



Greetings from the Frances McClelland Institute for Children, Youth and Families,



In this annual report, we highlight our accomplishments from 2020, and we preview our plans for 2021. This has certainly been a memorable year with unprecedented challenges and opportunities stemming from the Coronavirus pandemic and other events. The Coronavirus pandemic has exacerbated longstanding health, economic, educational and social inequities. We have all experienced the pandemic's psychological toll. Recent events have spotlighted the existence of systemic race-based oppression that threatens the lives and wellbeing of children, youth and families from Black, Indigenous and People of Color communities. We remain more committed than ever to supporting and sharing research aimed at promoting resilience of marginalized children, youth and families, and

sustaining and building new collaborations to make sure valuable research information gets into the hands of people on the frontlines of serving families. At the same time, recent events and public health policies have highlighted the importance of family relationships, the value of teachers (including early childhood educators), the critical responsibility to acknowledge and address injustice and racism, and the fundamental need for social connections and kindness. *Our work has never been more urgent.*

Moving to virtual programming has afforded us the opportunity to reach wider audiences, and has encouraged us to seek new collaborations and opportunities. We pivoted to move our student poster showcase, Vision Award ceremony and Tuberville Speaker series to online formats. As a result, we have had attendees from across the country at these events. We encourage you to join us live online for upcoming events, and to view past events on our website.

We are expanding our efforts to reach wider audiences with timely and easy-to-use information. We launched the Have You Heard? series that features headlines from impactful research by Norton School faculty and graduate students. We released the first of what will be several publications available in English and Spanish. We are looking forward to launching new communication tools in 2021.

Researchers affiliated with FMI have been on the frontlines of conducting research related to the impact of the pandemic on children, youth and families, with topics ranging from a stress intervention for firefighters, to child care challenges, to discrimination among Asian American populations, to family stress and wellbeing. Several researchers have been awarded grants to study pandemic effects. We look forward to hosting talks in our Tuberville Speaker Series in Spring 2021 focused on this work. We have also launched a new series of briefs focused on pandemic impacts that highlight research takeaways and practical applications for families, professionals and community members. We also share resources related to the pandemic from other organizations on our website at <https://fmi.edu/COVID19>.

We invite you to visit our redesigned website at <https://fmi.arizona.edu> where you can learn about our research, our events, graduate student research posters, and watch videos of the Tuberville Speaker Series. You can stay updated with FMI on social media with weekly updates on research and events from the Institute. Thank you for your support.

Melissa A. Barnett, Ph.D.

Director, The Frances McClelland Institute for Children, Youth, and Families
Norton Endowed Chair in Fathers, Parenting and Families
Associate Professor, Family Studies and Human Development



2019-2020 Year in Review:

- Co-hosted a 28-foot six-screen photography installation called Showing (work x family) by Working Assumptions.
- Co-hosted a showing of No Small Matter with United Way of Tucson and Southern Arizona.
- Hosted our annual Spring Poster Colloquium virtually where 21 undergraduate and graduate student researchers presented their research posters.
- Hosted our third FMI Faculty Data Blitz where faculty and Cooperative Extension agents gave 5-minute presentations of their current research.
- Co-hosted a Community Conversation on the Tohono O'odham reservation with the Community Food Bank of Southern Arizona.
- Hosted 7 talks in the Turbeville Speaker Series on topics ranging from Pediatric Sleep Intervention Research to Addressing Health Disparities in Latinx Communities.
- Hosted our annual Vision Award Ceremony virtually; awarded 6 awards.
- Awarded 2 Graduate Student Travel Awards to travel to professional conferences (Fall: Xiaomin Li, Selena Carbajal)
- Awarded 2 Lang Summer Fellowships for Summer 2020 (Sei Eun Kim & Raynimol Thomas)
- Awarded 3 FMI Dissertation Awards (Fall: Shannon Warren; Spring: Sei Eun Kim & Alexandria Pech)
- Celebrated 3 FSHD graduate students who completed their masters and/or graduated from the University of Arizona with their PhDs in FSHD.
- Released 5 new FMI publications in addition to our monthly newsletters, including our first Spanish language publication.

Newly Released FMI Publications

DISCRIMINATION & LATINX YOUTH

Ethnic/racial discrimination is a real threat for Latinx adolescents. Nearly 60% of youth ages 12–21 years old report experiencing at least one instance of discrimination in the last year. Discrimination experiences are harmful for Latinx youth.

While experiences of discrimination can be overt (e.g., ethnic slurs), there are also subtler forms of discrimination referred to as microaggressions, which are seemingly unprovoked by youth. Microaggressions are brief and common daily interactions that communicate derogatory or negative social rights and results toward people of color. Propagators of microaggressions are often unaware that they engage in such communications when they interact with racial/ethnic minorities, but research shows that these experiences have negative effects on youths' mental and physical health.

WHAT IS MOST AT RISK?

Research shows that most Latinx youth report experiencing discrimination, but these estimates are especially correct between ages 15 to 19 years and among Latinx boys.

WHAT IS THE IMPACT OF DISCRIMINATION?

Discrimination is harmful to youths' physical, daily, mental, and physical health. It is related to:

- Feeling sad, lonely, depressed, and angry
- Less sleep and/or change in quality sleep patterns
- Increased stress hormones in the body
- Feelings of fear and stress
- Body aches and pains
- Difficulties at school
- Increased risky behaviors
- Higher levels of absenteeism
- Increased conflict between parents and adolescents

WHAT CAN YOUTH DO WHEN THEY EXPERIENCE DISCRIMINATION?

1. Remember that it is not your fault.
2. Remove yourself of the aspects of your identity that are targeted by the act.
3. Seek out a family member to talk to.
4. Seek out a friend or peer to talk to about this. If it is happening in a school context report to a teacher/administrator.
5. Know your allies – who is actual or in the community would be appreciative and helpful.

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Discrimination can occur in many contexts, including schools and neighborhoods.

Discrimination also stems from a variety of sources such as peers, adults, or teachers and can come from members of another ethnic/racial group or your own. **Parents, community members, and school administrators and teachers should take these experiences seriously!**

WHAT CAN PARENTS DO?

1. Encourage youth to feel proud about being Latinx. Research shows that youth who feel proud and positive about their ethnic background tend to be less affected by discrimination. Youth should be encouraged to explore and appreciate their ethnicity.
2. Have supportive conversations with your child. When youth experience discrimination, using going to talk to their mother and father, or even their aunt and uncle, can be helpful. When your child reports an experience of discrimination, be willing to listen and affirm your child, letting them know that you are not afraid of these experiences and are not okay.
3. Be proactive. Many parents have heard about their children's experiences and prepare their children for discriminatory experiences. For instance, parents may tell their child that discrimination experiences may happen and their conversations may help youth to be prepared.
4. Encourage positive class friendships. Making close friends are beneficial for youth who experience discrimination because they may have someone to talk to about the experience.
5. Know your allies. Identify members in the community and at school who are able to support your child during times of distress if they do not have any.
6. Know your rights. Given recent immigration policies have led to more discriminatory practices within the Latinx immigrant and non-immigrant communities, it is important for parents and youth alike to have a solid understanding of their rights.

WHAT CAN ADMINISTRATORS & TEACHERS DO AT SCHOOL?

1. Foster a climate of inclusion.
2. Do not look away from issues about incidents that are relevant to the community that you serve.
3. Address issues of ethnic/racial identity within the curriculum.
4. Address issues of diversity and inclusion in hiring practices.
5. Be allies to communities of color.

Authors (listed in alphabetical order): Dr. Melissa Delgado, Dr. Rajni Nair, and Dr. Katherine Zeiders

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Nair, R., Zeiders, K. A., Nair, M. W., & Zeiders, K. A. (2017). Cultural stressors and mental health symptoms among Mexican American adolescents: Does exposure to racism matter? *Journal of Family Psychology, 31*, 101-107.

Zeiders, K. A., Limela-Tapia, A., Ramirez, S., Delgado, K. A., Reyes, D. C., & Garcia, B. (in press). Examining youth discrimination experiences in U.S. immigrant communities from a family system. *Applied Developmental Science*.

Zeiders, K. A., Limela, M., Ramirez, M., & Brown, A. (2016). Microaggressions and parental conflict with ethnic adolescents among Mexican American and Latino youth. *Journal of Applied Social Psychology, 46*, 482-488.

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We recently released a new publication in English and Spanish called 'Discrimination & Latinx Youth'. This publication was written by FMI Latinx Family Initiative's Co-Chairs, Dr. Katherine Zeiders, Dr. Melissa Delgado, and Arizona State University colleague, Dr. Rajni Nair. This publication sheds light on ethnic/racial discrimination among Latinx adolescents. While experiences of discrimination can be overt (e.g., ethnic slur), there are also subtler forms of discrimination (referred to as microaggressions), which are commonly experienced by youth. We are also sharing anti-racism resources at <https://fmi.arizona.edu/social-justice>.

HAVE YOU HEARD?

▶▶▶ Sometimes couple relationships can thrive not just in spite of financial stress but even because of it. Financial stress can be a catalyst for a better relationship.

LeBaron, A. B., Curtis, M. A., Li, X., Dew, J. P., Shiao, T. X., & Barron, M. A. (2020). Financial distress in adulthood has deleterious youth developmental outcomes among never-married couples. *Journal of Family and Economic Issues, 41*, 500-510. doi:10.1007/s12284-020-09662-z

Ashley LeBaron
FSHD Graduate Student

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HAVE YOU HEARD?

▶▶▶ It may be harder for home-based child care providers in rural areas than in urban areas to access the Child and Adult Care Food Program, an important resource that helps them provide healthy meals to young children.

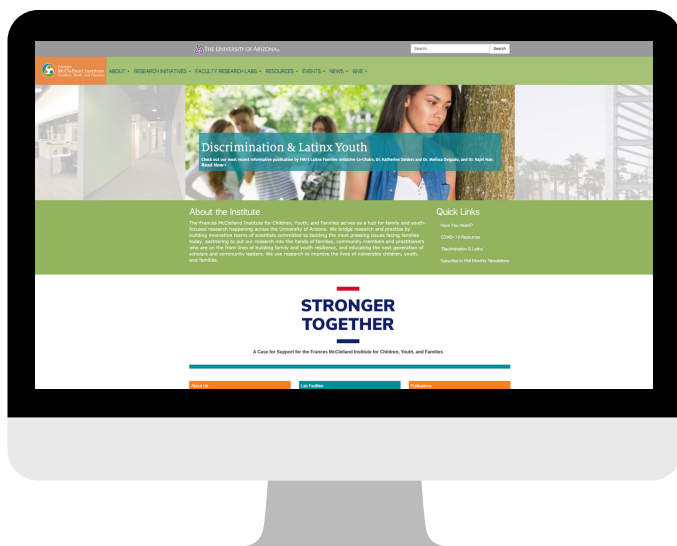
Spears, K. E., Goshen, R. A., Powers, E. T., Kaelin, B. D., & Farrow, B. M. (2020). Licensed Child Care Providers' Financial Stress and Health Care Food Program (CACFP) Service Receipts and Food Security in Highly Urban Areas' Early Education and Development, 31(2), 153-170. DOI: 10.1089/eem.2019.2013.1448087

Katherine Spears, Ph.D.
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Updated Website

We have updated our FMI website. You will find that our landing page is now easy to navigate and you can see our latest updates. We also updated our URL link to fmi.arizona.edu.



Have You Heard? is a partnership between the Norton School of Family and Consumer Sciences and FMI to highlight impactful research insights from our Family Studies and Human Development faculty and graduate students. We recently highlighted research from 'financial stress on couple relationships' to 'healthy meals in rural areas' on Have You Heard?. We are excited to continue to share research that helps families and communities thrive! To learn more about Have You Heard please visit <https://fmi.arizona.edu/have-you-heard>.

FMI COVID-19 Brief Series

We are also pleased to share that FMI is collaborating with researchers from our Research Initiatives to write timely COVID-19 briefs to share with community members. Rebecca Lopez and Dr. Leah Durán from FMI's Early Childhood Initiative recently submitted "Young Children, Families and Teachers during the COVID-19 Pandemic" for the first brief of the series that was published in early December 2020.

To learn more about the FMI COVID-19 Brief Series and other COVID-19 related resources, please visit <https://fmi.arizona.edu/COVID19>.

YOUNG CHILDREN, FAMILIES & TEACHERS DURING THE COVID-19 PANDEMIC

AUTHORS: LEAH DURÁN, PH.D. AND REBECCA LOPEZ

DECEMBER 2020

SUGGESTIONS FOR TEACHERS

Our suggestions for teachers include (first and foremost) to find time to take care of themselves. Teachers are being asked to make extraordinary efforts and rapid changes and need to protect their own mental health and well-being. We encourage teachers to advocate for themselves, both individually and collectively.

Regarding pedagogy, early childhood educators should focus on providing opportunities for students and families to engage with one another and avoid the temptation to send home assignments. Activities that require investigation and physical activity are still important. Lastly, issues of equity are exacerbated due to this global pandemic. Educators must be mindful of expectations for students that require internet access, which includes maintaining flexibility with assignment requirements, and not expecting children to spend the same number of hours online as they would in person.

SUGGESTIONS FOR FAMILIES

A key suggestion for parents and caregivers is to let go of feelings of guilt about screen time (Vandenberg et al., 2020). Many parents feel conflicted about exceeding recommended guidelines for screen time for young children; however, this may be unavoidable in current circumstances, when learning and maintaining social and family relationships can all depend on screens. Some recommendations for parents include prioritizing screen-free mealtimes, bedtimes and playtimes, creating predictable routines, and prioritizing physical activity.

INTRODUCTION

The COVID-19 pandemic has created hardship for everyone, as many people contend with illness, anxiety, isolation, and grief over losing a loved one and financial stress. Additionally, young children, their families and their teachers also face a number of challenges. In the schools and early education centers have closed, re-structured and re-opened. The closures have been particularly devastating to Black, Indigenous and people of color economies (Luster Pritts, 2020) and the economic consequences have been particularly hard for educators and families of young children. Here we describe some of the challenges and ways to cope suggested by emerging research.

CHALLENGES FOR YOUNG CHILDREN'S LEARNING

In re-opening schools during the COVID-19 pandemic, some countries have made early education the top priority, both because young children benefit the least from distance learning and because they need the most supervision and care from working parents (Ondrejka & Darling-Hammond, 2020). Many key aspects of early education, like play and hands-on exploration, are challenging to replicate in online classrooms. Some of the children who are most vulnerable are those who have the least access to remote learning, and are children who have access to their own devices, or a quiet place of their own to connect from, and many young children need adult support in order to connect to or participate in remote learning activities.

CHALLENGES FOR FAMILIES

With many families juggling full-time jobs as well as parenting, the demands of monitoring remote and hybrid schooling have caused many parents and caregivers to feel guilty and unsure how to respond. This new way of life (Lopez, Liu & Lopez, 2020). At the same time, many families are experiencing new financial stress from the economic fallout of the pandemic. The unpredictability of the length of time COVID-19 will persist means that families should expect remote schooling to continue for some time. They may need support managing time constraints and the technology now necessary for learning (Vandenberg et al., 2020).



CHALLENGES FOR TEACHERS

Teachers are currently caught in a dilemma, balancing their professional commitments to educating young children and their concerns about personal and public safety (Camwell, Wagner, & Obergwald, 2020). Likewise, the shift to remote instruction has required teachers to quickly learn new technologies and teaching approaches, as schools shift to hybrid models, many teachers are being required to plan for and teach both in-person and remote lessons simultaneously. This dramatic shift in pedagogy is an important challenge for new teachers and veteran alike. Many teachers feel that the level of stress and challenge is not sustainable, and many are about burning out. In the words of Andrea Jimenez, a first-grade teacher in Tucson, AZ: "We're all first-year teachers again because none of us have done this in the way we're doing it now." (Cavanaugh, 2020)

SILVER LININGS

Although the challenges regarding this pandemic seem insurmountable, there are some bright spots. Some teachers expressed an appreciation for the benefit of smaller class sizes as well as more opportunities to engage with specific children on an individual basis. Others have noted an increase in their technology skills (Camwell, Wagner, & Obergwald, 2020). Remote learning can create opportunities for teachers to interact daily with their students' siblings and caregivers, building relationships and understanding about children's out-of-school lives. For families, the lack of commuting can lead to more family time and less logistical stress. Finally, some Black parents have found that remote schooling has allowed them to better advocate for their children, and that their children are less likely to be bullied or harassed (Anderson, 2020).

REFERENCES

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Borg, C. Liu, S. L. H. (2020). Young children's online learning during COVID-19 pandemic: Chinese parents' beliefs and attitudes. Children and Youth Services Review, 113, 105279. <https://doi.org/10.1016/j.childyouth.2020.105279>

Luster Pritts, W.N. (2020). Racial inequities: A fundamental cause of novel Coronavirus COVID-19 pandemic inequities in the United States. Health Equity, 14(1), 1-10. <https://doi.org/10.1093/heapro/kzab001>

Heald, H. & Darling-Hammond, L. (2020, July 14). "It's not just about the kids." The coronavirus pandemic and lessons learned in preschools in Norway, Sweden, and the United States. Child Care Today: From International Journal to Early Childhood, 30(10), 14.

Vandenberg, L.M., Cassidy, S., Agley, M., Cox, K.T., Hagan, J., & Blasey, C. (2020). Applying team reduction principles to address screen time in young children during the COVID-19 pandemic. Journal of Experimental & Clinical Child Psychology, 193, 39-50.

This report is the first in a brief series on the impact of the COVID-19 pandemic on children, youth, and families. To learn more about FMI and our other publications, please visit <https://fmi.arizona.edu/publications>.

Leah Durán, Ph.D., is an Assistant Professor in the College of Education at the University of Arizona. Rebecca Lopez is a Ph.D. candidate in the College of Education at the University of Arizona.



The 2020 Virtual Frances McClelland Vision Awards Ceremony

The Vision Awards were created to celebrate the legacy of Frances McClelland, who was a generous and tireless advocate for children, youth, and families, especially those experiencing adversity and injustice. Frances exemplified, supported, and celebrated resilience during her lifetime. The annual awards are given to those who share Frances's and FMI's vision of strong communities that support family resilience so that all children and youth, especially those who are most disadvantaged, have the opportunity to thrive. This year, we honored the legacy of another late visionary leader in our community, Richard Elías, a longtime community advocate and leader, who served on the Pima County Board of Supervisors and the FMI Advisory Council. This year, we recognized four outstanding individuals, a youth group, and a local Tucson community organization who are all working towards improving the well-being of children, youth, families, and community.

- The Frances McClelland Vision Award – Dr. Patricia Harrison-Monroe
- The Richard Elías Legacy Award - Kelly Griffith
- The Richard Elías Legacy Award - Jessica Rodriguez
- The Frances McClelland Youth Vision Award - Lorelei Cook
- The Frances McClelland Youth Group Vision Award - Seva Squad
- The Frances McClelland Spirit Organizational Award - Higher Ground

To learn more about the award winners and watch the ceremony video, please visit <https://fmi.arizona.edu/2020-FMI-Vision-Award-Ceremony>.

A Year Recognizing Impactful Tucson Organizations

Starting in November 2019, as part of recognition for our 10-year anniversary being named in honor of Frances McClelland, we have honored and recognized twelve local organizations that do impactful work in line with the spirit and legacy of Frances McClelland. Each organization was awarded the Frances McClelland Organizational Spirit Award and received a \$500 grant from FMI sponsored by The Community Food Bank of Southern Arizona to continue their work in the community. Before the pandemic, FMI was able to attend organization events, tour facilities, and learn more about their programming. See below for the logos for each of the organizations that were recognized this past year.



Congratulations 2020 Lang Summer Fellows!

We are pleased to share that the 2020 Lang Summer Fellows, Rayni Thomas and Sei Eun Kim, have submitted their first author manuscripts to top peer-reviewed journals. The fellowship afforded them the opportunity to write these manuscripts that will advance understanding of factors that contribute to the wellbeing of children, youth, or families.



Rayni Thomas (pictured top left) authored a manuscript titled, "Latinx Adolescents' Academic Self-Efficacy: Explaining the Link between Ethnic Identity and Academic Performance." The results of her study suggest that when others view Latinx adolescents in a positive light, Latinx students are more likely to master their schoolwork, value their education, and do well in school. Findings also suggest that when Latinx students feel good about who they are and feel connected to their ethnic culture, they are more likely to master their schoolwork, which helps them do well in school and value their education.



Sei Eun Kim (pictured bottom left) authored a manuscript titled, "The Association Between Preparation for Bias and Ethnic Identity Development: Exploring the Moderating Effect of Age Among Latinx Sexual Minority Youth." This study examines the association of preparation for bias related to both ethnicity and sexual orientation among Latinx sexual minority youth's ethnic identity. The findings indicate a significant interaction between age and preparation for ethnic bias as well as sexual orientation bias predicting ethnic identity affirmation, indicating a stronger association for older Latinx sexual and gender minority youth compared to younger counterparts.

Graduate Student Travel Awards

Congratulations to the 2019-2020 FMI Graduate Student Travel Award recipients. Selena Carbajal attended the Society for the Study of Emerging Adulthood Conference (SSEA) in Toronto, Canada in October of 2019. Ashley LeBaron and Xiaomin Li attended the National Council on Family Relations (NCFR) in Fort Worth, Texas in November 2019. This past spring, Maria Belinda Vasquez was supposed to attend the Society for Research in Child Development Construction of the Other Conference in Puerto Rico in May 2020, unfortunately, due to the COVID-19 pandemic she was unable to attend. This grant allows FSHD graduate students to present their research at national conferences.



Ashley LeBaron (far right) pictured with colleagues at NCFR

Graduate Student Dissertation Awards

Congratulations to the 2019-2020 FMI Graduate Student Dissertation Award recipients, Dr. Shannon Warren, Sei Eun Kim and Alexandria Pech!



Shannon's dissertation project was a mixed methods dissertation study called "Head Start Home-Classroom (Dis)Continuity and Children's Self-Regulation" that was a collaborative project with the local Head Start provider. She presented the findings from this project at two peer-reviewed virtual conferences this past Fall. Shannon successfully defended her dissertation in May 2020.



Alexandria's dissertation project is titled "Contextualizing the Lived Experiences of Adolescent Girls of Color Experiencing Familial Incarceration: Applying an Intersectional Lens to Counterstories of Identity Development."



Sei's dissertation project is titled "A Mixed Methods Exploration of Family Racial-Ethnic Socialization of East Asian Americans in Racialized America.."

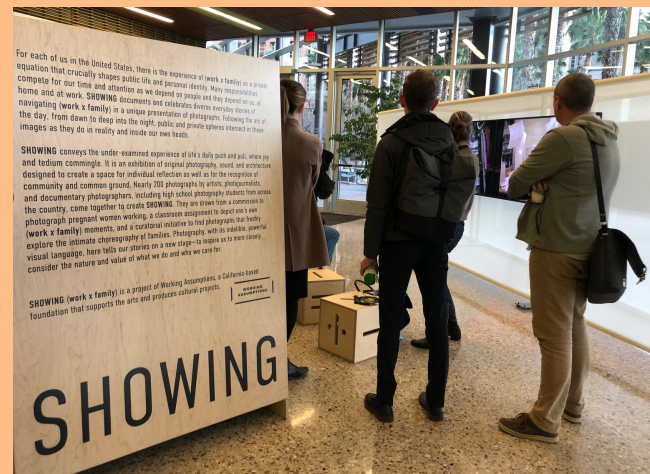
Community Conversation with a Researcher Highlights

In February 2020, we partnered with Baboquivari Unified School District Family & Community Engagement Department and the Community Food Bank of Southern Arizona for a community conversation on “How to Promote Healthy Eating Habits in Young Children” with Dr. Katherine Speirs, Extension Specialist and Assistant Professor in the University of Arizona Norton School of Family and Consumer Sciences and member of FMI's Early Childhood Research Initiative. The event took place on the Tohono O’odham reservation at Tohono Plaza - Kosin Kitchen located in Sells, Arizona. The event had a great turnout of community members ranging from all ages. We had a lively conversation with caregivers who shared their knowledge and learned new ways to promote healthy eating in young children.



Showing (work x family) & No Small Matter

FMI partnered with the Norton School of Family and Consumer Sciences centers and institutes to host various events around a photography exhibition called Showing (work x family). For our event, FMI partnered with United Way of Tucson and Southern Arizona for a showing of No Small Matter and a panel discussion about the quality child care crisis in the U.S. We had a great turn out of Tucson and University of Arizona community members. We would like to thank Dr. Michele Walsh, Associate Professor in Family Studies and Human Development and Cooperative Extension Evaluation Specialist, and Jessica Novak, Director of Early Childhood Education with United Way of Tucson and Southern Arizona, for leading the panel discussion about access to high quality early childhood education in Arizona.



2020 FMI Virtual Student Poster Colloquium

Our annual Student Poster Showcase was a little different this year because we held the event online. The John and Doris Norton School of Family and Consumer Sciences graduate, and undergraduate students came together to present their research on a variety of topics centered around improving the lives of children, youth, and families. We had a total of 21 students participate in the virtual event. Some of the students presented independent research projects they conducted with mentorship provided by Family Studies and Human Development (FSHD) faculty.

Other participants were enrolled in FSHD 408 - Program Planning and Evaluation. These students presented their end of the semester projects which consisted of developing and/or evaluating individual or family focused programs for schools and communities. All the students did an excellent job presenting their work!

FMI participates in UArizona's Alumni Association Wonder At Home Event

Over the summer, the Norton School of Family and Consumer Sciences and FMI were invited to hold a panel discussion as part of the University of Arizona Alumni Association's Wonder At Home webinar series. Norton School Director Dr. Laura Scaramella moderated the panel that included Dr. Melissa Barnett, Dr. Melissa Curran, and Dr. Melissa Delgado. The panelists shared research insights and strategies for families to thrive during the COVID-19 pandemic. You can find our presentation at <https://youtu.be/yXxrpzPY3eY>.

2020 FMI Faculty Data Blitz

Thank you to all the research faculty in the Norton School and the Cooperative Extension Agents who participated in our annual FMI Faculty Data Blitz on Monday, February 24, 2020. We were delighted to share our research with visiting prospective FSHD doctoral students and community members.

Community Research, Evaluation & Development (CRED) Highlight

CRED conducts high quality, culturally responsive, community-based research and evaluation that promotes the health and well-being of children, youth, adults and families throughout Arizona and the Southwest. Our goal is to be a resource and partner to the diverse communities and organizations of Arizona and beyond. For years, we have been committed to working on the ground with partners across the state, including tribes, state and local governments, justice systems, schools, and non-profits. Our team carries out both quantitative and qualitative research and evaluation, drawing on expertise in survey, interview, and focus group methodology as well as sophisticated quantitative and geospatial analysis techniques. Our primary focus is to generate accessible, actionable information that our partners use to support their program and policy decision-making. To learn more about CRED and the work, please visit <https://cals.arizona.edu/fcs/cred>



Upcoming Events

Friday, February 5, 2021 from 2:00 - 3:30 PM
Norton School Faculty Data Blitz

Thursday, March 4, 2021 from 3:30 - 4:45 PM
Pamela Turbeville Speaker Series Special Event: Pandemic Effects on Children, Youth & Families

Thursday, April 15, 2021 from 3:45 - 5:00PM
Pamela Turbeville Speaker Series with Dr. Matthew Lapierre
University of Arizona, Department of Communication
"Negotiating the Child's Consumer Environment: Current Challenges for Parents and Children"

Friday, April 30, 2021 from 12:00 - 2:00 PM
FMI Virtual Student Poster Colloquium

About FMI



The Frances McClelland Institute for Children, Youth, and Families at the University of Arizona support cutting edge, collaborative and innovative research aimed at improving the lives of children, youth and families, especially those from vulnerable and marginalized communities. We actively partner with community organizations, we share research findings with the community, and we educate the next generation of engaged scholars and community leaders. In 2009, the Institute was dedicated to honor the memory and legacy of Frances McClelland. Frances was a business leader and philanthropist. She understood resilience in the lives of children and families.

In Partnership



Private support is fundamental to the origin and sustainability of the Frances McClelland Institute. We are grateful to all of our donors. We hope you partner with us in our mission to build strong communities that promote family resilience so that children and youth from marginalized backgrounds, have the opportunity to thrive.

Please invest in our work in the Frances McClelland Institute by visiting our website: <https://fmi.arizona.edu/donors>



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