

Report to Tenured Faculty Review Committee
July 31, 2007
Summary of Progress & Accomplishments of
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The logic model is the preferred model for programs in UW-Extension, and it is a helpful tool in guiding programming efforts. In addition to questions posed by this tool, there are a few additional questions that I ask to guide, negotiate and further define my professional role as I engage in educational programming.

- To what extent does the educational effort reach people most in need?
- To what extent do the outcomes outweigh the inputs and outputs? This is really a thought process about cost benefit, not a rigorous scientific process, but rather a way of thinking about my efforts in relationship to the possible outcomes.
- Is there a way the program can become sustainable? This question recognizes that community needs don't go away. I do teach one-time programs, and they can be beneficial to those who attend. However, ongoing impact can be achieved when an infrastructure to deliver programs in an ongoing way is developed.

These questions help me consider my role, and mostly they help me think about the effort in a broader sense beyond the logic model with the end in mind.

Outreach & Diversity

My work in reaching out to people most in need began as I thought about families who have the greatest needs for education. When Civil Rights Reviews began, and training was conducted, it became clearer where I would focus my efforts. The broader definition of diversity included reaching out to underserved people. As I became more aware of underserved families, I began to think about how I could make a larger effort to reach out to families who were limited-income since Kewaunee County residents were not very ethnically diverse.

The need for parent education has been identified again and again in strategic planning. There is no infrastructure for parent education in the county. Coalition work has not successfully addressed this issue from a system standpoint. Agencies try to do the best they can to provide education. The Nurturing Skills for Parents Program was an evidence-based program that I implemented in Kewaunee County in 2005. I received funding for training through the statewide Parenting Team. I facilitated the program with families referred from the Department of Human Services (DHS). Sessions were two hours in length. I started out with seven participants and after nine sessions ended with three participants. Participants expressed that the program made a difference for them. At this point DHS is using the Nurturing Skills individually with people. I am hoping to engage the violence intervention agency in teaching the program in the future. Another example was Raising Healthy Eaters which was nine 1½ hour sessions. Participants were limited-income families referred through DHS and WIC. The program started with seven participants and ended with three participants. Both programs were successful for the people who attended, but I looked at the larger picture. Was this the best use of my time? I questioned the time commitment for the number of people in attendance. I believe I must choose to prioritize my efforts to maximize the benefit to the public. This is not to say these individuals are

not important. Our coalition continues to struggle with developing an approach to address this important need in an ongoing way.

Reaching out to Latinos began through a connection our agriculture educator had training Latino dairy workers. The Fiesta Primavera was an event where all UW-Extension staff met Latino families, shared a meal together, and talked about education available through UW-Extension. Then people divided into program areas, and families talked about their educational needs. The event opened my eyes to families who were quite hidden within the community. I began to consider various ways I could reach out to them, but the larger question was where could I make the biggest difference? I could teach programs. That would be good. However, what approach would help them to not only receive education, but become integrated into the community at the same time? Then there was the issue of the language barrier. How could I reach out given the difference in language? If I waited until people all learned English, well the fact is they would not receive education for a long time. Learning English is not a quick and easy task. Latinos need education now just like others need it now. That was my dilemma. I decided to put my efforts toward inclusion, trying to figure out a way to include Latinos in current programs rather than develop separate programs.

I always thought the Home & Community Education (HCE) members possessed tremendous skills and talent. They did get involved in programs I conducted. I regarded them as a great untapped community resource, with lots to give to the “right” project. The Nuestra Familia HCE group turned out to be that project. I thought about how people could connect on a personal level to discover common ground. Building relationships would be an essential element of the “forming” stage. The strategy was a potluck meal, sharing food from each other’s culture. At that event each HCE member shared something about themselves and each Latino did the same. With three quarters of the membership in attendance, this warm and wonderful sharing laid the foundation for the club. A success story describes this. District Resource Management (DRM) dollars paid for a translator and HCE member worker. Language is a barrier and avoidance usually follows that barrier. This project brought people together. I continue to be amazed about how people are now able to communicate even with limited language understanding because they made connections.

I believe the Nuestra Familia group and HCE members successfully navigated this new territory because they found interests in common such as family, children, activities of daily life, and there are many more. The group went through the “norming” stage (establishing process, expectations, procedure) and is now “performing”, (coming together around goals). In retrospect, I thought access to education was the most important outcome and integrating into the community was next important. Over time I realized that the integration into the community was by far the most important outcome of the project, and that when integration occurred, education naturally followed along, but it would not necessarily happen the other way around. My role was providing leadership to this project. I advised HCE every step of the way from teaching how to interact with a translator to developing acceptance of difference such as bringing children to programs. Not all was smooth. I also came to realize that the real education was not the programs planned, although that was beneficial. The real education was all the learning that occurred as a result of the groups opening up to each other’s culture which fostered the acceptance and appreciation of differences. A report of best practices was developed to help

others in replicating this project and is posted on the DRM website. The Nuestra Familia is in its third year. Members are connected and participating.

From the beginning of the Nuestra Familia project, I thought about the end point. How would the program be sustainable? Volunteers were willing to interpret after the first year, but for how long? This was the sticky wicket of the project. I told myself that the education program and project experience would benefit everyone, even if it had to end. Still I thought about how Nuestra Familia members could learn the English language plus all the other Latino dairy workers in the county. We had nothing here in terms of a program or structure for those wanting to learn English. In reporting to the Kewaunee County UW-Extension Committee about Nuestra Familia, the same thoughts were circling with one of the members. Early discussions about literacy needs surfaced at the Extension Committee meetings. This was the genesis of a UW-Extension staff cross-program area effort in adult literacy.

As with all programs and projects in Extension research was the starting point. We worked with Dan Veroff, UW-Extension Demographic Specialist, to look at Census data trends. I organized a community group for a conversation about literacy.

As much as there was a hidden group of people who wanted to learn English, there was also a hidden group of people who wanted to teach English. The desire to teach was not enough in and of itself however. Mobilizing the energy of the group to accomplish the numerous tasks required to establish a literacy program was the challenge. UW-Extension staff played a key role in providing a framework for the group to accomplish work. I am still amazed at the hidden talent within the community. The literacy project brought together a new audience for UW-Extension. All members of the Nuestra Familia became students.

I was working closely with the Kewaunee County UW-Extension Community Development Educator, and it is difficult to delineate who exactly did what because our work was so interwoven. For the purposes of this paper, it's fair to say my greatest contributions were in the areas of volunteer and leadership development. That said there were no boundaries in our mutual contributions which I believe strengthened the effort.

In June 2006, the Community Development Educator left the position. I was deeply involved with the group matching students and tutors, and I found myself organizing a visioning session for his position besides. The absence of this educator for six months left a significant gap with the literacy project, and I stepped into a lead role in doing community capacity building work that needed to get done. I worked with a community leader who sheperded the Steering Committee toward non-profit status. Writing bylaws was a task that needed to be accomplished. My experience working with non-profit organizations proved to be helpful in this process. I wrote the history of the organization and was informed that it was this single document that earned the group non-profit status within three months. I asked myself if this fit into my job role, but there really was no one else who knew the total picture of the literacy project.

The Needs Analysis Work Group was in the midst of their study of different sectors of the community. I stepped into a lead role with the group, and enlisted the expertise of Gay Eastman, Child Development Specialist. A final report will be completed this summer. The latest

component of that report is a survey of dairy producers' perspective of the literacy needs of dairy workers who are primarily Latino. This survey is being compiled, and I will be leading the work group in the analysis.

I led the Steering Committee the first year. In the second year, when the Literacy Partners became a non-profit organization, I used this juncture to encourage their leadership by stepping into an advisory position. This freed me to put my efforts toward other identified priorities. I led the group through the review of the vision, mission, and goal setting process for 2007. School staff identified family literacy as a major concern, and I see the potential possibilities for program development in this area. The needs assessment will no doubt uncover other new directions in which other Extension staff members and I can provide leadership in program development and implementation.

Language acquisition is a gateway to participation in the community. As an example, one student who was tested had been in the United States for eight years and knew only a few words of English. Community participation is nearly impossible, and the Steering Committee and I found it rather shocking.

Rural communities have little infrastructure to address adult literacy. It is an enormous concern in our state that is rather hidden, and it remains rather hidden from UW-Extension also. This prompted me to share the program development and implementation of the literacy program in Kewaunee County with others. I wrote news articles to build awareness about the literacy issue and the local newspaper provided generous coverage in publishing them.

A display about Extension involvement in the literacy project was presented at the WACEC Conference in 2006. At that event a UW-Extension Committee Member publicly spoke to the entire group about the importance of the leadership role UW-Extension played in forming the literacy project. Together with the 4-H Youth Development Educator, I presented "A Cross-Program Area Approach to Addressing Literacy", a breakout session at the JCEP Conference in 2007 to share this project with colleagues at the conference. The Literacy Partners Team and I received the Mary W. Wells Diversity Award at WEAFCs. In June, 2007 "Addressing Adult Literacy Needs in a Rural Area" was presented to the Community Development Society Annual Conference in Appleton, WI.

The response of the Steering Committee in the Community Group Member Survey revealed the impact of the group on the members and the community. Members said, "This is the first time I've ever worked with a steering committee who created a dream and then brought that into reality", and "It opened my eyes to the great needs in the community but also the great willingness to help others." Another person said, "I got to know myself and my abilities much better." Members summed Extension's contributions as "...organization, planning, coordinating, leadership, communication between all groups/individuals involved."

The adult literacy program would not exist today without the leadership of UW-Extension in Kewaunee County. There are now 40 adult tutors and 45 students in the program, and there is a waiting list of over 30 people. With one year completed, stories of students' life changes are beginning to emerge. For example, one person was promoted in his job because his English

skills improved. Another person reported using the grocery store advertisements to save money at the grocery store each week. These stories document the life transforming impact of the adult literacy program on adults in Kewaunee County.

Supporting Children During Divorce, Conflict, & Relationship Education

Supporting Children During Divorce was developed in response to the request of the Kewaunee County court system. This program is based on “Common Ties – Successful Co-Parenting”. I adapted the program from eight hours to fit the four hour timeframe needed here. This program brought a new audience, the court system and the participants, to UW-Extension. Participants appreciated the program, but often said it would have helped them if they learned communication strategies earlier on in their marriage. Class evaluations were positive however, as an educator I experienced emptiness and sadness after sessions about the lack of education available to assist people in their relationships. Specialist support would be needed to program effectively in this area. Conversations with Laurie Boyce helped me understand the political nature of available federal funds that might be utilized for specialist support. Laurie did advise me to continue learning what I could, and she supported my participation in an online marriage education satellite, “Impact of Couple & Marital Relationships on Parenting & Child Outcomes”, Iowa State Univ. in 2005.

From the beginning I felt the need to learn more about conflict and attended all professional development offerings presented by the statewide Conflict Team. I was able to utilize some of the content in the divorce education program, and I was looking for new insights into the conflict that I was experiencing on the county level as a department head. This is described in another section. I joined the statewide, cross-program area Conflict Team in 2004, which was building capacity within Extension to provide staff development. Since then I contributed by presenting “Conflict Styles” and “Relationship Mapping” at two statewide inservice programs for staff.

A sub-group of the Conflict Team utilized the workshop content to develop 12 train-the-trainer lessons. The purpose was to package ready-to-go lessons that would enable staff to present smaller chunks of conflict education in their communities. I wrote two of the lessons, Conflict Styles and Communication-Using I Statements. The set of lessons is being reviewed by the Conflict Team and will be available soon to participants attending workshops. The lessons were accepted for presentation at the NEAFCS Conference in Sept. 2007, and I will be presenting these with a colleague.

In 2006, specialist support in relationship education was announced. This opened the door for program development to begin. As a member of this team I participated in Prevention & Relationship Enhancement Program training and the Smart Marriages Conference in Denver, CO. I will be focusing my efforts on forming a coalition to address relationship education and will be taking steps to implement relationship education in Kewaunee County.

When I began teaching the Supporting Children During Divorce program one of the questions I asked myself was, how can I manage this so that I am not locked into teaching this program forever? It’s not an issue of not wanting to teach the program. It’s more a question of how to get the program off the ground, figure out a way to make it sustainable so that I can put my efforts toward other important programs. I decided to plan with the end in mind. I was able to obtain

county approval for the establishment of a non-lapsing account in which to place the participants' registration fees. After teaching the program for three years I transitioned in 2006 to contracting with an individual who is now paid through the class registration fees to teach the class. The program is now a self-supporting program under the auspices of UW-Extension.

Why is this program important? It addresses the negative impact of parents' behavior on children who are in the middle. Parents' evaluations show they value learning to become more sensitive to their children's needs, and they value learning positive strategies to communicate with the other parent. Parents said, "I found the recommendation to not speak through your children, made me more aware of how easily this can happen, even though it may be unintended", and "Now I think about the reaction my kids have toward the things I do." Another parent said, "I have tried to communicate and leave the baggage at the door. I also try to see things from my children's point of view".

My plan is to implement a follow-up evaluation with participants. This process will be utilized to introduce/promote the upcoming relationship education program.

Child Care

When I came into this position in 1998, one of the first needs identified was child care. Working with the Children's Services Network (CSN), I took leadership in developing the "Child Care Needs of Kewaunee County Families", a family needs assessment. The results showed school age child care was a major need. As I began to work in this area, I came to realize that school age child care was a major focus in Wisconsin in the 1980-1990s. Kewaunee County was 10 years behind others. So there was much to do in the child care area. I mention this because child care is not a major focus in state teams. It remains such an important community need here, so I have continued to program in this area.

My role as a member of the CSN team was to provide leadership together with technical assistance following the needs assessment I conducted. In addition, my professional time in presenting educational programs for child care providers was used as one source of in-kind match for obtaining grants. I did quite a number of programs, the Tiny Tot Jamboree, the First Years Last Forever, Positive Parenting, Better Kid Care Satellite, and Thriving with Your Spirited Child. Evaluations were conducted on all of these programs. I also developed an innovative project known as the Kid's Klub. This project helped child cares transition from programming for preschoolers to understanding how to program for school age care. This contributed greatly to sustaining the school age program, because families are encouraged to participate when programming is appropriate.

The CSN worked hard simply to increase the availability of childcare over the years, applying for the Community Child Care Initiative Grant each year. To date \$125,000 has been received and disbursed in the request for proposal format to child cares. Child care slots have increased 30%.

Availability is only one facet of child care and this past year, I urged the CSN to transition focus from increasing availability to improving quality. To receive grant dollars, providers need to base their request for proposal on their Early Childhood Environmental Rating Scale (ECERS),

quality self assessment, a non-threatening approach. In coming years, the CSN will transition to utilizing a consultant to provide greater depth to this assessment process.

I think the face of child care is greatly improved for my involvement. School age child care exists today because grant dollars have made it possible for child cares to expand and offer school age care. Once they are up and running, they are able to become self supporting. Still, school age child cares here are located in private centers and licensed family homes, and children are home alone. After school programs in the public schools, open to all, are not available, although we worked toward this. Families continue to struggle with issues related to leaving their children home alone in self care.

This situation explains why the Home Alone Program responds to an important community need, and it explains why the Home Alone program is a long-standing, successful program in the county. Year after year, families attend this program and report the importance through evaluation. Family Living Educators in Door, Manitowoc, and Calumet all agreed how important the program is, but this award-winning program has become outdated, and no one has time to update it. I provided leadership in writing a District Resource Management Funds Proposal to contract an individual to revamp the lessons. A new component will be one page fact sheets that can be utilized by other agencies such as DHS who deal with the Home Alone issue with families and have requested resources. Specialists are involved since the “Family Keys” are also dated. This project is in development now. It will be piloted this fall including evaluation, and it will be available for all Extension staff in an electronic format.

Leadership as a Department Head

As a department head, I provided leadership for the office in all the typical ways. However, our county was unique in that there was a recall election with 16 (of 19) new board members taking office. New members did not know Extension, nor the accomplishments achieved in programming. There was a prevailing thought of “out with the old”, and Extension seemed to be “on the bubble” in an ongoing way. We experienced a budget scare and had to resort to rallying stakeholders. In what was the most anxious time of my career, our office persevered in delivering good programs, and we continued to build connections with board members and communicated impact as clearly as we could. Even though our CNRED position remained open for a full year, it was eventually filled, a great success. It was an unsettling time that tested my leadership skills. I had to be strong and steady, optimistic and encouraging with staff even though there were moments when I honestly felt like bailing myself. We survived; our office is intact. There was a support staff cut to deal with along the way, but that was manageable in comparison.

I attended the Leadership Assessment Center sponsored by Ohio State University that contributed toward my professional growth in leadership. As a department head, I led the office staff through two Civil Rights Reviews, strategic planning process, many budget cycles, and I co-led the formation of the Community Partner Advisory Group (CPAG) in 2006. The CPAG identified some new directions for Extension staff. Unfortunately with staff changes, implementation was put on hold, and it will be resuming this fall. I appreciate my office colleagues, and I am committed to their development as Extension professionals.

Contributions to the Program Area, Department & University

I joined the Eating Well and Being Active (EWBA) Team to share my expertise in the area of feeding young children, offer my perspective from the role of a family living educator related to parenting content, and assist in professional development of UWEX staff. The increasing concern about the issue of childhood overweight and obesity brought renewed attention to the parental role in feeding. I wrote the Feeding Young Children lessons years earlier. The lessons utilize facilitated dialogue, an engaging approach to involve the learner. The renewed attention to this issue prompted me to update the lessons including multicultural graphics for which the Family Living program area paid. The lessons were placed on the WNEP resource website, and I subsequently presented three district inservices on them. In addition, I presented the lessons at the Family Living Conference in 2003, and they were accepted for presentation at the NEAFCS national mtg. in 2006.

My contributions to the EWBA Team came in piloting and reviewing the Raising Healthy Eaters lessons in 2005. This was a grant proposal obtained by state specialists from the Center for Disease Control. My specific contribution was expertise in the parenting aspect of feeding young children. These lessons included follow-up evaluation, and are available to staff statewide. Out of that project, the need for staff training on utilizing facilitated dialogue as a teaching technique was identified. I contributed toward the development and presentation of that inservice.

All of my work as a member of state teams is a contribution to the family living program area and cross-program areas. I described this in other parts of this document.

I tried to contribute to the program area, department, and the association incorporating these additional duties in a way that they didn't reduce programming locally. Fitting this altogether is sometimes challenging, but that "juggle" is rather exciting too. I served in the following roles:

- Secretary of Standard Rank & Promotion Committee in the Department of Family Development,
- Assisted in presenting a workshop for untenured faculty,
- Serving as a mentor for two colleagues in the Department of Family Development. This commitment is an opportunity to give back my experience for others benefit.
- Served as secretary of WEAFCFS. I was very much in a learning mode in these elected offices.
- Elected president-elect for WEAFCFS 2007. I am ready to take the position of leadership to move the organization forward. I look forward to this opportunity as I feel more prepared professionally to lead.

As I think about accomplishments of the last five years, I made decisions about programming based on my attempt to reach people who are underserved. I used a cost benefit thought process to consider my efforts, and I tried to think about programs with the end in mind, considering ways programs could be sustainable. This approach was useful in achieving the positive outcomes for families that I highlighted in this document.

Professional Development – Proposed Plan

2007

Family Living Conference – Jan. 30-31 Stevens Point

Facilitating Adult Learning - Online Course – Feb. 20 – May 8

Joint Council of Extension Professionals Conference – Apr. 17-19 Neenah, WI

Prevention and Relationship Enhancement Program - Apr. 9-10 Madison, WI

Building Capacity in Evaluating Outcomes – May 2007 Oshkosh, WI

Multicultural Awareness – May 30-31 Neenah, WI

Smart Marriages Conference - June 28 - July 1 Denver, CO

NEAFCS – Sept 17-20 St. Paul, MN

2008-2011

I want to continue to develop my skills in the areas of relationship education and conflict resolution. Multicultural awareness and family literacy will also be priority areas for professional development. Working with coalitions will enable these programs to address community need and to be sustainable; therefore continuing to broaden my skills in the area of building community capacity will also be a focus.