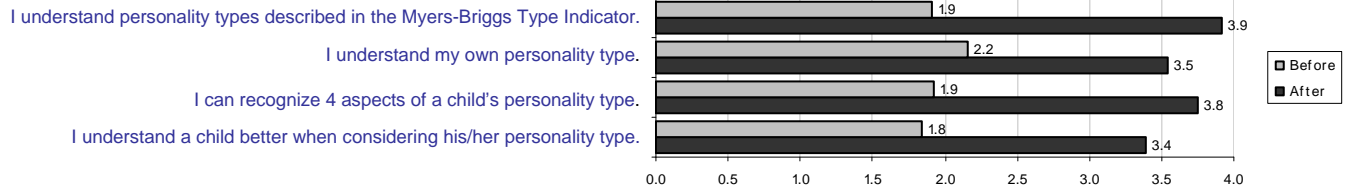
Nature of Kids Workshop Series

I have integrated the Myers Briggs Type Indicator (MBTI) theory to help parents understand their own psychological type and how they prefer to interact with the world and their children, plus understand their children type preferences. I call the program “Nature of Kids.” By helping parents understand their personality type and the type of their child, parents will be able to identify ways of adapting their parenting techniques to emphasize the positive and constructive aspects of their child’s individual nature.

With the \$7500 support from the Positive Alternatives Coalition, I am evaluating the Nature of Kids workshop series as an emerging program. Evaluation tools, refined in concert with UW-Extension evaluation specialists, are showing the value of the program. Since 2002, 147 parents and caregivers have participated in the workshop series.

A retrospective pretest (2006 attendees) showed gains from participating in the workshop.

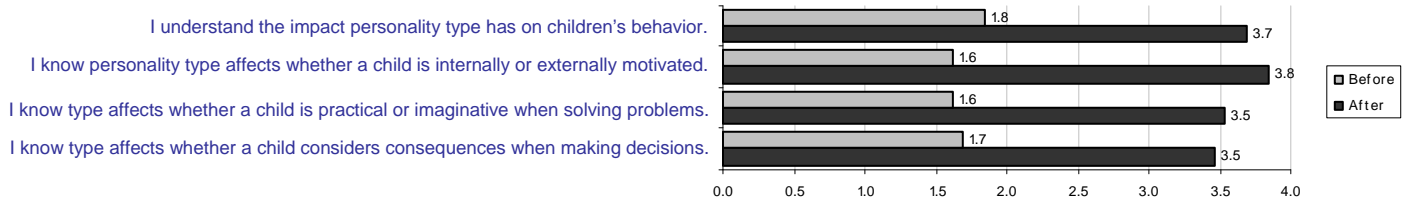
About Personality Types



Strong results are evidenced in all areas. Parent comments affirm their increased understanding of personality types:

- Help son develop his gifts instead of always trying to make him change.
- Being a better parent; using better parenting skills. More of an understanding of why some children are the way they are.
- I want to make my son feel more validated for who he is.

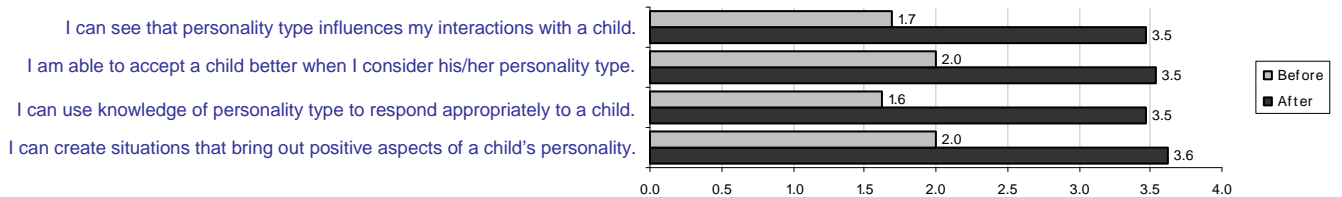
Children's Behavior



Parents show strong gains in realizing how type impacts their child's behavior.

- I have stopped trying to "help" my child be more like me.
- Learning about the types and differences. Accepting some behavior as normal for their type.
- I used to think that one of my children was unable to experience sympathy or empathy; I now know that this **IS NOT** the case at all!! She's a NT.

Interactions with Children



These results show the value of understanding type as it applies to parent-child interactions.

- I can try to have more patience with my extraverted child.
- I've learned how to praise a child to fit their personality type.
- I am a get it done type of person and I was having a hard time dealing with giving up the chores to relax and play when that was the most important thing to do with my daughter.

Brain Development Trainings

Early Childhood Brain Development Workshop Series

Research by leading neuroscientists is revealing the powerful role of prenatal and early experiences upon the developing brain of a child. A three-part workshop series, Early Childhood Brain Development, provided an update on the newest research affecting early childhood brain development. Local collaborators who had participated in the Wisconsin Council on Children and Families brain development training partnered to offer the workshops.

Ninety-six child care providers participated in the workshops. Child care providers increased their understanding and knowledge about early brain development, the importance of secure attachment and how to foster that attachment, and strategies and modifications to use in caring for children who have attention deficit or autism. Child care providers said they plan to use the information in classrooms, with parents, and in their own families.

The Teenage Brain: A Work in Progress

While 95 percent of the human brain has developed by the age of six, neuroscientists have found that the greatest spurts of brain growth after infancy occur just around adolescence. The program offers new knowledge about the teenage brain and how to promote good brain development. The UW-Extension program, "The Teenage Brain: A Work in Progress" and materials from the Wisconsin Council on Children and Families on adolescent brain development training provided the basis for the program.

A total of 173 people attended the presentation (2005/6) from these groups: Vilas County Family Resource Coalition; Upward Bound Counselors; Lac du Flambeau Family Resource staff; Wisconsin Teen Court Board; Family Services Network of Forest County; Florence School District youth; and Eagle River Chapter of National Association of Social Workers. Participants increased their understanding of teen brain development and indicated they plan to provide opportunities to build and practice skills, support healthy risk-taking, involve teens in decision-making, monitor activities, help teens get adequate sleep and be available to listen. Comments on important things learned about teen brain development were: *teens and adults see/interpret things differently; sleep actually promotes learning; brain not fully developed until 20s; nicotine hardwires the brain differently; positive risks are helpful – teens are "wired" to enjoy risk.*

Fundamental Interpersonal Relations Orientation Behavior (FIRO-B) Workshop

I was honored to participate in the Wisconsin Teaching Scholar's Program 2005-2006. As part of my experience, I developed a four hour workshop using the FIRO-B instrument that measures interpersonal needs for inclusion, control, and affection. Recognizing how we come across to others, how and why conflict may develop, and understanding our own needs helps a person to see how they might adjust current behavior to increase effectiveness. Forty-seven (47) colleagues participated. An end-of-session showed increase in awareness of characteristics and behaviors associated with interpersonal needs and a willingness to apply understanding of interpersonal needs to group leadership roles. Follow-up telephone interviews showed colleagues used FIRO-B knowledge to improve effectiveness with people.

Applied Research and Publications

Parenting the Preschooler Newsletter

Parents of preschool age children are at a teachable moment. I author/edit the Parenting the Preschooler newsletter which helps parents as their young child gains more independence and autonomy while exploring their expanding world. The single topic newsletters are reviewed by specialists who have expertise on that specific topic.

Over 140 cooperators (child care providers, preschool/Head Start, libraries, Public/Tribal Health, Social/Human Services, play groups, etc.) distribute the monthly newsletter to over 1600 families in Vilas, Forest, and Florence counties. Many others access the newsletter via the Internet. To date, the website has had over 55,000 "hits." Over 120 newsletters are on the webpage <http://www.uwex.edu/ces/flp/pp/>

On a five point scale, cooperators gave the 2005/6 topics a 4.3 rating. Cooperators indicated that the newsletters help parents: enhance parent-child relationships (4.5), reduce parent stress (4.4), and increase parent confidence (4.2). Some comments were:

- *Written in easily understood language, creates a friendly, readable and inviting format for important topics. Quality articles that I am proud to attach my name to.*
- *They come out every month and are available for use, the archived issues are excellent. I've used the Bubbles one for many years on a variety of occasions. It is peer reviewed.*
- *Great ideas for families. It's a teaching tool that I can take with me on home visits and go over with the family. The newsletter often sparks conversations.*

Collaborative Review

I develop and conduct numerous evaluation tools for the programming I deliver. An example is the collaborative review. I work with the coalition to identify questions. At the review, members generate responses and post them on flip chart paper. Small groups do affinity grouping of the responses; analyze the data looking for themes and identify priorities. Finally, they report to the large group. Basically, the members generate, sort and organize the data, and report out findings. I prepare a report. At a 2004 Family Living Sharing Scholarly Work WisLine, I presented this idea. The Family Living Stress and Transition Team used my model for their own collaborative review.

Bulletin for Psychological Type

My article, "Nurturing a Child's Preference for Sensing of Intuition," was published in the autumn 2002 Bulletin of Psychological Type which is distributed to members of the Association for Psychological Type.

Continued Professional Development as It Applies to Programming

Year	Professional Development	Sponsoring Organization
2002	Applying Type Dynamics	Otto Kroeger Associates, Fairfax, VA
2002	Human Subjects Training	UW-Extension & CITI Program
2002	Level IV Brain Development Training	Wisconsin Council on Children and Families
2002	Bridges Out of Poverty – certification update	Aha Process!
2002	Empirically Based Prevention Programs	North District UW-Extension
2002	Building Respectful Workplaces	UW-Extension
2003	Thriving with Your Spirited Child	UW-Extension
2003	State of the Art of Child Development: From Neurons to Neighborhoods WisLine/Web Series	UW-Extension
2003	MS Excel	Nicolet Area Technical College
2003	Conflict Foundations	UW-Extension with UW-Milwaukee
2003	Managing Your Email in Microsoft Outlook	UW-Extension
2003	Positive Action (SAMHSA model program)	CESA 9 and Positive Alternatives Coalition
2004	Evidence-based Parenting Programs	UW-Extension
2004	Strategic Planning 102	UW-Extension
2004	Understanding a Child's Temperament	UW-Extension
2004	Fundamental Interpersonal Relations Orientation Behavior training	Qualifying.org, Winston-Salem, North Carolina
2004	Financial Toolbox and Other Innovative Ways to Teach Money Management	UW-Extension
2004	Strengthening Families Program for Parents and Youth 10-14 facilitator training	Wisconsin Clearinghouse Prevention Conference (ISU trainers)
2004/5	Wisconsin Teaching Scholars Program including Faculty College and Summer Institute	Office of Professional and Instructional Development, UW-System
2005	Pathways to Financial Success	UW-Extension
2005	World of Type: APT Biennial Conference	Association of Psychological Type
2005	Strategic Planning Facilitation Tools	UW-Extension
2005	Over Scheduled Kids. W. Doherty, U of Minnesota	UW-Extension
2005	CES Conference: Trust and Transformation	UW-Extension
2005	Restorative Justice	Vilas County Justice System
2005	Conflict Team Training	UW-Extension
2005	Responsibility Based Culture	UW-Extension
2005	What Works Wisconsin: What Science Tells Us About Cost Effective Programs for Juvenile Delinquency Prevention	UW-Extension
2006	MMTIC (Murphy Meisgeier Type Indicator for Children Qualifying Program)	Applications for Psychological Type
2006	Extension Administrative Leadership Program Koznos/Posner Leadership Assessment	UW-Extension
2007	Responsibility Based Culture: Team Dimensions	UW-Extension
2007	Family Living Statewide Conference: The Realities of Wisconsin Families and Communities	UW-Extension
2007	Course in Conflict Analysis	United States Institute of Peace
2007	Building Capacity in Evaluating Outcomes	UW-Extension

Contributions to the Profession and/or the University

University of Wisconsin - Extension

Faculty Senate (2001-2004)

I represented North and West District Family Development Department colleagues.

Chancellor Search and Screen Committee (2005)

I served as one of two county extension faculty on the Chancellor search and screen committee.

Forest County Department Head (2004-2005)

When extension positions were vacant, I served as Forest County department head.

Family Living Program Area

Wisconsin Nutrition Education Program (2004-2005)

I conducted a statewide SWOT (Strengths, Weaknesses, Opportunities, Threats) by meeting with WNEP staff at their district meetings. I compiled and analyzed the data into a 62 page report for the Family Living State Program Leader. She requested a teleconference meeting with Associate State Program Leader, Nutrition Education Coordinator, and WNEP advisory council to provide an over-view of the SWOT findings. The analysis served as the catalyst for a statewide WNEP strategic planning process.

Parenting Team (2003-2007)

I am an active member of the Family Living Parenting Team.

Conflict Team ((2004-2007)

I serve on the interdisciplinary conflict team. I assist with statewide trainings for colleagues.

Building Community Connections (2006-2007)

I serve as coach to the Building Community Connections Team.

Department of Family Development

Mentor (2003-2007)

I mentor Gayle Rose Martinez, Clark County, and Kristen Bruder, Dunn County.

Professor Committee (2002-2007)

I was elected to Professor Committee for a three year term in 2006.

Professional Organizations

Wisconsin Extension Association of Family and Consumer Sciences

Public relations committee member (2002-2007)

Epsilon Sigma Phi

Grant selection committee member (2002-2007)

Association of Psychological Type

Administration of Educational and/or Research Programs

The Nature of Kids parenting workshop series has been granted funds from the Positive Alternatives Coalition as an "emerging" program. Through grant funding and partnering with the Extension Evaluation Specialist, the evaluation has: identified valid measures for assessing programmatic outcomes; reviewed content of the Nature of Kids program to select measures appropriate for the program; developed an evaluation instrument; identified procedures for pilot testing, and has a design for more rigorous evaluation of program effectiveness.

I support the WNEP program in Vilas, Forest, and Florence counties: participate in hiring process of coordinators/educators, make a significant salary match to the program ranging from \$20,751 (2002) to \$26,422 (2007), mentor coordinator/educators, and partner in presenting poverty education programs.

I served on the board of directors for the Northwoods Children's Museum from its inception until 2005, a total of seven years. The museum was an outgrowth of a Northland Pines School District school readiness grant. The museum offers parent-child interactive programs, hands-on learning trainings for teachers, limited income memberships, Fun with Fathers monthly events, themed programs and adventures, as well as twelve standing exhibit areas. I continue to provide advice and counsel.

I partner with the Vilas County Commission on Aging to oversee the Grandparents Raising Grandchildren Gathering programming. Using the Family Caregiver Grant to support these programs, relative caregivers have quarterly events for socializing, support, and networking. Over forty people typically attend these programs.

In Vilas County I serve on the Safe and Stable Families steering committee to finalize grant awards for parent education/support programming.

In Forest County, I serve on the Family Support and Preservation committee which reviews grant applications and makes recommendations for awarding funds for children, youth, and family programs.

I served on the Forest County Health Improvement Plan committee.

I mentored my Program Assistant, Penny Otte, through her reclassification to Program Assistant III in 2002. I conduct yearly performance reviews. I encourage her to add to her skills by enrolling in classes and taking professional development offerings.