

Kinship Kare of Northern Arizona

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Program of Distinction Category

Caring Relationships, Community Spirit and Volunteer Development

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Program Content

Knowledge and Research Base

Grandparents raising grandchildren is becoming a common family "type." In 2001, 6.2 million children in the US resided in households where at least 1 grandparent was present, 9% of all children (Kreider & Fields 2005). In 23% of these households, children lived with at least 1 grandparent only. Census 2000, found that 5.8 million adults (3.6%) aged 30 and over were grandparents living with their grandchildren and 42% of these co-resident grandparents had primary responsibility for their grandchildren (Simmons & Dye, 2003). Specifically in Arizona, 4.1% of the population aged 30 and over were co-resident grandparents, with 45% of these grandparents having primary responsibility for grandchildren. Arizona ranks fourth in the country for an increase in grandparent-headed households. Coconino County has an estimated 1,670 grandparents raising grandchildren, which is 10% higher than the national average and a 45% higher than state average.

Grandparents who have primary responsibility for their grandchildren face several negative economic and interpersonal issues as reported in a recent review of the literature (Hayslip & Kaminski, 2005). For example, compared to other types of families with children, households in which grandparents have primary responsibility for their grandchildren are more likely to be in poverty (19% vs. 14%). These grandparents are more likely to report poorer physical and mental health and role overload and confusion.

Except when a grandparent has raised a grandchild from infancy, grandchildren will be bereaved from parental loss and require significant emotional support from grandparents. Many grandchildren have also been abandoned, abused, or neglected by their parents, further increasing the risk of emotional and behavioral problems. Grandparents may have relationship problems with the parent and may have feelings of anger and resentment toward him/her.

Despite the stresses, this situation can be rewarding (Hayslip & Kaminski, 2005). Grandparents can develop close relationships with their grandchildren and their sense of purpose in life and feelings of contributing to their family's well-being can be enhanced. Although less studied, research indicates that grandchildren can also benefit from this living arrangement. For example, grandchildren being raised by their grandparents are less likely to experience behavior problems at school and are less susceptible to illness than children in single-parent families. Studies of children raised by grandmothers have also found less reliance on welfare and increased autonomy in decision making after going into grandparent care. Grandparents can serve as positive role models for their grandchildren when the grandchildren's own parents are physically or emotionally absent and can provide love, security, encouragement, and structure that may be absent in a foster care setting.

Grandparent-headed households are growing and gaining more attention. Grandparents need to rebuild their parenting and advocacy skills to keep grandchildren physically and emotionally safe. Grandparents need to keep themselves emotionally and physically healthy so they can continue caring for their grandchildren. Likewise grandchildren need to find support and develop trusting relationships with grandparents and peers so they can develop in spite of earlier handicapping conditions (i.e., loss and abandonment).

An important "protective factor" for all families is an established support system. Grandparent households are often isolated from friends and family members when they take on the care of grandchildren. Support systems strengthen families and embolden healthy participation in communities. Thus, Kinship Kare of Northern Arizona (KKONA) has focused many of its program efforts towards peer-to-peer support for grandparents and their grandchildren.

In summary, grandparents' lives are significantly altered when they take on primary care of grandchildren. They face stressors that can be detrimental to their and their grandchildren's well-being. Yet, the potential benefits highlight the importance of ensuring this arrangement remains stable and healthy and that grandchildren are supported to thrive.

Needs Assessment

In 2001, an alert Extension Instructional Specialist noticed older participants of parenting classes. She asked the older participants why they were attending and most responded, to help their kids. That observation sparked Extension to investigate a "hunch" that those older parents were, in fact, grandparents raising their grandchildren.

Extension followed up on our “emerging need” theory by soliciting the research help of Dr. Sherry Betts of the University of Arizona, College of Family and Life Sciences. Dr. Betts’ team produced an assessment report of grandparents raising grandchildren so that we might examine if our hunch was reality. With evidence of this growing population and “potential need,” we (Extension) gathered community agencies together in July 2002; to explore the local issues and impacts affecting grandparent-headed households (Roebuck & Betts, 2002).

That initial meeting of 15 agencies led to forming KKONA and a community advisory committee. KKONA’s first educational programs were a grandparent conference and one support group. (See Appendix 1.) KKONA later expanded its efforts to include support and advocacy programs from its strategic plans. (See Appendix 2.) Today, KKONA focuses on education, support and advocacy to help grandparent families improve their skills and secure resources for their grandchildren. Since 2002, we have stayed alert, with the help of advisory members, volunteers and others, to other implications of the KKONA program. Below are examples of how the program has grown to meet grandparent household’s needs.

- Many grandparents were running into barriers for services from social service agencies, and we realized that agency representation on the KKONA advisory board was not enough to impact systems change. Thus in 2004, we developed a workshop for agencies to experience what it was like to be a grandparent raising grandchildren.
- We observed the power of peers to inspire action, so in 2005 we held a training for Grandparent Mentors to learn to co-lead peer support groups. After the training, five of our six grandparents co-facilitated support groups including a Navajo-speaking group.
- We heard about grandparent’s reluctance to come to support groups because they felt ashamed about parenting their grandchildren. That insight prompted us to offer family social activities as a method to recruit grandparents into other KKONA programs. During family social activities, we also observed unhealthy interactions between grandparents and grandchildren. We then added workshops on anger, grief and parenting again to build healthy family relationships.
- Since 2005, we fielded increasing calls from rural communities from throughout Northern Arizona requesting KKONA “start” support groups in their communities. Our resources were too thin to start support groups (an average of 2 hours away from our office) and we wanted local communities to take the leadership to implement community programs. As a result, we developed a “Trainer of Peer Support Group Facilitators.”
- In 2006, we began to notice that some KKONA grandparents were turning grandchildren back to the custody of the state. That observation is

prompting us to conduct a research study to explore the factors that threaten grandparents' initial and ongoing care of grandchildren.

- Grandparents often come to support groups because their grandchildren like being with other grandchildren. We researched models for children's support groups, drawing on United Kingdoms' foster care program and the Doughy Foundation. We surveyed grandparents about starting a grandchildren's support group. They and the KKONA advisory board were enthusiastic about the idea.

Program Goals and Objectives

KKONA's mission is to bring grandparents and grandchildren together in order that they might seek favorable conditions to thrive as "grandparent headed households" and find a system of support. KKONA's long-term goals are to reduce isolation; to build healthy and trusting relationships; to help grandparents meet grandchildren's health, education and basic needs; to advocate for increased awareness and supportive actions from service providers and; to prevent homelessness and the return of grandchildren to state custody.

The program approaches are different for each goal and include: Support groups reduce isolation. Grandchildren support activities and family social programs focus on building positive, healing relationships. Grandparent mentors and informational workshops teach grandparents to navigate services. Workshops for agencies promote system changes. Research will inform programs how to strengthen grandparent programs to avoid returning grandchildren to state custody.

Reduced isolation

Grandparents from throughout Northern Arizona will participate in monthly support groups in seven locations and annually report increased support, acceptance and mutual problem solving strategies. In 2006, 349 adults and 201 children participated in support groups, representing a 14.4% increase in participation. Grandparents will also identify ways and practice strategies to provide resources to help other support group members who have critical issues, whether it is food during a hospitalization, childcare or other resources. The actions of support group members to assist each other demonstrate that members support one another.

Healthy and trusting relationships

Grandparents and grandchildren come to social programs to spend time together and to socialize with other grandparent families. In 2006, 106 grandparents and grandchildren attended 5 family social events. The objectives for the 2007/8 grandchildren support programs are for grandchildren to build relationships with grandparents, peers and others to counteract feelings of insecurity and self-blame that accompanies issues of abandonment. Children who participate in sessions will demonstrate increased sharing of feelings with their grandparents and other children. More than one-half of the children attending family social programs will attend the majority of the breakout programs and cite at

least two reasons for participating in support programs. Grandparents, likewise, will cite two ways that grandchildren support programs have benefited their family. Another objective is to change attitudes about being raised in grandparent households by emphasizing assets that will result in improved self-image and contribute to childhood protective factors. One-half of the grandchildren will be able to list an increased number of benefits from being raised by grandparents and/or other relatives by the end of sessions.

Grandchildren's health, education and basic needs are met

Teaching grandparents to navigate services, and then assigning mentors who provide support, will help grandparents' increase their skills to secure the services their grandchildren need. The objective of workshops and mentor assistance is to increase grandparents' understanding of services, learn useful techniques for soliciting support and increase their actions to secure services. The majority of grandparent mentees, support group members and workshop participants will identify one strategy to increase external family support and resources. In 2006, 897 people called KKONA for information, and 131 visited Extension to meet with mentors and coordinators. In 2007 because of focused conversations with mentors, we will train and prepare mentors for three roles: (1) assistance with agency forms; (2) accompanying grandparents to court; and (3) providing information and outreach about KKONA. Approximately 80% of the mentors will continue to assist other grandparents to complete action plans.

Advocate for increased supportive actions and attitudes from service providers

Extension trains to promote understanding and collaboration among community service providers by offering workshops for agencies. The objective of these efforts is to raise awareness and change attitudes among community service providers. After Child Protection Caseworkers attend 90-minute trainings, they will identify 2 assets of grandparent households and at least 1 strategy to reduce processes that discourage grandparents.

Prevent homelessness

Extension will identify factors from 100 interviews that cause grandparents to give up custody of grandchildren. The objective of our field research is to build more protective components into programs that will result in decreasing the numbers of grandparents who sever custody of their grandchildren.

Target Audiences

The KKONA program operates from the Coconino Extension office, which is 18,000 square miles, with 6.2 persons per square mile and a total population of 132,826. Indian reservations comprise 38.1 % of the land with the largest tribes being Navajo and Hopi. The primary populations are white (63.1 %), Native American (28.5 %) and Hispanic (10.9). Towns in Coconino County include: Flagstaff, the county seat with a total population of 52,894; Leupp 970; Page 6,809; Tuba City, 8,225; Williams, 2,842. KKONA also conducts programs in unincorporated communities including Sedona at 10,192, Munds Park at 1,250 and Doney Park, at 6,979. KKONA operates in communities outside of Coconino County and these include Camp Verde, at 9,451 and Cottonwood, at 9,179.

In 2004, KKONA reached 220 children ages 6 to 11 years of age. Of those children 75 were White, 99 Hispanic, 40 Native American and 6 African American. Ninety-nine children came with grandparents to support group meetings in 2004 and 60 percent of the 117 attendees at family events were children. KKONA assisted 450 grandparents and 170 grandchildren in 2005 and 582 grandparents and 250 grandchildren in 2006.

KKONA programs target these audiences: (1) youth; (2) grandparents and/or other relative caregivers; and (3) agencies. The youth in our program includes (a) children who can be classified as having been homeless and/or abandoned and; (b) children who are at higher risk because they may have compromised health and learning issues.

Three Navajo and Spanish-speaking mentors translate and conduct meeting in native languages for non-English speakers. Grandfathers participate most frequently at family social programs and account for approximately 20% of support group participants.

Type of Program

KKONA is an inter-generational program between grandparents and grandchildren. It relies on community-based volunteers' implementation and outreach.

Delivery Methods

Conducting and convening grandparent support groups in seven Arizona communities.

Authoring grandchildren support activities for three age groups to address issues like loss, grief, separation and the assets of grandparent households. Youth workers and an Americorp Volunteer will conduct activities. The KKONA Co-Coordinator and Extension Agent train and supervise the youth workers.

Conducting social activities for grandparent households that include for example, ice-skating and a Grand Canyon train ride. A grandparent volunteer arranges these events.

Writing and distributing a newsletter to 300 grandparents and agencies. KKONA's co-coordinators write the newsletter, and it is posted on the state web site.

Training and providing support to volunteers from rural communities to prepare them (cadre of 13) to start and facilitate grandparent support groups in their own communities. Peer facilitator teams include a grandparent and a community professional because grandparents respond best when a professional facilitator who provides the task and a grandparent who provides the experience leads support groups. The training is 10 hours and includes peer support group principles and facilitation skills. Peer facilitators meet quarterly for an average of 3 hours of more training

Answering and referring grandparents' questions about actions and procedures for securing services and resources for their grandchildren.

Conducting research to strengthen grandparent programs to keep grandchildren in safe and loving custody situations. One hundred face-to-face interviews are being conducted with grandparents who: at one time were asked to raise a grandchild; who are currently raising grandchildren; and who terminated care of their grandchildren.

Conducting workshops for agencies. One workshop is "Grandparents Raising Grandchildren Simulation," which is a 6-hour workshop, conducted by a team of 16 volunteer facilitators and Extension staff. Another 90-minute training, co-taught by a grandparent and KKONA staff, will reach new child protective service workers to sensitize them to grandparent household issues.

Curricula and Educational Materials

The Grandparents Raising Grandchildren Simulation Toolkit is 89 pages (hardcopy) and CD that provides materials to replicate this workshop. The CD includes materials to plan, replicate and host a Grandparent Raising Grandchildren Simulation. The Simulation is peer reviewed and sold by the University of Arizona. Other states have purchased the toolkit.

Grandparent Mentor Program is an eight-session training program to prepare grandparents who have experience raising grandchildren to help other grandparents. This training requires 40 hours of return volunteer time. The mentor-training program has been shared with others in Arizona. It is being revised and will be peer reviewed in 2008.

Grandchildren Support Activities are written and have been reviewed for developmental appropriateness by Drs. Donna Peterson and Melissa Curran, University of Arizona. The 27, 40-minute lessons for young grandchildren involve reading and discussion and activities and discussion for older children. The activities will assist children to express feelings. Grandparents will also participate in parallel activities that may be shared on-site or at home. The program will be piloted in Fall 2007.

Teamwork and Collaboration

The KKONA Advisory Board represents public agencies (schools), private groups (attorneys), non-profits (child advocacy organization), and many current and former grandparents raising grandchildren. The advisory board for example, provided an "issues paper" to local judges who reviewed custody hearings. As a result, judges presented a workshop for grandparents on better understanding and representing themselves in the courts. The advisory board is also involved in fundraising; were facilitators during and partners in writing the Simulation workshop; and co-conduct workshops and trainings. KKONA volunteers assist with conducting many programs, for example the first mentors co-trained the second class of mentors.

In 2006, KKONA collaborated with 29 agencies. Collaborators contribute many resources such as co-hosting elder caregiving conferences. KKONA serves on a statewide Extension working group on grand parenting. Specialists at the University of Arizona in Family Consumer Sciences are consulted on a variety of program and research issues. A team of Extension staff, faculty and a Grandparent Mentor presented at the 2005 Children, Youth and Families at Risk (CYFAR) Conference. We attend the Brookdale Foundation Conference, are a grant site from Western Michigan University and connect with other Extension grandparent programs. We exchange resources with a German Foundation. (See Appendix 3.)

Program Evaluation

a. Methods

We (Extension) use a combination of methods that include process evaluations and outcomes. Our methods include: quarterly meeting of mentors and peer facilitators to assess their training needs; record, compare and track overall annual participation against new participants; track phone calls for themes; keep a copy of action plans to discuss with mentors; hold regular teamings with staff to reflect on trends, concerns and program issues; consult KKONA advisory board members; and review annual impacts. Overview of outcome methods includes gathering meaningful focused questions at support group sessions to assess learning and practice changes in behaviors and conduct "Simulation" phone interviews.

b. Process Evaluation

To measure if KKONA has reduced isolation. Facilitators ask at the beginning of each session one small success grandparents have had since the last support group. At the end of many support group meetings, grandparents are asked what they have learned that is helpful. We record these and keep a file of quotes, stories, etc. KKONA had a 14.4% increase from 2005 to 2006 in participation.

To build positive, healing relationships. During team meetings, we (Extension faculty and staff) reflect on reduction and/or increase in conflicts among grandparents and grandchildren during social programs.

To promote awareness resulting in system changes. We recently asked KKONA's advisory board what they were hearing about KKONA in the community. What they told us is that more people know what KKONA is and seek them out for information. Mentors told of running out of KKONA business cards that they distribute to potential clients. Agency collaborations and policy changes have increased. The school district changed a policy to grant reduced lunches to grandchildren under "homeless" category.

c. Outcome Evaluation

The "Simulation" workshop was developed to promote system changes among agencies servicing grandparents. An 8-item post-6 month telephone survey was conducted with 54 agency representatives with 100% response from the participants of the December 2004 workshop. The instrument measured attitude

change and practice changes. Sixty-three percent of the respondents identified that they shared the “simulation” within departments and staff, increasing awareness; they acted to encourage grandparent families to seek informal support and they investigated policies to determine how services actually work. (See Appendix 4.)

We measure whether grandparents learn to navigate services. We review action plans to gauge frequency and priority actions in addition to random calls to mentees to check on their progress and satisfaction with the mentor assistance. Grandparents who were assisted by Grandparent Mentors resulted in 71% of them acting on guardianship issues, 42% received Temporary Assistance to Needy Families, and 40% cited an ability to keep kids safe from abusive or unhealthy situations. There were numerous successes among grandparents to increase their resources. For example, a fee was waived for after school registration.

d. Communication to Stakeholders

In 2006, KKONA articles reached a range of audiences through its stories, to venues with circulations of 120 to 120,380 people. Publicity included a weekly column in a newspaper. The University of Arizona “Report on Research,” featured KKONA. The German publication “Idea Archive” featured KKONA. In 2006, faculty wrote stories, revised a KKONA brochure, wrote funder progress reports and produced posters. KKONA contacted 453 persons at outreach events such as school open houses. We post programs and the newsletter on the Extension web site. Each year we compile annual impacts and distribute the results to different sources. The Arizona Extension report to the federal government has included KKONA for the past 3 years.

Evidence of Sustainability

The KKONA program is in its fifth year and with each year, both funds and participation increases. In 2004, KKONA reached 18% of grandparents and 26% in 2005 and even more in 2006. Grandchildren participation grew by 47% in 2006. As KKONA adds grandchildren support groups to its family social activities, we anticipate increased growth in 2007. Community members, advisory members and grandparents solicited cash and in-kind gifts that totaled \$28,348 in 2005. Funding from foundations and grants increased in 2006 by 45.5 %. Volunteer mentors, facilitators and advisory members exhibit a continuing desire to assist and help staff implement KKONA programs.

Replicability

KKONA programs are being used in Arizona, other states and internationally. The Grandparent Mentor training design has been shared with two other state programs. After piloting, the grandchildren support program and “training of peer group facilitators” will be available to others. KKONA will share its research once the interviews are completed. There are many products that KKONA is willing to share with others, depending upon a community’s needs to implement grandparent and grandchildren programs.

Rationale and Importance of Program

By continuing to provide grandparent household programs: Grandparents throughout Arizona and other states will feel less isolated and be able to better respond to the stresses, pressures and bureaucracy because of their participation in peer-led support groups. Grandparents will be assisted in a more timely and empathetic fashion through a peer-delivered information and referral system. This should result in actions that reduce a grandparent's frustration when navigating social and economic systems and thus increase resources and services for grandchildren. Grandchildren will be better supported by bonding with other grandchildren and make progress on issues of loss that impact a child's self concept, school performance and other factors leading to their long-term success. We will provide resources for other communities wishing to start grandchildren support programs. By understanding and identifying the pressure points that threaten a grandparent's ongoing commitment to raise grandchildren (from our research findings), we will increase supports to our grandparent programming to keep grandchildren in safe and long- term loving care of grandparents rather than the care of the state. Grandparent care is less costly than state custody.

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APPENDIX 1. A SURVEY OF KKONA Conference participants September 6, 2003

Cooperative Extension, the supporting organization for Kinship Kare of Northern Arizona wants to know your thoughts and impacts the Kinship Kare Conference had on you and your grandparenting? All responses are confidential-your name will not be used. We are gathering this information to make better decisions about future programming and support for grandparent headed households.

Do you recall attending the Grandparents Raising Grandchildren (KKONA)conference held in Flagstaff at the community college? _____Yes

_____ NO, if no then mention sessions below

Sessions were: changing family dynamics; legal with superior court judges; local resources (schools/CPS/ guidance center); stress management; substance abuse with 3 panelists (DEA/counseling/pediatrician); assets of grandparent households by 3 grandchildren panelists; and a final support group session.

PROFILE QUESTIONS

Respondent is

Male_____

Female_____

Are you a grandparent or relative raising grandchildren? _____

How many grandchildren_____: their ages_____

What are your greatest challenges with your grandchildren?

Did you attend as an agency representative? _____

Neither of the above categories_____

Why did you attend the conference?

EXPECTATIONS

What did you hope to gain from attending the conference?

IMPACTS

What piece or session from the conference did you take away and use?

Did you share anything with someone else? I yes, how many others?

As a result of attending the conference how has it impacted your relationship or attitudes with your grandchildren, adult children or others (example spouse)?

As a result of the conference how has it impacted you economically? For example helped you to secure more resources you did not know you were eligible for or saved legal expenses.

Is there something blocking you from using information from the conference? (time, resources, readiness, more information)

Other comments or impact

THANK YOU FOR TAKING THE TIME TO ANSWER THESE QUESTIONS.
Rvd 12/04.03

APPENDIX 2. KKONA LOGIC MODEL

INPUTS		OUTPUTS		OUTCOMES-IMPACTS		
What we invest	Activities	Participation	Short Term	Medium Term	Long Term	
Program coordinator Family Educator U of A Research faculty Beth's support/expertise Meeting space and materials for Advisory Board meetings Time Money	Build collaboration Coordinate with community agencies Facilitate monthly advisory board meeting Design and print brochure to develop community awareness of GP program 2-month calendar of events for the grandparents and grandchildren (workshops, support groups and family events) Set up a mobile phone/warm line or obtain donated space for temporary office Recruit GP to mentor other GP and grandchildren who have been raised by GP to mentor other grandchildren Continually add to volunteer list Gather research to inform the Judges and public of the effects of various aspects of GRG (i.e., children cycling in and out of GP homes, assets of GP, parental alienation). Write letters to judges	Grandparents raising Grandchildren in Northern Arizona Local community agencies who provide information, resources, education, etc to this population Grandchildren who are being or were raised by the GP Community members Judges	Increase community awareness of this growing phenomenon Foster understanding of this situation in order to change the stereotypical attitudes (ageism, the apple doesn't fall far from the tree) Parent/grandparent education on how to parent effectively addressing specific issues toward grandparents (changing roles, family dynamics) Motivate the biological parents and grandparents to foster the type of environment that will be most beneficial to the children (co-parenting when possible) Develop awareness of the benefits to grandchildren for involving the parents Grandparents to gain knowledge and understanding of the dynamics of the legal system (custody, guardianship, adoption)	A One-Stop Community Resource Center where GP can go for education, information, support (in the form of support groups and mentoring) and family activities. GP mentoring program Grandchildren who were raised by GP mentoring grandchildren in situation now Comprehensive, useable resource guide as well as books, tapes and other information for the GP to use or borrow. GP take appropriate and safe steps for introducing/ increasing positive parent involvement	To educate the community of the needs grandparents have in order to provide a safe, secure environment for the grandchildren. To empower GP and other relative caregivers to understand and feel capable of taking on the task of parenting someone else's children Grandparents and parents will create a safe, successful and shared parenting environment by: 1) Increasing positive and consistent contact with children 2) Increasing positive contact between the GP and parent	

INPUTS	OUTPUTS		OUTCOMES-IMPACTS		
	Activities	Participation	Short Term	Medium Term	Long Term
What we invest	<p>Chart steps for custody Grant seeking Administer needs assessment/demographic survey Analyze data from survey Assist other communities to develop grandparent resources Parent education for the GP's and parents (if available) Workshops by local attorneys on legal issues i.e. guardianship, custody, adoption, etc. Family nights Gather information for resource book Set standard for user friendly resource guide Design, print and keep updated a community Resource notebook Continue with GP support group</p>				

APPENDIX 3. COLLABORATIONS.

PROGRAMS Chronologically presented	WHY? the Assessment	WHO IS INVOLVED? WHAT DID THEY CONTRIBUTE	EVALUATION
<i>First Effort</i> KKONA ADVISORY BOARD, JULY 2002	<p>Research by Dr. Sherry Betts validates prevalence, trends and issues brought to our attention by increased attendance of older people at parenting classes.</p> <p>Our community needs reveal that while other agencies provide services for grandparent families, there is no sole coordinator or provider for informal education.</p> <p>Extension pilots the KKONA program with the primary audience being grandparents and secondary audience is grandchildren. This is because many grandparents are hesitant to put grandchildren in programs unless there is a trusting relationship with the providers. See Appendix 1</p>	<p>Grandparents: Fran Thal, JT Francis Rose Ann and Bob Strengre, Faye Ceislak, Wanda Crenke, Ann & Ann Silva, Phyllis Hawley. Agencies: Chavez of Division of Aging; Minner of TANF, Slater of Arizona's Children, Bowen and Patcher of Child Protective Service. Child & Elder Advocates: Lawrence & Stasky. Social workers: Vandenberg, Therapists: Dror, Balkin, and Tures</p> <p>Attorneys: Ratner & Nagel. Housing, Bowman. Government: Silva the Vice-Mayor, Molesa of Drug Enforcement, Neuman of Community Services. Schools: Anderson and Stephanie of Resource Center. Native American Agency: Trujillo and Tsosie</p> <p>2002-15 members</p> <p>2003-current the board ranges up to 25</p> <p>Roles are: advice, fundraising and program support</p>	<p>2002- Key issues identified by community board include: Mental health, resiliency, counseling, support, relationships with biological parents including visitation. Resources, respite, special needs children, applying for benefits, after school, and accessing services. Financial, anything. Medical, insurance, substance abuse, health care.</p> <p>2003-Focus on grandparent conference, a one-stop grandparent center, workshops. Program priorities are community awareness, grandparent mentors, grandchildren mentors, and legal issues. 2004-Strategic planning 2005 to Current -annual action planning</p>

PROGRAMS Chronologically presented	WHY? the Assessment	WHO IS INVOLVED? WHAT DID THEY CONTRIBUTE	EVALUATION
<i>First Program</i> GRANDPARENT CONFERENCE 2003,2004,2005	Advisory Board recommends and plans program to reach grandparents because grandparents are a population that does not reveal themselves so a conference is a safe venue to identify yourself as gathering information. See Appendices 1 & 2	Board members, volunteers plan and implement conference. Mentors and grandchildren serve as panelists. Organizations that provide programming include: Tucson Kare Center on Changing Family Dynamics; Judges Newton and Hendrix on legal issues; McCormick of Guidance Center, Patcher of Child Protective Services, Gates of Family Assistance, Wilson of Flagstaff Schools on Where to go for help.	We gather broad needs and make random calls are made for follow up action. Attendance averages 58. Agencies report that they learn as much about issues even though their role is presenter. See appendix.
<i>Second Program</i> SUPPORT GROUPS, ADULT 2003 TO CURRENT	Evidence of significance: "Support groups can provide an oasis from the day to day struggle, a place to gather strength and reenter the world" (Cox, 2000) Design rationale based on multiple models, (Vacha- Haase, Ness and Dannison, 2000)	2004-Five grandparents co-facilitate with KKONA Coordinator and nurse volunteer. 2006-Thirteen volunteers are trained to facilitate and start support groups. Program Collaborators include: Guidance Center on teen issues; private counselor on family communication; Northern Arizona faculty member on grief and loss; Citizens Against Substance Abuse on drug education; Department of Security on family benefits TANF, domestic violence specialist on stress and relationships; private therapist on social support and well being, Catholic Social Services on adoption subsidies; and Flagstaff Schools on computer tutoring, helping a special needs child.	Begin each session with reflection. Ask and record what significant learning is and keep these in a file.
<i>Third Program</i> WORKSHOPS 2004,2005,2006,2007	Based on strategic planning, telephone questions for information legal, emotional health and family relationships are priority programs.	Collaborators include: Coconino 4-H on family activities; Wilda consulting on legal issues arranged one on one and local lawyers to provide pro-bono twice yearly workshops and Further Shores, business to help people with transitions. Attorney Ratner and Tucker co-wrote "Legal Information for Relatives Raising Children." (Not peer reviewed)	Conduct process evaluations on workshops.

PROGRAMS Chronologically presented	WHY? the Assessment	WHO IS INVOLVED? WHAT DID THEY CONTRIBUTE	EVALUATION
<i>Fourth Program</i> FAMILY SOCIAL PROGRAMS 2004, 2005, 2006, 2007-monthly	Strategic planning and grandparents' request social activities.	Collaborators include: Extension Master Gardeners on family gardening; Grand Canyon Railway for 40 tickets annually to the Polar Express train ride; and Casey Foundation for Diamondback baseball tickets.	Gather testimonials and ask advisory members for annual planning suggestions.
<i>First Volunteer Training Program</i> GRANDPARENT MENTORS 2004, 2005, 2007	Grandparents are more receptive and trust peer assistance.	Grandparents: 2 male and 9 female mentors. Two Navajo and one Hispanic. The courts and social service agencies assist to train mentors. Dr. Dan Donaldson for University of Arizona assists with evaluation design.	Mentors fill out a written process evaluation and mentees complete a phone interview.
<i>Fifth Program</i> SIMULATION WORKSHOP 2004, 2006	Grandparents continue to tell stories of frustration with social service agencies and desire a change. Systems change is more likely to happen when workers understand "context" of issues. See Appendix #4	Agencies provided resource personnel including: Flagstaff Schools; Department of Economic Security offices of food stamps, child services, benefits; Juvenile Probation; Hospice; a private counselor and the Guidance Clinic. Sixteen volunteers facilitated. Two University of Arizona family Specialists and another grandparent program Extension faculty member assisted with the program.	See attached sample 6- month follow-up document.
<i>Second Volunteer Training Program</i> PEER SUPPORT GROUP FACILITATORS 2006, 2007	Extension receives increased request to assist rural communities to start support groups.	Thirteen volunteers attend training of trainers of support group facilitators and three mentors co- train with Extension staff. Mentors attend other support groups to assist new facilitators.	Currently being piloted.

APPENDIX 4. SIMULATION, DECEMBER 8, 2004

December 7: 33 people attended an orientation to prepare them to become facilitators and agency resource representatives for the following day's simulation on Grandparents Raising Grandchildren. 15 agency representatives attended including DES (TANF, CPS), Flagstaff Schools, Parent Network, Headstart, KKONA, NACOG (Northern Arizona Council of Governments), Volunteer Advocate and a private counselor. Eight teams of facilitators, half grandparents and half professionals prepared for their roles as guides for each of the eight "made-up" families.

December 8: Twenty-seven agency participants from local as well as Phoenix and Tucson agencies shed their professional roles to become a member of a made up grandparent raising grandchildren family. (Eight made up family profiles were reviewed for realism by KKONA's grandparent mentors.) Participants took on a family member's roles. They were given a challenge, a hindering, and then helping situation. At each challenge, they were charged to develop a plan and find resources to assist them. Perhaps a made up family's challenge was respite for a grandchild. They found barriers in the system to securing affordable childcare for their grandchild. At the end of the day, participants drew a resource map to identify what they learned about the challenges grandparents face when raising grandchildren and then what the system can do to better respond to grandparents' needs.

Preliminary reflection and outcomes:

- The guidance center is drafting an internal document to educate employees where to refer grandparent clients.
- DES representatives discussed their image and the public's confusion in navigating their services. DES employees need to be able to answer basic questions regarding other aspects of DES.
- While we assume that agencies know what each one has to offer an agency participant said, "We have learned what resources are out there."
- Some acknowledged that, "There is a need for anonymous help to ask questions without the fear of losing the kids." The suggestion was that an online site be created to provide information (child safety, legal, etc).
- "There was a gap in referrals for services."
- There were bottlenecks identified among service providers.
- The grandparent facilitators scattered among "families" helped "made- up" agency families feel empathy for their families.
- The families noticed that when the agency focused on the assets of the family and not just what they don't have, it motivated them (the families) to keep going.