



Doubly Stressed, Triply Blessed

PENNSSTATE



College of Agricultural Sciences
Agricultural Research and
Cooperative Extension

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Introduction

Program Objectives

The primary objective of *Grandparents Raising Grandchildren: Doubly Stressed, Triply Blessed* is to introduce the public to some of the pressing issues and concerns that these families face. In addition, this program aims to present concrete ideas for addressing these problems at both the individual and community levels. These objectives are met through the activities in the curriculum and the comprehensive resource section at the end of this facilitator's guidebook.

While the issue of grandparents raising grandchildren is merely one component of the larger issue of other relatives (this including aunts, uncles, and cousins) raising children, for the purposes of this introduction, we are focusing exclusively on grandparents raising grandchildren families. Many of the issues we cover, however, can be applied to a variety of different parenting situations.

Program Format

This multimedia package includes video and curricular materials that can be delivered in community forums lasting approximately three hours. There are four segments to the program; each includes a discussion-starter, a three- to five-minute video segment, and an activity. These activities are designed to foster a sharing environment where participants interact freely.

This guidebook contains a facilitator planning sheet, resource list with contact information, sample press release, evaluation, references, fact sheets, and other materials that can be used to enhance the presentation of this topic.

Key Issues

The number of children being raised by their grandparents is on the rise across the country. In 1998, 1.4 million children in 888,000 households were being raised solely by their grandparents. This number is up a dramatic 53 percent since 1990. With this growth has come an increasing awareness of the many issues that these families face and the ever-present need for support.

Families in which children are being raised by grandparents are ethnically, geographically, and economically diverse. In 1998, approximately 41 percent of these children lived in the suburbs, 39 percent in central cities, and 20 percent in non-metropolitan areas. In addition, 43 percent were white, 35 percent were black, and 18 percent were Latino. As might be expected, the causes, needs, and experiences of these families vary largely. Grandparents raise grandchildren for different reasons, including parental incarceration, drug abuse, death, divorce, teen pregnancy, mental health, poverty, neglect, and family violence.

However, beyond these differences are common trends among the grandparent raising grandchildren (GRG) community of families. For example, while not a definitive characteristic of GRG families, poverty rates have been shown to be 60 percent higher among grandparents raising grandchildren than among other grandparents. In addition, the problems confronted by these families relate to challenges associated with child care, health services, housing, legal issues, and education.

While there has been tremendous growth in the last decade in services available for GRG families—support groups, supportive public policies, alternative public housing facilities, and resource centers—a great area of need still exists because these services are only available on a small scale relative to the number of families in need. To expand services and adopt a broader range of supportive legislation, we need to make the public aware of the situation facing so many families today.

Program Content

SEGMENT 1: BECOMING A GRG FAMILY

The reasons that grandparents find themselves raising grandchildren are varied. Among the “triggering events” are parental death, incarceration, substance abuse, neglect, family violence, mental health issues, teen pregnancy, and poverty. In the video component of the first segment, some of these issues are reflected in the commentary provided by the GRG families. Activities and discussion questions are designed to help participants understand and feel compassion toward families facing these situations.

SEGMENT 2: ISSUES GRG FAMILIES FACE

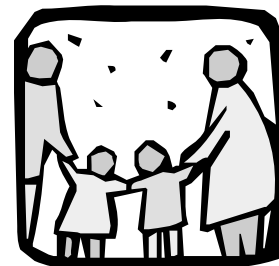
For a GRG family, just being able to enroll your grandchild in a local school can be an uphill battle. Through the stories shared in the video segment and addressed in the activity, this segment covers some of the central problems that GRG families face.

SEGMENT 3: RESOURCES FOR GRG FAMILIES

In the midst of these challenges are messages of hopefulness. There are growing networks of support to help GRG families navigate complex service systems. This third segment describes what resources are currently available for GRG families and how these resources can make a difference in the lives of both grandparent and grandchild.

SEGMENT 4: TAKING ACTION

In light of the importance of working to improve the conditions for GRG families, this final segment discusses ways of locating and developing resources in and for your community. Goal setting and making plans of action as effective modes of solution seeking are discussed in the video and demonstrated in the activities.



Facilitator Planning Worksheet

Before you present the workshop, you should take these preliminary steps to prepare.

- ✓ Identify your goal audience—professionals, GRG families, or the general public.

- ✓ Revise and distribute press release (template in handouts section).

- ✓ Develop publicity resources including newsletters, flyers, and radio spots.

- ✓ Invite special guests including social service providers, school personnel, and government officials.

- ✓ Order/download copies of resources materials for participants (see resources section in back of curriculum).

Notes/checklist for preparations

Curriculum

SEGMENT 1: Becoming a GRG Family

OBJECTIVE

Participants will develop an understanding of the reasons for the existence of GRG families.

MATERIALS/RESOURCES

Pens or pencils
Blank writing paper
Flip-chart

STEPS

To begin, have the participants introduce themselves to one another through a brief icebreaker activity outlined below. These introductions are important for promoting open and honest discussion.

1. Instruct the participants to stand in a circle facing one another.
2. Tell the participants that you will read several statements one at a time. The participants for whom each statement applies should step into the center of the circle for a moment after the statement is read and then return to the outside of the circle for the next statement.
 - You have a brother or sister.
 - Your hair is brown.
 - You have a child.
 - You own a pet.
 - You are retired.
 - You have traveled to a foreign country.
 - You have grandchildren.
 - You feel that children today tend to be too spoiled by their relatives.
 - You agree with the statement “It is impossible to love a child too much.”
 - In your life you have lived with your grandparent for a period of over two weeks.
 - You know someone who is a grandparent raising their grandchild.
 - You are concerned about the issues grandparents raising grandchildren families face.

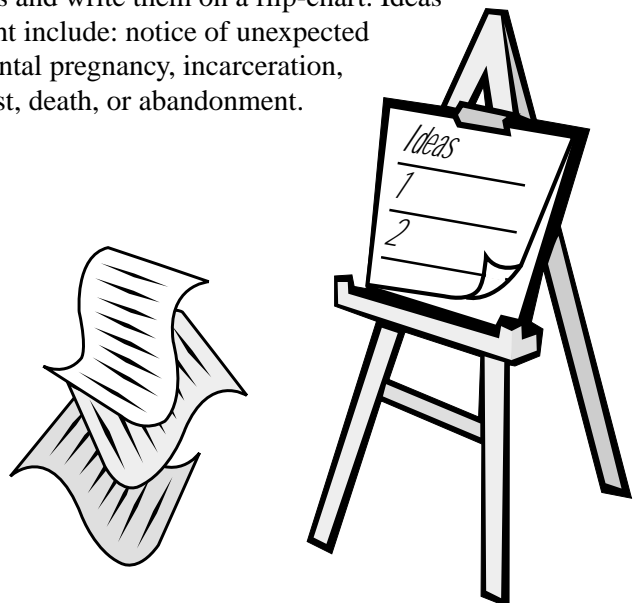
NOTE: You can also do this activity with participants seated and being asked to stand only when the statement applies to them. Additional questions can be added to illicit more information about the experiences of each participant.

WARM-UP (10 MINUTES)

Instruct the participants to close their eyes. Then read them the following passage:

Picture yourself alone at home. You are sitting in your favorite chair, listening to music, and looking around your living room. You notice a family photo album, pick it up, and begin to look through the images of things that you have done in your life. You see pictures of family members, of you at work, and at your retirement party just a few months ago. You begin thinking about a project you are about to start, when the phone rings. (pause). It is now ten months later, the project that you were thinking about starting has been put on hold because your home has been changed by the addition of your grandchild, for whom you are now the sole caretaker. What did you learn on the phone ten months ago that resulted in your becoming a grandparent raising your grandchild?

Hand out pieces of paper and ask the participants to write down some of their ideas. After they have had some time to reflect, ask them to share these ideas and write them on a flip-chart. Ideas might include: notice of unexpected parental pregnancy, incarceration, arrest, death, or abandonment.



VIDEO VIEWING (4:05)

Show the first video segment. This passage highlights some of the situations that contribute to GRG families. After the video is over, lead participants in a brief discussion of what they saw using the following question:

Are there any additional “triggering events” that should be added to the list developed before watching the clip?

ACTIVITY (20 MINUTES)

With the introduction of a grandchild into the home of a grandparent come a lot of emotions.

1. With the group, brainstorm a list of the reactions that might come with the news of the responsibility of caring for a grandchild. As the participants speak, write their ideas on a flip-chart. Responses will include words such as fear, joy, anxiety, anger, relief, understanding, confusion, exhaustion, excitement, embarrassment, and empowerment.
2. Ask the participants to think about to whom these emotions are directed or expressed (for example, anger toward child/parent, joy toward grandchild, embarrassment toward neighbors, confusion toward friend). Record their answers on the flip-chart.
3. Instruct participants to return to imagining themselves as a grandparent in this situation and pick a triggering event for their situation.
4. Ask each participant to write a letter to one of the people listed above (friend, child, neighbor, or grandchild). This letter should explain what they are feeling and why. Give participants ten minutes to write. Then ask for two or three volunteers to share.

SEGMENT 2: Issues GRG Families Face

OBJECTIVES

1. Participants will learn the major concerns facing GRG families.
2. Participants will develop a more complex and comprehensive understanding of the situation facing GRG families.

MATERIALS/RESOURCES

Handout: “Identifying Problems in GRG Family Situations”

STEPS

WARM-UP (10 MINUTES)

Ask participants to write answers on their notepaper to the following true or false statements.

1. In most cases, children can attend school in their neighborhood even if that is not the residence of their legal guardian.
2. The same resources available for parents are also available for grandparents raising grandchildren.
3. Many grandparents raising grandchildren are afraid of social service agencies.
4. Children raised by grandparents are more likely to need supplemental behavioral and educational support.
5. Most grandparents raising their grandchildren have legal custody of their grandchildren.

After reading the questions review the answers.

1. **False.** While some school districts will make exceptions, in Pennsylvania children must attend the school zoned for the residence of their legal guardian. Many grandparents do not have legal guardianship and have to drive long distances to transport their grandchildren to the school in the parents’ towns.
2. **False.** Many of the public services available for families are designed to protect and preserve the rights of the birth parent. Services such as legal aid and public housing frequently are not available for grandparents raising grandchildren.
3. **True.** Without legal custody or guardianship, many grandparents fear that these agencies will take their grandchildren away from them—a power that many agencies hold.
4. **True.** Children who are raised by their grandparents frequently have physical and learning disabilities. In addition, emotional and behavioral problems often develop as a result of the circumstances that led to their parents leaving them to the care of their grandparents.
5. **False.** It appears that in many cases the grandparent cares for the child with the permission of the birth parent, but does not have legal custody.

VIDEO VIEWING—RELATIONSHIPS (4:23) AND SURVIVAL (2:52)

Watch both parts of the video segment and ask the participants to take a moment to reflect on the stories that they saw. Ask participants to share any reactions.

ACTIVITY (20 MINUTES)

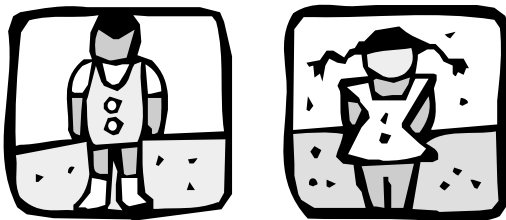
In this matching activity, the participants will be asked to consider the types of problems that GRG families face. Distribute copies of the handout “Identifying Problems in GRG Family Situations” (see handouts section) and give participants five to ten minutes to work on the three case examples. After they are done, review the answers given by the group for each case example using the following questions to stimulate discussion:

- What problems did you imagine this family might face?
- Are there additional issues that might be relevant that were not choices?
- Were you surprised by how many issues each family faces?
- Are there some common issues that affect many or most GRG families?

CONSIDERATIONS

Grandparents raising grandchildren face many issues. Be sure that the participants recognize that the issues discussed here are only a few of the many that GRG families face.

.....
TEN MINUTE BREAK
.....



SEGMENT 3: Resources for GRG Families

OBJECTIVES

1. Participants will learn what resources already exist to support GRG families.
2. Participants will develop a better understanding of the role that these support resources play in the lives of GRG families.

MATERIALS/RESOURCES

Handout: “Glossary”

STEPS

WARM-UP (10 MINUTES)

Housing options

Respite Care

Support Groups

Grandparent Resource Center

Define these four resources using the “Glossary” handout (see handouts section). Ask participants the following questions:

- Why are these resources important and necessary?
- Have you seen or heard of these before?

Few people have knowledge about resources other than support groups that are available to GRG families. Tell participants that although the number of support groups is growing and new funding opportunities for these groups are available (see resources in back of binder), only a small handful of states offer options in the other categories of service.

VIDEO VIEWING (2:45)

Play the third segment of the video that discusses the resources available to GRG families and the ways in which these resources have a positive impact on the lives of these families. Ask for any responses to the video before proceeding to the activity.

ACTIVITY (10 MINUTES)

Look again at the situations of the grandparents listed in the “Identifying Problems in GRG Family Situations” handout (Ms. Smith, Ms. Woods, and Mr. Thomas) and, considering some of the situations you have viewed in the video segments, discuss the ways GRG families benefit from the services and resources mentioned in this video segment and in the glossary (see handouts section). The following questions may be helpful in facilitating this discussion:

- What resources would help improve the situations that these GRG families face?
- In what way would these resources help?
- What resources have they already identified?
- What additional resources do these families need?

NEXT STEPS

A good way to make this segment more directly useful is to bring in information specific to your county. (The Penn State Cooperative Extension Web site at <http://AgExtEd.cas.psu.edu/FCS/mk/GRG/default.htm> lists resources for GRG families throughout Pennsylvania.) Through such resources, people can learn more about support systems specific to their communities. The facilitator could then compare national programs and trends to those that exist in the county.

SEGMENT 4: Taking Action

OBJECTIVES

1. Participants will learn a variety of strategies they could pursue for assisting GRG families.
2. Participants will learn many of the characteristics of a successful support group.

MATERIALS/RESOURCES

Handout: “Fictional Support Group Descriptions”

Handout: “Plan of Action”

Flip-chart

STEPS

WARM-UP (10 MINUTES)

Two scenarios are described in the handout “Fictional Support Group Descriptions” (see handouts section; you could also use the handout as an overhead).

1. Divide the participants into several small groups of two or three.
2. Instruct each small group to read through the descriptions of the support groups and identify the positive and negative elements of each support group.
3. Bring the small groups together to share. As the groups share, note the characteristics they list on a flip-chart, ultimately compiling a list of the characteristics of a successful support group.

VIDEO VIEWING (3:30)

After viewing this video segment, highlight any new insights gained regarding options that GRG families have at their disposal for “taking action.”

ACTIVITY (30 MINUTES)

1. Divide the participants into groups of four to six.
2. Considering lessons learned from the warm-up activity and information provided from the video segments, ask participants to consider how they would go about organizing a support group to address the following needs of GRG families:
 - Reduce sense of isolation
 - Obtain legal advice
 - Find out about health, housing, and financial assistance programs
 - Brush up on parenting skills
3. Instruct each group to create a plan of action for starting a support group in the county. Hand out copies of the “Plan of Action” worksheet (see handouts section) for them to use for this activity. Give participants 15 minutes to work. When they are finished, ask each group to share the ideas that they developed.
4. To stimulate reflection about support group organizing, note the following:
 - a. An important component of a successful support group is that it responds to the needs of the population. While there are certain universal characteristics, the nature of the group should reflect the interests and needs of the people it hopes to serve.
 - b. Another principle to keep in mind is organizing the group so it provides both an informal support (self help) function as well as a bridge to services that can be obtained from the formal human services system.

CONSIDERATIONS

You can take this activity further by challenging participants to think of specific local and state legislative changes that would facilitate the goals of the new support group. An ultimate goal of many support groups is to write a bill to effect change. A “next step” for such a group would be to ask participants to include these proposals in the plan of action. Other follow-up activities include family outings, family retreat programs (two to three days in the country), respite care for overwhelmed grandparents, and public policy education seminars.

Identifying Problems in GRG Family Situations

Place the letters of all the problems listed to the right that might arise from the following scenarios:

1. Ms. Smith lives in a public housing facility, on a fixed income of \$600/month. She has arthritis of the knees and has been caring for her grandchild since her son was arrested for drug dealing. Although Ms. Smith does not have family members living by, she has a close friend who is a short 15-minute drive away.

2. Ms. Woods owns her home in a working-class neighborhood. She works at a local industrial plant and suffers from asthma. She does not have private health insurance but does receive some Medicaid support. She is caring for her grandchild since the death of her daughter. Her grandchild is six-years old and, like her grandmother, is exhibiting symptoms of stress.

3. Mr. Thomas lives in a rural neighborhood in a small rental home. He is taking care of his grandchild because his daughter, who lives in another town 70 miles away, was abusive to the child. The grandchild has Attention Deficit Hyperactivity Disorder and a mild learning disability. Mr. Thomas does not have legal custody.

- (a) Has trouble getting child enrolled in a local school
- (b) Landlord threatens eviction
- (c) Worries about parent returning to take child away
- (d) Child needs special classes
- (e) Cannot take the child on a trip out of the country
- (f) Cannot approve medical treatment
- (g) Worried about being able to care for an active young child
- (h) Wonders how to get special education services for the child
- (i) Child wakes up at night with nightmares
- (j) Cannot get public assistance because of home ownership
- (k) Has to quit job because of lack of childcare
- (l) Worries about medical insurance for the child
- (m) Is afraid that if she seeks out support she will lose custody



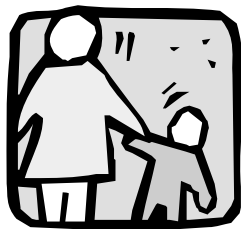
Glossary

RESPITE CARE

Respite care is regularly scheduled support designed to give caregivers time to rest from work and home responsibilities. Many state governments provide workday child care subsidies for families, and some also provide respite care. However, states infrequently extend these financial resources to GRG families. A few states have recently made efforts to extend respite services and workday child care to all families.

GRANDPARENT RESOURCE CENTER

These facilities are often located at local departments of Social Services, Human Services or Human Resources, and at State Offices for the Aging. As of 2002, these centers exist in only six states. They provide contact information for support groups and agencies that assist GRG families with legal services, child care, education, medical coverage, and other issues.

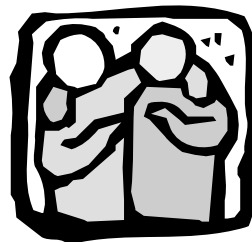


HOUSING OPTIONS

Low-income housing for senior adults is affordable for people with fixed incomes and is designed to meet the needs of an older population. Unfortunately, many low-income senior housing developments have regulations that prevent children from residing in them. Some cities are taking action by building housing specially designed to meet the needs of both older adults and children. GrandFamilies House in Boston is one such example.

SUPPORT GROUPS

Support groups are ways for GRG families to assist one another. These support groups can be large or small. Support groups tend to provide social and emotional support for members by providing advice and understanding. Some support groups also take on a proactive and political component as they work toward making changes in local or state policies. Support groups are also important for resource sharing.



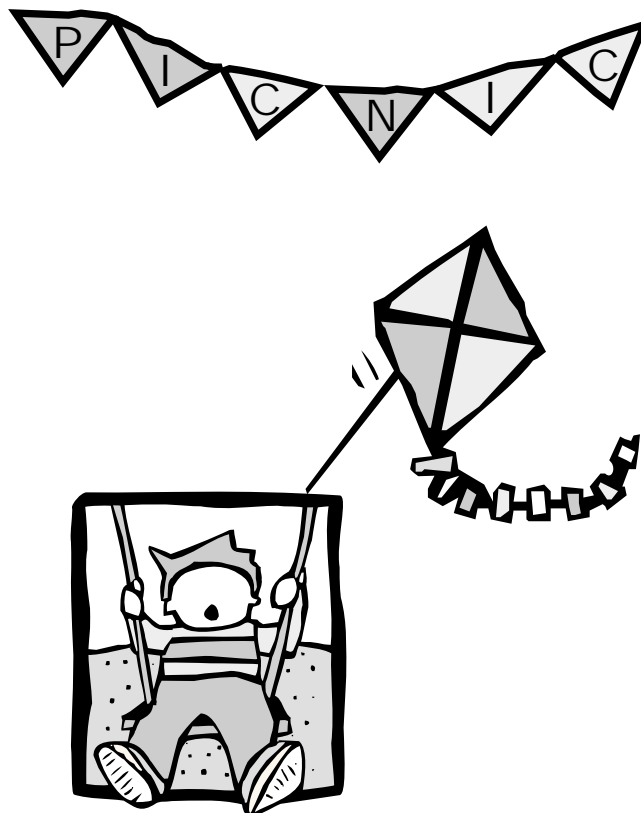
Fictional Support Group Descriptions

1. The Parrish Borough GRG support group is open to all community members who are interested. The focus of the group is mainly to facilitate political actions such as writing petitions, letters, and legislative bills. The group has monthly meetings where officials are invited. One difficulty is the low grandparent attendance. Meetings are held in a meeting room in the city hall building.



2. The town of Petersburg has a support group that meets weekly at the town's YMCA. The primary function of the group is to provide social support for its members who are all grandparents and other relatives raising children.

Childcare is provided for all attendees. Attendance was high at first for the regular meetings where the focus was on discussing daily living issues these families were facing and providing emotional support. Now, attendance is high only for special events such as the picnic and crafts fair.



Plan of Action Worksheet

1. Who? _____

2. What? _____

3. When? _____

4. Where? _____

5. How? _____

Press Release

COMMUNITY EXPERTS LEARN OF CHALLENGES FACING GRANDPARENTS RAISING GRANDCHILDREN

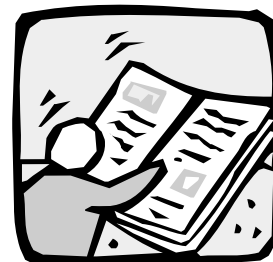
PROGRAM LOCATION—Human services professionals, grandparents and other family members are invited to participate in a free Penn State Cooperative Extension workshop addressing the special challenges encountered by grandparents raising grandchildren.

“Grandparents Raising Grandchildren: Doubly Stressed, Triply Blessed” is set for (TIME) on (DAY/DATE) at (LOCATION)/ (ADDRESS) in TOWN. (YOUR NAME), Penn State Cooperative (POSITION) agent in (COUNTY) County, explains that the number of children being raised by their grandparents is on the rise across the country, reaching 1.4 million children in 888,000 households in 1998—a 53 percent increase since 1990.

“GRG (grandparents raising grandchildren) families face a unique and challenging parenting role that has been largely unrecognized,” (YOUR LAST NAME) says. “This workshop will focus on some of the reasons why the number of grandparents raising grandchildren is increasing and lay out the issues these families face, and some strategies for making life better for their families.”

(YOUR LAST NAME) says workshop attendees will learn about such GRG issues as (ISSUE), and (ISSUE). They also will develop some practical tools for helping these families. The “Grandparents Raising Grandchildren: Doubly Stressed, Triply Blessed” workshop is part of a series of intergenerational and aging programs offered statewide by Penn State Cooperative Extension. This curriculum, which includes video vignettes of grandparents raising grandchildren families, was developed in conjunction with Penn State Public Broadcasting.

For more information on the program and available support materials, contact (CONTACT PERSON) at (PHONE NUMBER).



Presentation Evaluation

Grandparents Raising Grandchildren: *Doubly Stressed, Triply Blessed*

Date: _____ County in which you reside: _____

Age Category: (*Circle one.*) 15–24 25–34 35–44 45–54 55–64 65–74 75+

1. Please describe yourself: (*Check all that apply.*)

- | | |
|---|--|
| <input type="checkbox"/> GRG (Grandparent Raising a Grandchild) | <input type="checkbox"/> Relative of GRG |
| <input type="checkbox"/> Friend of GRG | <input type="checkbox"/> Educator |
| <input type="checkbox"/> Human service agency representative | <input type="checkbox"/> Other: _____ |

2. Reason(s) for attending this presentation: (*Check all that apply.*)

- | | |
|--|---|
| <input type="checkbox"/> Professional knowledge | <input type="checkbox"/> Learn about resources |
| <input type="checkbox"/> Personal interest/general knowledge | <input type="checkbox"/> Professional knowledge |
| <input type="checkbox"/> Support from other GRG families | <input type="checkbox"/> General knowledge |
| <input type="checkbox"/> Networking with other GRG families | <input type="checkbox"/> Other: _____ |

3. As a result of participating in this workshop, did you learn anything new about the experiences of GRG families?

Yes No

If yes, what were the one or two of the most important things that you learned as a result of attending?

4. How would you rate the usefulness of the information that you learned in terms of gaining concrete ideas for helping grandparents raising grandchildren families? (*Circle one.*)

not very useful 1 2 3 4 5 extremely useful

5. Do you anticipate using any of the information from today's presentation?

Yes No

If yes, please describe how.

6. How did you find out about this workshop? (*Check all that apply.*)

- | | | |
|---|------------------------------------|--|
| <input type="checkbox"/> Brochure | <input type="checkbox"/> Newspaper | <input type="checkbox"/> Friend/Relative |
| <input type="checkbox"/> Extension Newsletter | <input type="checkbox"/> Radio | <input type="checkbox"/> Other: _____ |

Resources

Bibliography

AARP Grandparent Information Center. 1996. *Tips for Grandparents: Starting a Support Group*. AARP, Washington, DC.

This booklet includes information on forming a support group, templates for press releases, and radio announcements, and issues to consider for discussion. It is available from Editor, AARP Information Center, 601 E. Street, NW, Washington, DC 20049, or call 202-434-2296 or fax: 202-434-6474.

American Self-Help Clearinghouse. *Suggestions for Starting a Grandparents Self-Help Group*. American Self-Help Clearinghouse, Denville, NJ.

This fact sheet provides several suggestions for starting a grandparents self-help group. It is available from American Self-Help Clearinghouse, St. Clares-Riverside Medical Center, Denville, NJ 07834, or call 201-625-7101 or fax: 201-625-9565.

Beltran, A. 2000. *Grandparents and Other Relatives Raising Children: Grassroots Concerns and Solutions from across the United States*. Generations United, Washington, DC.

This booklet outlines the national, state, and local responses to issues facing GRG families including education, child care, health care, housing, and legal problems.

Beltran, A. 2001. *A Guide to the National Family Caregiver Support Program and Its Inclusion of Grandparents and Other Relatives Raising Children*. Generations United, Washington, DC.

This guide provides background information about the National Family Caregiver Support Program that was enacted in November of 2000 and was given \$125 million dollars by Congress in 2001. The guide details the provisions and impact of this program.

De Toledo, S., and D. E. Brown. 1995. *Grandparents as Parents: A Survival Guide to Raising a Second Family*. Guilford Press, NY.

This publication provides explanations of the issues that face GRG families and answers a variety of related questions including legal questions. It is available through Guilford Publications, Inc, 72 Spring Street, 4th Floor, New York, NY 10012, or call 212-431-9600 or 1-800-365-7006.

Kornhaber, A. 1994. *Grandparent Power!: How to Strengthen the Vital Connection among Grandparents, Parents, and Children*. National Center for Fathering, Shawnee Mission, KS.

This book discusses the ways grandparenting has changed over time. It focuses on helping grandparents learn ways of teaching youth during different stages of the child's life. It is available through the National Center for Fathering, 10200 West 75th Street, Suite 267, Shawnee Mission, KS 66204-2223, or call 913-384-4461.

Minkler, M. 1999. "Intergenerational Households Headed by Grandparents: Contexts, Realities, and Implications for Policy." *Journal of Aging Studies* 13,199-218.

Through a sociological perspective, this article explores the reasons for the rise in the numbers of grandparents raising their grandchildren in the late-twentieth century. It looks at the physical, economic, and emotional well-being of these grandparents and the ways public policy impacts these families.

National Committee to Preserve Social Security and Medicare. Two brochures: *Grandparents as Parents, Grandparents' Guide to Navigating the Legal System*. National Committee to Preserve Social Security and Medicare, Washington, DC.

These brochures provide information on programs and services available to senior adults. They also provide contact information and advice on topics including locating income support and gaining custody of grandchildren. It is available through the organization, Suite 800, 2000K, NW, Washington, DC 20006, or call 1-800-966-1935.

Quick, S., and J. Baugh. 1996. *Grandparenting: The Joys and Challenges as We Enter the 21st Century*. Cooperative Extension Service, University of Kentucky.

This publication provides information to help grandparents become more effective in their grandparenting roles. Guidelines for developing meaningful relationships are provided. Suggestions are also included for meeting the challenge of raising grandchildren. There is an accompanying leader's guide.

Rothenburg, D. 1996. *Grandparents as Parents: A Primer for Schools*. On-line publication, <http://ericeece.org/pubs/digests/1996/dr-gra96.html>

This resource provides information and tips for schools to help and support GRG families.

Strom, R. D., and S. K. Strom. 1993. "Grandparents Raising Grandchildren: Goals and Support Groups." *Education Gerontology* 19, 705-715.

This article examines the role and merits of support groups in helping families with grandparents raising their grandchildren. It suggests topics about which grandparents should learn, including communication with family members and adolescent development. It also provides tips for structuring a successful support group.

Takas, M. 1998. *Relatives Raising Children: A Guide to Finding Help and Hope*. Brookdale Foundation Group, NY, National Foster Parent Association, 9 Dartmoor Drive, Crystal Lake, IL 60014.

This guide is a provides practical information designed for grandparents raising grandchildren about how to address issues that they face and how to locate support services on the federal, state, and community levels. Available through the Brookdale Foundation, 815-445-2527.

University of Kentucky County Extension Agents for Home Economics. (1997). *Grandparents as Parents*. Cooperative Extension Service, University of Kentucky.

Grandparents as Parents is a series of 12 newsletters that includes information about communication, joining support groups, legal issues, disciplining and nurturing, school success, resource identification, child care, and caring for self. Contact:

Cheryl Case, Extension Agent, Harrison County Cooperative Extension, 668 New Lair Road, Cynthiana, KY 41031. Cost: \$2 for shipping.

Williams, G., V. L. Murphy, C. Sheriff, J. Millspaugh, and C. Mertensmeyer. 1998. *Grandparents Raising Grandchildren: A Resource Guide for Professionals*. ParentLink, University of Missouri, Columbus, MO.

This guidebook is designed for use by educators and other professional and includes national resources and evaluations of professional materials. Available on-line at <http://www.ces.ncsu.edu/depts/fcs/nnfr/grandman/index.html>

Woodworth, R. S. 1998. *Respite Services to Support Grandparents Raising Grandchildren*. On-line publication, <http://www.chtop.com/archfs45.htm>

This publication provides definitions of and tips for locating respite care services in your community.

Contacts

PENNSYLVANIA SUPPORT SERVICES

Grand Central, Inc.—Kinship Care Resource Center
1211 Chestnut Street, Suite 608
Philadelphia, PA 19107
Sandra Campbell-Jackson, Executive Director
Phone: 215-557-1554
Fax: 215-557-6882
E-mail: campbelljackson11@msn.com

This organization is a good resource for individuals in the Philadelphia metropolitan area who are looking for help and resources contacts related to GRG concerns.

Grandkin Raising Grandkids Program
Generations Together
121 University Place, Suite 300
Pittsburgh, PA 15260.
Phone: 412-648-7150.

Also known as KinKids, this program is developing a database of grandparents raising grandchildren in Allegheny County, and provides information and services including support groups, respite services, and a Warmline. Contact: David Fetterman, Director.

Grandma's Kids: A Kinship Family Support Program
Temple University Center for Intergenerational Learning
1601 North Broad Street
USB, 206
Philadelphia, PA 19122
Sannah Ragsdale, Project Coordinator
Phone: 215-204-6970
Fax: 215-204-3195
<http://www.temple.edu/cil/Grandmaskids.htm>

This Philadelphia-based support group is a good source of both resources and advice.

A Second Chance, Inc
204 North Highland Avenue
Pittsburgh, PA 15206
Sharon McDaniel, President and CEO
Phone: 412-665-6144
Fax: 412-665-0233
sharonm@asecondchance-kinship.com

A Second Chance, Inc. offers short-term caregiver relief services for grandparents and other relatives who are raising children.

Penn State Intergenerational Program
323 Ag Administration Building
Matt Kaplan, Associate Professor
Phone: 814-863-7871
E-mail: msk15@psu.edu
<http://intergenerational.cas.psu.edu>

Web site includes an interactive database of resources for GRG families across the state of Pennsylvania: <http://AgExtEd.cas.psu.edu/FCS/mk/grg.html>.

Grandparents as Partners
Indiana County Aging Services
1055 Oak Street
Indiana, PA
Contact:
Darlene Padgett
P.O. Box 91
Shelocta, PA 15774
Phone: 724-354-4788
E-mail: DarlenePadgett@msn.com

This GRG support group is a good contact for families in Central PA interested in learning from an established support group and individuals active in pushing for legislative change.

NATIONAL SUPPORT SERVICES

AARP
Grandparent Information Center
601 E Street, NW
Washington, DC 2049
Phone: 202-434-2296
E-mail: gic@aarp.org
<http://www.aarp.org>

The Grandparent Information Center houses a database of support groups across the United States and is a resource for additional information, materials, and contacts for grandparents and other relatives raising children.

Brookdale Center on Aging
Grandparent Caregiver Law Center
1114 Avenue of the Americas
New York, NY 10036
646-366-1000
<http://www.brookdale.org>

This center provides legal advice and educational materials to both grandparents and professionals. They also print *Help for Grandparent Caregiver Guide* order form and table of contents available on-line at http://www.brookdale.org/gpc/help_gpc.html

Casey Family Programs
National Center for Resource Family Support
1808 Eye St. NW, 5th Floor
Washington, DC 20006-5427
Phone: 202-467-4441 [Toll-free: 888-295-6727]
Fax: 202-467-4499
<http://www.casey.org/cnc/>

This is a good resource for materials designed to support foster families, including kinship families. Among the resources available are materials on tax credits.

Generations United
National Center on Grandparents and Other Relatives
Raising Children
122 C Street, NW, Suite 820
Washington, DC 20001-2109
Ana Beltran, Director
Phone: 202-638-1263
Fax: 202-638-7555
<http://www.gu.org/projg&o.htm>

This national resource center has materials about legislation, support groups, and programs across the country including details about the rights and challenges for GRG families in different parts of the United States.

Children's Defense Fund
Cynthia Kirkland, Assistant for Child Welfare and
Mental Health Division
Phone: 202-662-3568
http://www.childrensdefense.org/hs_chipmain.php
http://www.childrensdefense.org/ss_kin_overview.php

This is a good source to find information about CHIP and Medicaid availability for children in GRG families. Among the resources available through this organization is a guide specifically designed for grandparent caregivers.

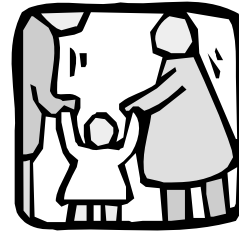
FUNDING

Brookdale Foundation
<http://www.ewol.com/brookdale>

Provides \$10,000 grants to local community-based agencies and state agencies for helping to start support groups. Has provided support in 37 states across the United States.

KinNET
Generations United
122 C St. NW, Suite 820
Washington, DC 20001
Phone: 202-638-1263
<http://www.gu.org>

KinNET provides mini-grants up to \$10,000 to help start support groups across the country for relatives caring for kin in foster care.



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