

# THE PREVENTION REPORT

The National Resource Center for Family Centered Practice 2001 #2

**THE PREVENTION REPORT**, published twice yearly, is a publication of the National Resource Center for Family Centered Practice, The University of Iowa, School of Social Work, 100 Oakdale Campus #W206 OH, Iowa City, IA 52242-5000, (319) 335-4965.

Copyright ©2001 by the National Resource Center for Family Centered Practice. All rights reserved.

## NATIONAL RESOURCE CENTER FOR FAMILY CENTERED PRACTICE

The University of Iowa  
School of Social Work  
100 Oakdale Campus  
Room #W206 OH  
Iowa City, IA 52242-5000  
Phone: (319) 335-4965  
FAX: (319) 335-4964  
www.uiowa.edu/~nrcfcp

## NATIONAL RESOURCE CENTER STAFF:

Debbie Black, Office Manager  
Kingkeo Calo, Student  
John-Paul Chaisson, Trng. & TA  
Jeong Woong Cheon, Vis. Scholar  
Nancy Graf, Research Assistant  
Miriam Landsman, Executive Dir.  
Judy McRoberts, Research Assoc.  
Jennifer Morrissey, Student  
Sarah Nash, Training Admin.  
Kim Nissen, Pub. Secretary  
Patricia Parker, Trng. Assoc.  
Tracy Peterson, Graduate Intern  
Brad Richardson, Research Assoc.  
Julie Spears, Grad. Research Asst.

## Renewing Our Commitment

by: Miriam Landsman, Executive Director

The approach of a new year brings reflection on the past and anticipation of the future's promise. As this particularly turbulent year comes to a close, each of us struggles to make sense of the senseless and to chart a steady course in unpredictable waters. The challenges that human service providers face in 2002 include some familiar and some new: budget reductions and uncertainty over human services funding, threats to the rights of immigrants and to diverse religious and ethnic populations, the fate of public assistance recipients as the five-year benefit clock ends, and new fears over personal and community safety. A strength-based perspective has never been more clearly needed than it is today—to use the current challenges as an opportunity to reaffirm our values and to renew our commitment to improving the well-being of families and communities.

This issue of Prevention Report highlights our position within a global community. We feature some of the international efforts in which the National Resource Center is engaged. Jeong Woong Cheon, Visiting Research Scholar from the Korea Institute for Youth Development, and Miriam Landsman from the NRC/School of Social Work, offer some observations on changes in Korean society, the policy and programmatic response to these changes, and implications for family centered practice. The National Resource Center also introduces the Institute for the Support of Latino/a Families and Communities (Instituto para el Apoyo de la Familia y Comunidad Latina), a collaborative effort with the University of Iowa School of Social Work. Among the Institute's endeavors are: a cooperative agreement with CREFAL (The Latin American and Caribbean Regional Center for Adult Education/Centro de Cooperación Regional para la Educación de Adultos en América Latina y el Caribe), which includes a variety of multinational education, training, and research projects; a cooperative distance education project with La Universided Rafael Landivar in Guatemala City; translation projects, including cultural adaptation of the NRC's Family Development Specialist Certification Course to serve Spanish speaking populations, and other educational and service-oriented projects.

In this issue, we also feature an effort to extend outcome evaluation into the decision-making process, building on previous *Prevention Report* articles and technical assistance efforts on outcome evaluation and developing a common measures approach. Dr. Brad Richardson from the NRC and Dr. David Huff from the Iowa Department of Human Rights, Division of Criminal and Juvenile Justice Planning, provide an interesting historical perspective on outcome evaluation, leading up to current efforts and issues in making outcome systems usable and useful.

## In this issue...

- ◆ **The Family & Youth Experience in Korea & Implications for Family Centered Practice**
- ◆ **Family Group Decision Making**
- ◆ **Video Conferencing: A Viable Training Alternative**
- ◆ **Using Outcomes in Decision-Making**
- ◆ **Institute for Support of Latino/a Families & Communities**
- ◆ **Empowerment Solutions & The Use of Technology: ACES, a Newly Developed Non-Profit Breaking New Ground**
- ◆ **NRC Convenes Florida DCF Conference**
- ◆ **New Developments in Family Development**

## Plus:

- ◆ **Fourth National Training Institute**
- ◆ **Resource Review**
- ◆ **Materials Available**



We have rescheduled our Fourth National Training Institute, "Powering Up" – Developing Families and Communities for January 9–11, 2001 at Deerfield Beach, Florida. The institute, originally planned for early October, features one and two-day sessions on a variety of specialized topics—from safety, reunification and adoption to teen empowerment, family centered supervision, understanding trauma, stress free outcomes and evaluation, family group decision making, and others. A detailed description of the institute and workshops,

as well as the registration form, are included in this issue. For further information or questions, please contact the NRC at 319/335-4965. The dates are approaching quickly, so please reserve your space at the institute today!

All of us at the National Resource Center for Family Centered Practice wish you a happy, healthy and peaceful holiday season and new year. As always, we welcome your responses to the articles in *Prevention Report* and gladly accept

article submissions relevant to family and community centered practice, programs, and policies.

## The Family and Youth Experience in Korea, and Implications for Family Centered Practice

by: Jeong Woong Cheon, Ph.D., & Miriam J. Landsman, Ph.D., M.S.W.

*The National Resource Center for Family Centered Practice has been pleased to have as a Visiting Scholar, Jeong Woong Cheon, Ph.D. Dr. Cheon is a Research Fellow at the Korea Institute for Youth Development and a Lecturer/Instructor at the Graduate School of ChungAng University in Seoul, South Korea.*

In a relatively short period of time, Korea has become one of the most highly industrialized societies of Asia. This rapid change has resulted in increasing social problems, one of the most serious being the weakening of the family, extended family and geographical communities, and the subsequent emergence of youth problems. In this article, we discuss the contemporary situation of families and youth in South Korea and implications for family centered practice from a cross-national perspective.

During the last several decades, the stability of the family has been seriously threatened. The divorce rate has risen sharply, the number of single parent families has increased dramatically, and large numbers of young people have left their families and migrated from rural areas to larger towns. Reports of family problems and juvenile delinquency have increased, and children and youth have often had no place to turn for guidance.

Korean society at large has become acutely aware of the problems faced by families and children. Government, related organizations and academic institutions began voicing their concerns in the early 1970's. Numerous concerted efforts began taking place in

the mid-1980's to address a variety of youth problems. The Korean government has planned and implemented a national long-term youth policy, focusing on promoting child welfare and youth activities, and protecting young people from harmful social conditions. The National Institute, Korea Institute for Youth Development (KIYD), was established to conduct research on youth related issues.

With this background, we provide an overview of the current status of Korean family and youth, youth problems and activities, and current programs and research. We then explore implications for the development of family centered practice.

### Family and Youth in Korea: An Overview

Traditionally, Koreans lived in extended families; it was not uncommon for one household to include several generations, including younger male siblings and their wives and children. However the situation changed dramatically when Korea experienced rapid economic growth and migration to cities. As of 1999, 63.3% of all Korean households (12.96 million) were two-generation families, while three-gen-

eration extended families accounted for 9.8%, one-generation families 12.8%, and one-person households accounted for 12.7%. Increasingly, older people are living separately from their grown children.

Another demographic trend has been a steady decrease in average family size. Until the 1960's, the ideal number of children was considered to be four; however, today two is the norm. The average birth rate of Korean women decreased from 4.5 in 1970 to 1.7 in 1999. Ninety percent of Koreans marry in their 20's, although the average age at first marriage has been steadily increasing, from 26 to 29 for men and from 23 to 26 for women. The divorce rate per 100 marriages was 5.8% in 1980 and 15.8% in 1994, a three-fold increase within a relatively short span of 14 years. By 1999, female-headed households comprised 16.6% of the population.

As a result of all of these changes, the relationship between couples has also undergone significant transformations, with more value being given to mutual cooperation and closeness between husband and wife than ever before. Traditionally, the man of the house made all the significant monetary decisions. Recent surveys show,





however, that seven out of ten couples now make joint decisions when they buy a house, a piece of land and other large items. More and more wives are making the final decisions on matters concerning children's education and childcare.

### Current Status of Youth and Problems

The term "youth" has been defined by the Basic Youth Act to include those between the ages of 9 and 24. However, child welfare services, defined by the Child Welfare Act, are provided for children under age 18. At the end of 2000, the total population of Korea was 46,858,000, 24.8% of whom included youth aged 9 to 24. The youth population has been consistently decreasing since 1985, resulting in a decrease in elementary school students and an increase in college students. By 2020, it is estimated that youth will comprise roughly 20% of the total population.

Korean students suffer a great deal of stress due to the competitive, exam-oriented educational system. Many high school students describe their school life as dull and unhappy, and their homes as unpleasant due to excessive pressure by parents to obtain better grades in order to enter the best colleges. When experiencing stress-related problems, 53% of youths surveyed said that they confide in their friends, while only 14.3% confided in their parents, and 2% sought counseling from their teachers.

Many of the social problems experienced by Korean youth today are similar to those of other industrialized societies. The use of drugs and alcohol by youth is increasing and emerging as a serious social problem. In 1999, about 8% of narcotics charges in the country involved youth. Hallucinatory drug users are mainly youth, 70% between the ages of 16 and 19, and 9% under 15 years of age. Alcohol consumption has increased in quantity and frequency, and the average age at which drinking starts has declined. According to a recent survey, 76.9% of male and 68.6% of female high school students had started to drink alcoholic beverages. Cigarette smoking among middle and high school aged students has also increased, with the most common motivations for smoking mentioned as "from curiosity" and "to make friends."

In Korea, youth over 15 years of age may be employed. However, economic problems in recent years have led to an increase in the unemployment rate for youth. The percentage of youth in the total work force has declined, and in 1999, the youth unemployment rate was 14.2%. The number of suicides by young people, dramatic increases in the number of pregnancies both intended and unintended, increases in abortions and in sexually transmitted diseases, and increases in the number of abandoned and abused children born to adolescent mothers are all emerging as serious social problems affecting Korean youth.

Recent figures indicate that while juvenile delinquency among 18-19 year olds has been on the decline, it has increased among 14-17 year olds. The ratio of property crimes is relatively small compared to violent crimes. The largest categories of juvenile crime include: physical violence (37.6%), property damage (24.3%), felonies such as murder, robbery and rape (3.4%), traffic related (27.1%), and others (7.6%).

The proliferation of records, tapes, and books containing what might be considered offensive materials is also considered to be a contemporary social problem. In Korea, these materials are regarded as "environmental hazards," and many youth organizations have established the "Harmful Environment Monitor" to address this problem.

As for Korean youth leisure activities, television viewing tops the list, while activities like sports and travel are given lower priority. Reading comic books, watching movies, and using the computer are also favorite pastimes, while attending musical, theatrical and dance performances are less common. Compared with other age groups, youth travel less frequently, both domestically and internationally.

### Youth Activities and Programs

There are various types of youth organizations in Korea, differing by their purported aims. As of 2001, roughly 120 youth organizations existed nationwide, which included the National Council of Youth Organizations in Korea (NCYOK), created in 1965, a consultative organization

aimed at ensuring mutual cooperation among youth organizations. The NCYOK performs the role of a pan-social youth movement system, and it represents the collective interests of 60 affiliated national organizations including the Boy Scouts of Korea, Korea Youth Association, Girl Scouts of Korea, Korea Youth Hostels Association, YMCA of Korea, and others. The activities promoted by these organizations are designed to enhance both mental and physical abilities of youth, and to assist youth toward healthy development through active participation. These activities seek to develop a variety of hobbies and nurture a wholesome youth culture. Through these efforts, it is hoped that youth will learn to contribute positively to the community.

The activities of youth organizations were, in the past, somewhat restricted due to the limited participation of students whose primary activity was to prepare for school examinations. However, as youth training and voluntary service activities are now being emphasized in the educational reform policy of the current government, considerable interest has emerged among students in these youth group activities. In particular, because students' voluntary service activities are now reflected in their school records, a growing number of students are becoming engaged in voluntary services, a trend which is expected to contribute to the public good.

New youth facilities are also being created in record numbers. Activity or training facilities for young people increased from 298 in 1992 to 611 in 2000. The central government has also established the Korea Youth Central Park and the Korea Youth Training Village. In addition, the creation of an International Youth Center is being promoted with a view to spurring international youth exchange activities and energizing the operation of youth organizations. There are a considerable number of diverse counseling centers which include those run by local government, schools, civic and religious organizations.

The government has also established the legislative framework to take measures against the trend of increasing child abuse by reenacting the Child Welfare Act in





January 2000. Twenty-four-hour hotlines have been installed and operated for immediate reporting of child abuse. In addition, a center for the prevention of child abuse and neglect will be installed at every local government in order to identify, treat, protect, and prevent child abuse. As of 1999, there were 274 facilities that provide 16,936 homeless children with food and a place to stay. The format of the facility changed from large-scale consignment to a more home-like environment in order to provide children with more stable homes.

In youth leadership, about 350,000 youth workers are engaged in youth programs across the country. They include public social workers, officially qualified youth leaders, voluntary service leaders, and counselors. Public social workers work in areas with large populations of low-income people and focus primarily on employment, helping to obtain jobs, job training, and benefits. Public social workers are qualified by passing an examination administered by the province. To become an officially qualified youth leader, an individual must take courses in the Korea Institute for Youth Development (KIYD) or other colleges. Those who successfully finish and pass the examination are granted the license to lead youth. With the license, a person may lead, teach, or train youth in all areas such as physical training, experience in nature, courtesy, social service, traditional cultural activities, etc. The KIYD administers the qualified examinations and issues the certificates in accordance with the Basic Youth Act. As of 2000, there were 4,573 qualified youth leaders.

To help youth expand their international perspectives and promote mutual understanding among countries, the government has been carrying out youth exchanges with many countries under agreements directly and also encouraging youth exchanges between private organizations and local autonomous bodies. In particular, preparatory steps are being taken to promote youth exchanges among various areas of the country as well as South-North youth exchange programs.

The government initiated an inter-ministerial committee to protect youth as early as

1964, the emerging era for industrial Korea. As of 2001, the highest policy deliberation and decision-making organization on youth policies in Korea is the Youth Support Committee. The Youth Committee, chaired by the Prime Minister, consists of the heads of youth-related government offices and private experts. The duty of the committee is to present the state-level direction of youth policies as well as to discuss and review all the policy matters for the improved "guidance and protection" of the youth and children involving two or more government offices.

The purpose of youth policy is to provide an opportunity to all young Koreans to develop and enrich their lives. The objectives of the policy are implemented through expanding youth participation in the policy process, developing youth facilities and activities, enhancing their welfare, encouraging participation of the community and family in youth affairs, and protecting youth from harmful environments. Youth policies are carried out by various agencies of the government including the Ministry of Culture and Tourism, Ministry of Education, Ministry of Justice, Ministry of Labor, Ministry of Health and Welfare and so on. The provincial and local governments also play important roles in supporting the nation's youth.

The key government office responsible for executing youth policies and expediting youth programs is the Youth Bureau of the Ministry of Culture and Tourism. The Youth Bureau manages overall youth policy, programs and activities for all youths aged 9 to 24 years, international youth exchange, construction of facilities for youth as well as the Youth Funds. It also oversees youth counseling, voluntary service and supports youth-related non-governmental organizations. In addition, based on the Youth Protection Act, the Commission on Youth Protection implements programs and promotes a variety of projects in order to protect youth from harmful environments through the control of sales of certain media items as well as drugs harmful to youth.

The Youth Fund was established under the Youth Bureau of the Ministry of Culture and Tourism in 1989 to secure financial re-

sources needed to support youth programs. The major resources will be the contribution of the government, on-line transfer from the National Sports Promotive Fund, and the interest from the deposit. The amount of funds raised at the end of 1999 was approximately 120 million dollars. It will be expanded to 160 million dollars in 2002; it facilitates the provision of loans to construct youth facilities in the private sector.

### Youth Research and the KIYD

Stemming from the need to develop policies and programs with a research base, the Korea Institute for Youth and Children (KIYC) was established as a national institute in accordance with the Basic Youth Act in 1989. The institute was expanded and reformed as the Korea Institute for Youth Development (KIYD) in 1993.

As a government-run Institute, KIYD has carried out various tasks including theory-based youth research, policy and program development, and policy evaluation. The Institute develops and recommends policies to enhance the well being of youth. It has contributed to the improvement in quality of youth development activities by developing and disseminating informational resources that youth workers, administrators, and researchers as well as the youth can utilize. KIYD has turned out officially qualified youth workers through its training project, raising the professionalism of youth workers by holding workshops, publishing an academic journal, and convening academic seminars and workshops.

The KIYD has also played a leading role in founding the World Association of Research and Development for Youth (WARDY) which includes 13 institutes or centers from nine countries. Members of WARDY work together to promote youth development and to conduct joint research projects. WARDY has held academic events every other year and has carried out comparative studies on youth from other countries. In 1995, it held a large international conference, the World Youth Leader Convention. Supported by the U.N., 108



leaders and 435 youth from 274 universities in 64 countries attended.

### A Cross-National Perspective and Future Prospects

The experiences of industrialization and urbanization have had many of the same effects on Korean families and communities as in the United States. Demographic trends such as small families, fewer multigenerational households, more single parent families, later marriages, and higher divorce rates, are well known phenomena in the U.S. The increasing social problems that Korean youth are experiencing, such as unemployment, drug, alcohol, and tobacco use, suicide, pregnancy, teen parenthood, sexually transmitted diseases, and juvenile crime at younger ages, have led to a search for interventions to remedy these problems.

From a policy perspective, Korea's response to the problems of youth has been to create opportunities for prosocial activities for youth, involving a variety of governmental agencies in planning and development. The youth organizations described above seek to provide broad opportunities for cultural, recreational, and international and domestic exchange activities. There is more emphasis on preventive, less on rehabilitative, services. In addition, because Korean policy defines youth up to age 24, programming extends to young adulthood and therefore includes a broader range of opportunities.

U.S. social policy is created to address specific problems and tends to be remedial rather than preventive. While the lack of preventive emphasis is clearly problematic, the focus on rehabilitative services in the U.S. has also led to more sophisticated service and treatment systems than exist in Korea. Another difference is in the age range defined by social policy. In the U.S., most social welfare policy covers youth only up until age 18; at this point youth are considered to be adults. An exception to this is found in the Foster Care Independence Act of 1999, a recent law designed to help youth in foster care transition to independent adulthood, which increased the age range to 21. For the most part,

though, social welfare protections available to children end at age 18 in the U.S.

The Korean response to increased child abuse and neglect is reminiscent of the development of the child protective services reporting and intervention system in the U.S., though starting several decades later. Twenty-four-hour hotlines, the establishment of local governmental offices to identify and respond to reports of child abuse, and transitioning from larger residential facilities to home-like environments are familiar trends to U.S. child welfare. The challenge for Korea is to avoid some of the problems that have plagued our system, focusing on such goals as: keeping children safe while working toward successful reunification when possible; using a family-centered approach in working towards permanency resolution; ensuring that substitute care is safe for children; maintaining adequate staffing of child welfare agencies; and providing training for child welfare workers.

While the family has long been a central institution in Korean life, youth policy and programming have not, for the most part, used a family-centered approach. In this respect, social services in the U.S. (at least to some extent) have had the advantage of developing approaches that actively involve the family in many different ways and in a variety of service systems. This is an area in which the National Resource Center for Family Centered Practice, University of Iowa School of Social Work and the Korea Institute for Youth Development are exploring opportunities for future collaboration.

Some of the possibilities under consideration include cross-national research on children and youth services using a family-centered approach; international learning exchanges for students and faculty of both countries, including field placements and travel study seminars; and adaptation of NRC's family development specialist training certification curricula for applicability for Korean families and communities. As these opportunities become implemented, we will keep *Prevention Report* readers informed about these international activities and lessons learned from cross-national research and practice.

### Sources:

1. Cheon, Jeong Woong, Han, Sangchul and Yim, Jiyeon (2000), *A Study on the current Youth Issues*. Seoul:KIYD Press
2. Korea Institute for Youth Development (2000), *National Survey on the Lifestyles of Youth*. Seoul:KIYD Press
3. Korean Overseas Culture and Information Service(1998), *A handbook of Korea*, pp. 394-403
4. Ministry of Culture and Tourism(1998), *5-Year Plan for Youth Development*
5. Ministry of Culture and Tourism (2000), *Youth White Paper*





## Family Group Decision Making

by: Mary Grimm, M.S.W., Supervisor, Family Conference Institute & Angelica C. Cardenas, M.S.W.

Family Group Decision Making (FGDM) is the generic term that practitioners around the world use to describe a family-centered, child-focused, strength-based and culturally competent practice which brings parents and other family members into the "child welfare" decision making process. Varieties of models of FGDM are used around the globe. This article will detail the Santa Clara County Family Conference model. We believe that any agency/program which implements FGDM needs to design the model within the cultural context of the community it serves.

The Santa Clara County Family Conference Model (FCM) is a voluntary process that began in 1996 focusing exclusively on care and protection issues of children who were in the child welfare system. As with any model based on FGDM, FCM is a strength-based, culturally responsive, family centered decision-making process that gathers family members, friends, community service providers and other people who know and care about what happens to the family. Since its inception, FCM has expanded to include dependent adults, the elderly, emancipating youth, TANF recipients, and youth referred from the juvenile probation department.

In 1997, the Santa Clara County Board of Supervisors approved the development of the Family Conference Institute, a service of the Department of Family and Children's Services. The Family Conference Institute promotes Family Group Decision Making models; recruits, trains and supports a diverse pool of facilitators; and coordinates and processes all Family Conference referrals within Santa Clara County. The Family Conference Institute has been a national leader in the development of the Family Conference Model as a practice.

Preparing the family to participate in a Family Conference is the key to having a successful conference. Time and energy is spent working with the family prior to the conference. At the planning stage, the Family Conference staff meet with the family

to clarify the purpose of the conference, explain the process, and explore, with the family, a list of those they would like to invite. Another goal of planning is to identify any specific logistical need that family members may have (i.e., cultural and language needs, transportation, lodging, child supervision).

While the purposes of conferences vary, the Family Conference process remains the same. The process occurs in three respectful phases led by two trained facilitators who guide family members and other participants while they record responses. This is a task-oriented process. The goal is for the family to develop a specific plan that addresses the conference purpose.

### PHASES OF A FAMILY CONFERENCE

#### Phase I

##### *Introduction*

- ◆ all participants introduce themselves in relation to the focus person

##### *Guidelines for the conference:*

- ◆ Focus on the purpose
- ◆ Be respectful
- ◆ Agree to disagree
- ◆ One person speaks at a time
- ◆ Confidentiality (except for mandated reporting obligations and a written summary)

##### *Family Opening*

- ◆ Families will be asked if there is a special way they would like to start their conference. Sometimes families will begin with a prayer, a song, or will simply say a couple of words.

##### *Stating the Purpose*

- ◆ The facilitators review the purpose of the conference to make sure that everyone is in agreement.

##### *Identifying Strengths*

- ◆ Identifying strengths at the begin-

ning of the conference sets a positive tone. Usually the facilitators begin with social workers and other service providers in identifying the family's strengths. Then, family members are invited to list their own strengths. For some family members, this may represent the first time that they have heard about their strengths from others, including their own family members.

##### *Identifying Concerns*

- ◆ Facilitators start with parents and family members when listing the concerns/worries and relate them to the purpose of the conference.

##### *Sharing Resources and Options*

- ◆ Family and professionals brainstorm options and resources that address the concerns. Facilitators encourage the group to look first at what resources are available in the family. Then, the group lists the resources available in the community where the family lives. Family Conference participants are then encouraged to list the resources available in agencies.

##### *Sharing Expectations*

- ◆ Social workers and other professionals share Court and agency expectations that the family must consider as they develop a plan. This guideline helps the family create a plan that can be supported by the social worker and the Court.

### Phase II: Private Family Time

Family members have time to discuss the information that was presented in Phase I of the conference without the presence of facilitators or other service providers. Prior to leaving the family, the facilitators will determine if all family members feel safe to do this work without helping professionals being in the room.



Families are strongly encouraged to have Family Alone Time. In some rare instances, a family member may ask that a facilitator remain in the room.

The facilitators leave a blank task chart for the family to complete during private family time. This task chart assists the family in listing activities, deciding who will complete the activities, and choosing a date for completion.

### Phase III: Presentation of the Family's Plan

The family invites the referring worker and service providers to rejoin them for the presentation of their family plan. The referring worker and service providers assist the family in strengthening their plan, if needed. Once the plan is completed, the facilitator will ask the family who will monitor the plan. Often, more than one person in the family will assign themselves to monitor the plan.

Post-conference activities include sending a written summary to all conference

participants (completed by one of the facilitators). Each participant receives a client satisfaction survey. Roughly 85% of all surveys from this program have been returned, and the majority of responses have been very positive. The information gathered assists us in continuing to improve our service to families.

Family conferences benefit families who actively participate together in creating their own family plan. Social workers and others who refer families benefit from the conference process; they don't have to make decisions by themselves and benefit from the family's wisdom. The decisions made are a shared responsibility. Social workers state that the conference process improved their relationship with the family.

Through a generous grant from the Lucille Packard Foundation, the Family Conference Institute has engaged Walter R. McDonald and Associates in a three-year longitudinal evaluation of the Family Conference Model. One of the significant findings is that Family Conferencing has positively affected the stability of children in kinship care.

Children who were the focus of a Family Conference had more positive outcomes, resulting in greater stability, than their counterparts in the comparison group.

The future for Family Group Decision-Making is a bright one. California counties and states across America contact the Family Conference Institute inquiring about the Family Conference Model and training. The practice of moving from deficit-based practice to a strength-based one is becoming a cornerstone in social work curricula at colleges and universities. At the very heart of this practice is this idea: that families have strengths, families are experts on themselves, and families want the best for their children. With that in mind, FGDM continues to evolve.

*For further information please contact Patricia Evans, M.S.W. (408) 299-1538, 625 Wool Creek Drive, Suite D, San Jose, CA 95112. Ms. Evans will be conducting a workshop on Family Group Decision Making at the National Resource Center's 4<sup>th</sup> National Training Institute at Deerfield Beach, Florida, January 9-11, 2002 (see registration information in this issue of Prevention Report).*

---

## Video Conferencing: A Viable Training Alternative

by: Patricia Parker, Training Associate

Video Conferencing is a wonderful alternative to meet training needs at a time when training budgets are being reduced. On November 8, 2001, the NRC/FCP conducted two workshops via video conferencing for The Michigan Child Welfare Institute. The workshops, *Healing and Reviving the Family Spirit: The Power of Family and Diversity in Child Welfare*, were presented to an audience of 28 to 37 child protective service and family support social workers in three cities: Lansing, Kalamazoo and Detroit.

Martin Levin, a supervisor in the Child Welfare Institute, coordinated the presentation along with Steve Barosko, producer and technical advisor. The room where the workshops were presented was set up with tables and chairs for the Lansing participants, but also had an array of small, non-

intrusive cameras and a variety of monitors, large and small, showing the presenter, her handouts and the participant audiences. Once the workshop began, the presenter could see the participants in all three cities (Kalamazoo and Detroit audiences participated via video monitors, one city at a time), and participants at all locations could see the presenter and her materials. Questions and comments were easily solicited and responded to, giving the sense of one large audience rather than three groups in three cities. The participant evaluations of both workshops were favorable.

This medium is a practical and cost-effective alternative to sending staff out of the city to receive necessary training. It saves travel time and dollars while allowing agency staff to receive personalized training without losing valuable time away from

their home office. In considering using a videoconferencing format, it is important to assess the appropriateness of this format, depending on the nature of the training content and the audience. Also, in developing this medium, there will inevitably be technical problems that need to be resolved. For example, plans were made to include two additional cities in the Michigan training; however technical difficulties prevented these two cities from actually participating.

If you are interested in learning more about the benefits of video conferencing, contact Martin Levin or Steve Barosko at The Michigan Child Welfare Institute. If you would like to receive these workshops or others, contact Sarah Nash at the National Resource Center for Family Centered Practice, 319/335-4965.



## Using Outcomes in Decision-Making

by: Brad Richardson, Ph.D. & David Huff, Ph.D.

In previous articles on Outcomes Consultation: Lessons from the Field (Landsman & Richardson, 1998; Richardson & Landsman, 1999), five principles for the development of outcomes were advanced: *Involvement* of stakeholders, appropriateness of *Measurements*, *Complexity* of the system, *Linkages* between outcomes and services, and *Understanding* and responding to the needs for outcomes (IMCLU). This article builds on the IMCLU strategy of outcome measures development and advances principles for using outcomes in the decision-making process. First, we review some of the literature which provides the reader historical context. Second, we describe a statewide outcome measures system for collecting child welfare outcome data. Finally, we describe five principles for incorporating outcome measurement into decision making.

### Brief Literature Review: History of Measuring Outcomes

It is difficult to identify the first efforts at measuring outcomes, or to separate outcome measures research (OMR) from program evaluation. In addition, the term outcomes is often used as a synonym for results, or effect, or dependent variable. Suchman (1967) traces attempts at outcome measurement back to the 1700s, while Patton (1997) cites the 1897 study of spelling performance as one of the first attempts to systematically measure outcomes. Certainly Coleman et al.'s (1966) Educational Opportunity research was a landmark study utilizing "outcomes."

Evaluation Research: Principles and Practice in Public Services and Social Action Programs (Suchman, 1967) presents the history of evaluation as closely paralleling the history of public service. Support for this claim is found in the collection of vital statistics on morbidity and mortality that began in the 17<sup>th</sup> century. These measures were intended to provide information about the extent to which programs achieved desired results for planning of public services. Efficiency was calculated as the

cost of the program relative to the results:

$$\text{Efficiency} = \frac{\text{output}}{\text{input}}$$

Using this approach required: a) clear statement of objectives, b) measures of accomplishment relative to objectives, and c) the amount and direction of the change. We generally know how much is expended (input), so the important element of the equation is the measurement of the result. Despite the seemingly long history, Suchman states that "although many attempts were made to evaluate programs, sadly, the last century evidenced little progress in using research and science based information in the decision making process." Unfortunately, it is now the last two centuries that have evidenced little progress.

One of the most important works on the integration of research-based information in the decision-making process for government programs was written by Alice Rivlin near the middle of the last century. Market researchers had, of course, been collecting data systematically and providing science based information to their clients for years. Her approach was put forth as one of common sense whereby objectives are defined, expenditures and accomplishments are documented, and ultimately, the data are discussed as part of a decision-making meeting. Her approach was called Planning Programming Budgeting System, or PPBS, which led to the creation of the planning and evaluation department of the Department of Health Education and Welfare (DHEW) in 1965.

In 1972, Carol Weiss wrote: "Both on the national and the local scale, the application of social science knowledge and methodology is expected to have beneficial effects: improved decision making leads to the planning of better programs, and so serves program participants in more relevant, more beneficial, and more efficient ways... Data will replace favors and other political

negotiations, so that the most rational decisions will be reached." Weiss was also a realist. She went on to state that: "In these terms, the history of evaluation research to date has been disappointing." Indeed, in 1975 the U.S. General Accounting Office (GAO) published Exposure Draft: Evaluation and Analysis to Support Decision-Making detailing the legislative authority by which the GAO carried out general reviews, evaluations, analyses and audit functions of federal programs. Left unattended was the procedure for integrating these activities into the decision making process.

Franklin and Thrasher (1976) begin to address the dearth of comparisons between OMR and program evaluation. They stated that simple outcome measurement limits analysis to "what services do to and for the people who receive them," a much narrower enterprise than program evaluation. Program evaluation, on the other hand, examines the effect of a program and requires analysis of how outcomes are achieved and the value received, not simply what happened. This suggests that outcome measurement may be a good first step in developing a more thorough program evaluation. As Richardson (2001b) pointed out a quarter of a century later, "until one is able to demonstrate that something has happened, that change has occurred, there is little reason to be interested in the activities that are intended to produce the change."

In 1982, Thompson wrote: Decision Analysis for Program Evaluation in which he reports that program evaluation became popularized in the 1970s with the federal government alone conducting more than 3,000 program evaluations. Neigher, et al. (1982) point out that from 1963 to 1981, the Community Mental Health Centers (CMHC) Program alone spent millions of dollars on evaluation. Thompson attributes much of this activity to the government-wide adoption of the Planning Programming and Budgeting System (PPBS) in 1965: "PPBS





incorporated program evaluation and explicitly linked program appraisals and budgetary decisions," in much the way the Government Performance and Reporting Act (GPRA, 1993) did more than 30 years later. The demand for program evaluations increased with programs such as Head Start where funding was dependent on evaluation. Interestingly, Thompson defines evaluation as "securing or organizing information to improve decision making."

In 1982, Rossi and Freeman wrote the Sage publication: Evaluation: A Systematic Approach. They begin their history of evaluation with turn of the 20<sup>th</sup> century studies in education and public health and the famous Western Electric Company research that produced the term "Hawthorne Effect" (also known as the "self fulfilling prophecy"). They suggest that after WWII, along with extensive funding of programs, demand arose for measures of results. These authors claim that by the end of the 1950's, large-scale evaluation was common. By the late 1960's, evaluation research had become a growth industry. During the 1970's, rapid development of evaluation research occurred accompanied by a proliferation of publications, conferences, and the establishment of a professional association. "The critical issue [was defined as] whether or not a program produces more of an effect or outcome than would have occurred, either without the intervention or with an alternative intervention."

In 1986, Magura and Moses authored: Outcome Measures for Child Welfare Services, in part, as a response to a 1976 finding by the Government Accounting Office (GAO). The GAO found that measures of the amount of change in a child's situation within the child welfare system were lacking. Patton (1997) similarly reported that even with government-required evaluations, evaluations were not being used, and he points out that the GAO's own recommendation to increase the federal government's evaluation activities was not followed.

Guba and Lincoln (1989) attempted a developmental assessment of evaluation and outcome measurement in Fourth

Generation Evaluation. Their historical analysis suggests that evaluation has proceeded from measurement [The Spelling Grind (Rice, 1897); Stanford Binet IQ test, 1910; Hawthorne Study (Roethlisberger & Dixon, 1939)], to description of process (Smith and Tyler, 1939); to judgment of programs (Stake, 1967; Scriven, 1967); and then to "responsive constructivist evaluation" (Guba & Lincoln, 1989) which takes into account the stakeholding audience and aims at program improvement.

In the 1990's, along with the popular book Reinventing Government (Gore, 1991), concerns about federal budget deficits and increasing social services costs fueled interest in examining effectiveness of government programs. Greater accountability was proposed at all levels--national, state and local, public, non-profit, as well as the private sector. The 1993 Government Performance and Results Act (described briefly at [www.ombwatch.org/gpra/2000/pew/facts.html](http://www.ombwatch.org/gpra/2000/pew/facts.html)) is the most recent in a fifty-year history of attempts to improve the federal government. GPRA requires that measures of results be integrated into the budgetary decision-making process. Under GPRA, federal agencies were required to develop multiyear strategic plans, annual performance plans, and annual performance reports. The performance reports were due each March covering the preceding three years comparing results with performance goals. An evaluation of the next year's plan in light of the results, explanations for not achieving goals, and summaries of completed program evaluations were also required.

Schene (1995) is one of the few who attempt to elucidate the process of incorporating OMR into the decision-making process. She attempts to provide a strategy whereby results are linked to services and cost in detail (i.e., outcome based budgeting, cf. Friedman, 1995). Schene states that "Outcome based budgeting uses the identification of outcomes as the starting point and derives spending plans that address improvements in these outcome areas." At the end of this work "we have a logic trail or audit trail from the budget request to the outcomes we hope to achieve. We can say how the requested

service fills an identified gap ... linked to evidence that the service can turn the curve of a specified indicator, associated with a desired outcome." Further, it is pointed out that in discussions at the community level, defining desired outcomes is one of the most beneficial aspects. These discussions result in public commitments and agreement about how the outcomes will be measured and how they will be used.

The development of "logic models" aimed to assist the integration of defining outcomes with programs (DHHS, 1999; United Way, 1996; M. J. Austin, personal communication, November 12, 2001). The logic model was intended to simplify how outcomes would be measured. Alter and Murty (1997) reported that logic models "break down an intervention or program into parts, [and] they inform evaluators about the kind of results and evaluation data available." Logic models were also intended to address multisystemic projects, defining measures of outcomes at a number of levels (e.g., individual, family, community) and addressing outcomes that measure short-term, intermediate, and long-term effects. As the authors point out, many agencies now require the use of logic models in proposals and monitoring. The promise of the logic model was that it would build accountability by utilizing outcome measures in order to simplify evaluation results for decision-making. A logic model also "guides agencies in articulating their underlying beliefs and 'theory of change'" (Weiss, 1972; Fulbright-Anderson, Kubisch, and Connell, 1998; Hernandez, 2000). Alter and Murty provide limited details specific to using outcomes in decision-making. However, they do provide a discussion of some challenges related to utilizing evaluation results in the decision-making process and suggest one way to achieve their inclusion in a more active role for the evaluator serving in the capacity of facilitator for projects with whom they work.

#### Lessons from the Literature

The literature shows a history of recommendations for including more systematic information in decision-making about social service programs. It also reveals a dearth of strategies for effectively achieving this goal. Logic models have been suggested as a tool that may help define





outcome measures at different levels of analysis and at different points in time. Measuring outcomes may itself lead to a more thorough examination of the measures themselves, and their antecedents and connections to the outcomes as change in those outcomes occurs. Others become interested in what was done to reach an outcome only after that outcome has been attained (Richardson, 2001a).

Despite the reputation that evaluation and evaluators have had in the past, evaluation doesn't have to be an unpleasant experience. Evaluators don't have to be strangers who carry a briefcase and live out of town. Evaluators can bring useful information to the table. In fact, measuring outcomes and conducting evaluations has been a very revealing and rewarding experience for many community planners and policy-makers. What's more, a self-evaluation process designed to help planners describe and understand what's happening in local communities, for example, with respect to child welfare and juvenile justice, may help them to chart the course to define and achieve desired results, and then look back on how their efforts have fared. The lessons one community learns are first and foremost useful to that community. However, the experiences of other communities also teach valuable lessons about what works and what doesn't. These lessons become valuable to the field as a whole.

As many of the authors above have alluded, the key question is: Did the program or service make a difference? And a difference compared to what? Determining the answer to those questions is the first step in using outcome measures to aid in making decisions about social service program implementation. There are several traditional approaches to evaluation designed to help answer the question: "compared to what?": pre/post test designs (where the same subjects are compared before and after the program); experimental designs (where subjects are randomly assigned to different groups that are exposed to different programs); and quasi-experimental designs (where different groups are exposed to different programs, but the assignment is not random). In our work, we began with a simple set of outcomes that

addressed goals of particular child welfare and juvenile justice funding. Below is one approach to outcome measurement that promises to aid decision-makers by providing some systematic information on the results being achieved by local programs.

#### **Current Efforts & Issues: Measuring Outcomes for Decision-Making**

By "walking" them through the logic model process to identify process and outcome measures, it became apparent that communities wanted measures that they could immediately use. We devised a menu system which is simply a set of domains (e.g., permanency and stability, safety) and items used as measures (indicators) within those domains. We developed measurement items that were then cross-referenced under goals of other funding streams so that comparisons of performance measures could be made (for example, the Iowa Department of Human Services "Decategorization Project," Iowa Empowerment initiative, the Criminal and Juvenile Justice Planning grant funds). An example menu from the Decategorization Project is reprinted on page 13; those measures are elsewhere located under the goals of other initiatives (cf. Richardson, 2001a). A datasheet was also created in Excel with column headings that correspond to those listed in the menu along with codes for project, county, race, ethnicity, gender and whether the client is a new or an ongoing case. Excel files can be easily combined and imported into SPSS for analysis. While some analyses could be performed using Excel, we use SPSS because the utility of the data collected is directly tied to the ability to compare outcomes, both over time for projects, between projects from various funding streams, and among geographical and other configurations.

#### **Lessons Learned from Experience:**

##### **Principles for Using Outcomes in Decision-Making**

From the lessons learned as told through the literature, and our experience in working with hundreds of projects to develop outcomes measures, we have arrived at a few truths about establishing systems for measuring outcomes and using outcomes in decision-making.

#### **1. Use Technical Assistance for Initial Consultation:**

*Answering the questions of Why, What, How and What if?*

Incorporating outcome measures into the decision-making process begins long before the board meets to review results. Among the benefits of having an outside technical assistant is the ability to explain to all stakeholders (board members, front-line staff and program participants) how and why an outcome measures system is useful (for example: funding sources require it, measurement can help improve services). Speaking from an outside point of view (that of "a disinterested third party"), a technical assistant can enlighten the group on what outcome measures can contribute to the planning and decision-making process.

Approaching implementation of "outcome measures" with outside assistance can reduce the politics associated with implementing an outcome measures system. This strategy may result in less entropy associated with debates that inevitably emerge. More energy is focused on the product or the kind of outcome measures system that will be most useful. In addition, an outside technical assistant is able to explain how measuring outcomes can help improve services, how ongoing tracking of outcomes can aid the planning process, and how having an outcome measurement system in place can increase the likelihood of obtaining competitive funding. An outside technical assistant may also prove valuable in discussions about what needs to be measured, and the most efficient manner in which measurement and reporting can take place. Finally, a technical assistant may be able to field many of the "what if" questions that will certainly be raised. Humor always helps; look for it from your technical assistant.

#### **2. Start Small**

A useful system will last but will also need refinement. Outcome measures systems develop in many ways, so there is no single correct model for their development. What works in one setting may help to inform another. However, this is not always the case. It is universally the case that it is easier to refine smaller systems and "grow"





them in the directions needed than it is to attempt development of *the perfect system* from the beginning. As data are collected and results are reported, questions arise that will lead to necessary adaptations. This usually means that the outcome measures system will grow in size and complexity. However, with periodic review, growth can be managed so that additions are limited to only the most important. Periodic reviews should also include examination for items that can be discarded.

In our first attempts at using a menu from which projects could choose their outcomes, we worked with a group that volunteered to provide pilot data. Projects were to report on only two outcomes that applied to them. In addition to outcomes, these projects reported a county, client and project identifier. Later, we added some basic demographic information to the reporting. In the future, other items could be added to the data reported (e.g., service units, additional outcomes). From an efficiency standpoint however, a thorough analysis of a restricted set of measures is almost always preferable to a limited analysis of a more complete set of measures.

### 3. Expedite Feedback of Results

By using a pilot study, those who provided the data were able to see results in graphic form very soon after reporting them. In some of our pilot studies, we conducted a quasi-Monte Carlo study. We let the projects imagine what their data would look like; they made them up. Larger scale and more accurate initial data collection efforts would have resulted in slower turnaround time. While administrators can only use these preliminary data to see the kind of information they will be receiving, these are not "real results." There will be no surprises about which data was collected and how they will be reported when the real data arrive.

Expedited feedback of results not only facilitates the appreciation of the information in terms of demonstrating effectiveness of the current projects, it also helps staff begin to think about improvements in services that would result in improved outcomes. It reduces the fear associated with not knowing how outcomes might

appear. Expedited feedback of initial results reduces the frustration that sometimes accompanies providing research data. "The data are reported out and we don't get the results back until it's too late." Finally, seeing the outcomes can also result in better quality data being collected because those collecting the data begin to appreciate the importance of the effort. Data quality improves over time. Further, as a result of the expedient data turnaround time, project staff will be able to easily recall what we are doing so their understanding and interest levels are maintained.

### 4. Use Project Outcomes with Other Data

*"Running an organization without having outcome objectives and performance measures tied to a Return on Investment calculation method is like trying to row a boat without an oar. Without that little tool called an oar, you risk floating aimlessly, standing still in the water, becoming exhausted paddling by hand, or simply drifting out to sea... never having counted the cost of taking the journey."*

[Results Oriented Management and Accountability (ROMA) Guide]

In our work, we developed a system to ease the reporting burden for funded projects to provide outcome measurement data. Using the outcome measures effectively is the challenge to community collaboratives as they seek additional funding, demonstrate the effectiveness of the present activities, and use the outcomes to work with decision-making bodies. Service providers can use outcome measures to shape the achievement of results by the services being funded.

In working with decision-making groups, it is important to present the outcomes achieved by the currently funded projects in context. To do that, other data are required. Projects work with a subset of the population and can generally only affect those they work with, not the entire community, county or area. Using county data in juxtaposition with project data can provide a good picture of what is happening

and what may be needed. Perhaps more funding needs to be directed to projects that target reducing out-of-home placements. Perhaps something else needs to be done. Outcome measures tell us the result of what we're doing now; they are no substitute for good or creative thinking and action.

### 5. Develop a local strategy for using outcomes

Outcome measures can be used in a variety of ways. Some of their uses have been discussed above. They may be used in grant applications to demonstrate the existence of collaboration and community-wide attention to tracking results. They may help track performance of projects, and this may facilitate improved goal attainment. Outcome measures may be used to determine how closely targets are approached by existing funding (sometimes these outcomes are referred to as performance measures), and can help shape the efforts that best achieve the desired outcomes for future activities. At a minimum, outcomes will aid in the documentation of successes.

However outcome measures are to be used, it is best to reach agreement before the data collection begins, although there may be some further refinement as projects proceed. There will always be some fear of the unknown. Specifying the intended uses, and the uses for which the measures are not intended, helps to reduce ambiguity and relieves some anxiety. Of course, there will always be those for whom "this just won't work!" ("My boss won't understand this," "the people around here won't understand this," "this won't work at my agency"). Contrary to what one might think, this resistance may prove to be useful in the long run. Resistance may be helpful in allowing for the identification of specific goals and objectives, and identifying and working through the potential concerns and problems. Therefore, resistance may be an ally in the planning and identification of the next steps.

Some of the projects on which we have worked accomplished good "first steps" toward developing a useful system. However, ongoing refinement is needed. Practi-



tioners are not in the habit of thinking about measurable goals and objectives. The use of measurable outcomes in the decision making process may help to better define projects, identify efficient and appropriate project activities, and help decision makers as they set funding priorities.

## BIBLIOGRAPHY

- Alter, C., & Murty, S. (1997). Logic modeling: A tool for teaching practice evaluation. *Journal of Social Work Education, 33*(1), 103-117.
- Coleman, J. S., Campbell, E. Q., Hobson, C. J., McPartland, J., Mood, A. M., Weinfeld, F. D., & York, R. L. (1966). Equality of educational opportunity. Washington, D.C.: U. S. Government Printing Office.
- Franklin, J. L., & Thrasher, J. H. (1976). *An introduction to program evaluation*. New York: John Wiley and Sons, Inc.
- Friedman, M. (1995). *From outcomes to budgets--an approach to outcome based budgeting for family and children's services*. Washington, DC: Center for the Study of Social Policy.
- Fulbright-Anderson, K., Kubisch, A. C., Connell, J. P. (1998). *New approaches to evaluating community initiatives. Vol. 2: Theory, measurement and analysis*. Washington D.C.: Aspen Institute.
- Gore, A. (1991). *The Gore report on reinventing government*. New York: Times Books.
- Government Performance and Results Act: Basic Information. Retrieved September 12, 2001 from [www.ombwatch.org/gpra/2000/pew/facts.html](http://www.ombwatch.org/gpra/2000/pew/facts.html).
- Guba, E. G., & Lincoln, Y. S. (1989). *Fourth generation evaluation*. California: Sage Publications.
- Hernandez, M. (2000). Using logic models and program theory to build outcome accountability. *Education and Treatment of Children, 23*(1), 24-40.
- Julian, D. A., Jones, A., Deyo, D. (1995). Open systems evaluation and the logic model: Program planning and evaluation tools. *Evaluation and Program Planning, 18*(4), 333-341.
- Landsman, M. & Richardson, B. (1998). Outcomes Consultation: Lessons from the Field (Part I). *Prevention Report, 2*, 9-11.
- Magura, S., & Moses, B. S. (1986). *Outcome measures for child welfare services: Theory and applications*. Washington D.C.: Child Welfare League of America.
- Neigher, W., Ciarlo, J., Hoven, C., Kirkhart, K., Landsberg, G., Light, E., Newman, F., Struening, E. L., Williams, L., Windle, C., & Woy, J. R. (1982). Evaluation in the community mental health centers program: A bold new reproach? *Evaluation and Program Planning, 5*, 283-311.
- Patton, M. Q. (1997). *Utilization-focused evaluation: The new century text*. (3<sup>rd</sup> ed.). Thousand Oaks, CA: Sage Publications Inc.
- Rice, J.M. (1897). The futility of the spelling grind. *Forum, 23*, 163-172.
- Richardson, B. & Landsman, M. (1999). Outcomes Consultation: Lessons from the Field (Part II): The Automated Assessment of Family Progress. *Prevention Report, 1*, 26-29.
- Richardson, B. (2001a). *Final Report: Local Outcomes Technical Assistance Project*. Iowa City, IA: University of Iowa School of Social Work, National Resource Center for Family Centered Practice.
- Richardson, B. (2001b). *Outcome based programs and evaluation*. Workshop presented at the Florida Department of Children and Families District 8 Promoting Safe and Stable Families Conference, Fort Myers, FL.
- Rivlin, A. M. (1971). *Systematic thinking for social action*. Washington D.C.: Brookings Institution.
- Roethlisberger, F.J. & Dixon, W.J. (1939). *Management and the Worker*. Cambridge, MA: Harvard University Press.
- Rossi, P. H., & Freeman, H. E. (1982). *Evaluation: A systematic approach*. Beverly Hills, CA: Sage Publications.
- Schalock, R. L. (2001). *Outcome-based evaluation*. (2<sup>nd</sup> ed.). New York: Kluwer Academic/Plenum Publishers.
- Schene, P. (1995). *Outcome measures in public child welfare*. New York: The Edna McConnell Clark Foundation.
- Scriven, M. (1967). The methodology of evaluation. AERA Monograph Series in *Curriculum Evaluation, 1*, 39-83.
- Smith, E., & Tyler, R.W. (1942). *Appraising and recording student progress*. New York: Harper & Row.
- Stake, R.E. (1967). The countenance of educational evaluation. *Teachers College Record, 68*, 523-540.
- Suchman, E. A. (1967). *Evaluation research: Principles and practice in public services and social action programs*. New York: Russell Sage Foundation.
- Thompson, M. S. (1982). *Decision analysis for program evaluation*. Cambridge, MA: Ballinger Publishing Company.
- U.S. Department of Health and Human Services, Centers for Disease Control and Prevention (1999). Framework for program evaluation in public health, *Morbidity and Mortality Weekly Report, 48*(RR-11).
- U.S. General Accounting Office (1975). *Exposure draft: Evaluation and analysis to support decision making*. Washington, D.C.: U.S. General Accounting Office.
- United Way of America (1996). *Measuring program outcomes: A practical approach*. Alexandria, VA: United Way of America.
- Weiss, Carol H. (1972). *Evaluation research: Methods for assessing program effectiveness*. Englewood Cliffs, NJ: Prentice-Hall, Inc.

David Huff, Ph.D., is a Justice Systems Analyst with the Iowa Department of Human Rights, Division of Criminal and Juvenile Justice Planning, in which he has been a principal investigator since April of 1991. Most recently, Dr. Huff has been responsible for conducting an assessment of the Polk County Juvenile Drug Court, evaluating the State's school liaison program, leading a juvenile justice outcomes effort, and providing technical assistance to the sex offender risk assessment validation study.





AN EXAMPLE MENU

PROJECT OUTCOMES AND GOAL AREAS		MEASURES	
<b>Permanency/Stability</b>			
% of children not placed out-of-home	I=out-of-home placement did NOT occur	0=out-of-home placement did occur	
% of children in foster care/treatment who are reunified with their families	I=reunification occurred	0=reunification did NOT occur	
<b>Safety (Child)</b>			
% of children who do not experience founded child abuse or neglect	I=NO founded abuse or neglect report	0=founded abuse or neglect	
% of parents/adults completing child development classes	I=parents completed child development class	0=parents did NOT complete child development class	
<b>Safety (Community)</b>			
% of adjudicated children completing court ordered community service	I=completed court ordered service	0=did NOT complete court ordered service	
% of children adjudicated delinquent	I=child NOT adjudicated delinquent	0=child adjudicated delinquent	
<b>Health (Physical)</b>			
% with early prenatal care (first trimester)	I=early prenatal care (1st trimester)	0=No early prenatal (1st trimester) care	
% of births where families receive "new baby"/wellness visits	I=birth, and family received new baby visit	0=birth, and family did NOT receive new baby visit	
% of children and families with insurance	I=child and family with insurance	0=child and family without insurance	
<b>Health (Emotional)</b>			
% Youth perceiving that they can change their own futures	I=perception that you can change own future	0=perception that youth canNOT change future	
% Youth who report their families provide high levels of love and support	I=youth reports high level of love and support	0=youth reports NO high level of love and support	
<b>Self-Sufficiency</b>			
% of families offered financial planning and goals education	I=family offered financial planning/education	0=family NOT offered financial planning	
% of program participants attaining full employment	I=participant employed	0=participant NOT employed	
<b>Education</b>			
% improvement in grade point average	I= improved GPA	0=did NOT improve GPA	
% of youth graduating	I=youth graduated	0=youth did NOT graduate	



# Fourth National Training Institute "Developing Families and Communities"

Embassy Suites  
Deerfield Beach Resort  
950 SE 20 Ave, (A1A)  
Deerfield Beach, FL 33441  
Phone: (954) 426-0478  
FAX: (954) 360-0539  
website:  
[www.embassyflorida.com](http://www.embassyflorida.com)

## Special General Sessions

**Wednesday  
January 9, 2002**

### Language, Labels and Identity: Latino/a Youth and Their Families

A humorous presentation using personal stories, music, and current research to explore the multi-dimensionality of Latino/a youth and their families

**Thursday  
January 10, 2002**

### The "HUMAN" in Human Services

Jeremy C. Kohomban, Senior Vice President of Easter Seals, New York and President for the National Association for Family Based Services (NAFBS).

**Friday  
January 11, 2002**

### SPEAKING HANDS

"Speaking Hands" is a dramatic group of young people, from age 7 years to 18 years old, who use American Sign Language to interpret gospel music for those who are hearing impaired. They are also involved in other community efforts such as, after school tutoring, providing food and clothing for those in need and making referrals to other agencies to lend a helping hand.

Dear Friends and Colleagues:

The National Resource Center for Family Centered Practice is pleased to announce the Fourth National Training Institute: "Powering Up!" Developing Families and Communities, moved to January 9-11, 2002 Embassy Suites, Deerfield Beach, Florida. The training institute was created at the request of many of you who have attended a training institute in the past or have heard from others the value of these skill-building sessions.

The training institute is unlike a conference workshop setting. Instead of a couple of hours to obtain information regarding a particular topic, you will engage in either one- or two-day very interactive, skill-building sessions.

The Fourth National Training Institute hopes to provide an opportunity to integrate new knowledge with useful skills that will enhance practice and professional development. The following are the main objectives of this training institute:

- ◆ Define family centered practice in the context of your work.
- ◆ Practical skills that will enhance your work with children and families.
- ◆ Energize and revitalize zest for your work and for your life.

We hope that you will join us to learn, laugh, network, and leave with new knowledge, skills, and motivation to approach your work with children and families.

Sincerely,

The Staff of the National Resource Center for Family Centered Practice

## AGENDA

### Day 1: Wednesday, January 9, 2002

7:30 am - 8:30 am	Registration
8:30 am - 10:00 am	Welcome & Plenary (Language, Labels and Identity: Latino/a Youth & Their Families-John-Paul Chaisson-Cardenas and Jesse Villalobos)
10:15 am - 12:15 pm	Individual Training Sessions
12:15 pm - 1:30 pm	Lunch (Speaker: TBA)
1:30 pm - 4:30 pm	Individual Training Sessions (Continued)
5:00 pm - 7:00 pm	Reception: Music by Jesse Villalobos

### Day 2: Thursday, January 10, 2002

8:00 am - 9:00 am	Registration
9:00 am - 12:00 pm	Individual Training Sessions
12:00 pm - 2:00 pm	Luncheon (The HUMAN in Human Services, Speaker: Jeremy Kohomban)
2:15 pm - 4:30 pm	Individual Training Sessions (Continued)

### Day 3: Friday, January 11, 2002

8:00 am - 9:00 am	Registration
9:00 am - 12:00 pm	Individual Training Sessions
12:00 pm - 2:00 pm	Luncheon (Entertainment-Speaking Hands)
2:00 pm - 4:00 pm	Individual Training Sessions (Continued)





## TRAINING DESCRIPTIONS

### DAY 1: Wednesday, January 9, 2002

**Empowering Teen-Parents Through Self-Assessment:** Viivi Shirley & Sherry Krieger

This interactive training will focus on skills needed by workers to partner with teen-parents. In addition, the training will provide tools that teen-parents can utilize in their efforts to self-identify and interrupt international patterns that affect their life. The training will look at the application of a self-generated genogram and the tools that teen-parents need to achieve self-sufficiency.

**Family Centered Supervision:** Bonnie Mikelson

This supervisory training is designed for those who supervise family centered practitioners. This program offers an opportunity to analyze the supervisor role systemically from a developmental stage approach, to learn three modes of supervision, and to acquire solutions for the inevitable challenges family workers face. Supervisory and training sessions will be modeled and practiced and participants will practice problem-solving and worker assessment.

**Substance Abuse & Mental Health:** Ed Barnes

This session will highlight issues and trends within the disciplines of substance

abuse, mental health, and child protective services that agencies continually face as they deliver services to children and families. The presenter will direct discussion into approaches and practices that can assist in the creation of a more effective, comprehensive and seamless service delivery system. This workshop will present a non-deficit approach that enables families to grow beyond just surviving to thriving.

**Family Centered Assessment:** Phil Ewoldsen

This strength-based training is for supervisors and workers in organizations committed to family-centered practice. Participants will develop techniques to identify strengths. They will also learn to use basic systematic tools to analyze family and community dynamics in order to understand the current family situation and the family's possibilities for the future. Risk is explored as an ongoing consideration, with strength identification and assessment presented as the mechanisms for determining and working with short- and long-term risk stabilization. The integration of solution-focused and family systems approaches will be explored with considerable attention placed on applying assessment information to a measurable case plan.

**Solution Focused Case Management:** Patricia Parker

This training will present participants with a family-centered case management model based on solution-focused theory and interviewing skills. Topic areas include: The five elements of family centered case management, the assisting relationship, social economy and the value of systemic assessment tools, change theory, solution focused interviewing skills, outcome based behavior specific case plans, and using outcome indicators as measures of progress.

**Family Group Decision Making: A Decision Model That Strengthens Families:** Angelica Cardenas & Patricia Evans (Day 1 of a two-day training)

This workshop will provide an overview of the practice of Family Group Decision Making (FGDM). This practice, developed in New Zealand in the mid-1980s has grown in countries around the world including over 100 communities in the United States. This workshop will describe the values of the practice and its benefits for service providers who are looking for strength-based and family-centered solutions for children and families who have experienced the effects of child maltreatment.

### Day 2: Thursday, January 10, 2002

**Developing Successful Programs:** Jeremy Kohomban & Charles Perez

This training will focus on the development and implementation of new programs that reflect a strength-based family centered philosophy. The presenters will draw from current research and their personal/professional experiences to give a model for successful program development.

**Maximizing Worker Potential:** Bonnie Mikelson

This session offers information, practical

tools and peer discussion to aid supervisors in leading their staff through the change process. Areas covered include creating partnerships for change, tools for identifying strength-based worker competencies, and how to identify and enhance worker motivation.

**Understanding Trauma:** Yvonne Farley

This workshop is designed to introduce clinicians and service providers to the dynamics of trauma. Types of trauma discussed include physical, emotional and sexual abuse, domestic violence

(experienced or witnessed), and other general life event traumas, such as accidents, death or cultural violence such as the September 11th attack. The specific consequences set in motion by trauma will be described in detail. Basic methods to assist in the recovery process will be outlined. Reference material will be provided.

**Stress Free Outcome Evaluation:** Miriam Landsman, Brad Richardson

Outcomes are designed to demonstrate, through documentation, that intended





results of programs have been achieved. An added benefit is that programs are able to see for themselves how effective they have been and where improvements can be made. This session presents an approach to outcomes that is easy to implement and simple to process. The results of two, large-scale, multiple-site evaluations are covered, with an explanation of how similar basic outcome measures approaches can be affected. Discussion of the results, their meaning, and the process necessary to obtain

these and similar outcome measures from agency staff will be provided.

**Safety, Reunification, & Adoption:** Patricia Parker (Day 1 of a two-day training)

This two-day training will provide the participant a family-centered strength-based perspective to ensure safety and permanency to children and family involved in the child welfare system. The presenter will discuss reunification concerns from recruiting and preparing

foster parents that will assist in the reunification process to fostering a healthy social economy for families to insure safety after reunification. The role of open adoption for older children, recruiting for matching, post placement support, and fostering trust in the adoption triad will also be discussed.

**\*\*\*Family Group Decision Making: A Decision Model That Strengthens Families:** (Continued from Day 1)

**Day 3: Friday, January 11, 2002**

**Stress, Crisis and Critical Incidence:** Viivi Shirley

This interactive hands-on training will assist workers and their supervisors to identify what is "crisis" and "critical incidence." Participants will develop techniques to minimize the effects of stress in times of crisis. In addition, participants will explore effective interventions and after-care issues from a family centered perspective.

**Artistic Development & Children's Learning, No More Coloring Books:**

Cindy Bahn  
Discussion will focus on the following topics: The stages of children's artistic development; the peripheral learning that happens when children engage in appropriate arts activities; and methods for involving children in meaningful conversations as a creative way of connecting with children. Participants will create several pieces of art to take home.

**Collaborating to Survive and to Thrive:** John Golden

An interactive experiential workshop in which participants will learn the basics of forming and maintaining healthy and effective collaborative education efforts. Participants will be given the basics of creating and sustaining healthy and effective collaborations; share examples of their experience and participate in exercises that illustrate the principles and simulate the process of collaboration.

**Outcome-Based Case Management:** Phil Ewoldsen

This strength-based training is for supervisors and workers in agencies committed to family centered practice. Participants will learn ways to engage families in treatment, and to formulate outcome-based case plans utilizing family strengths to assure family progress toward change.

**\*\*\*Safety, Reunification, & Adoption:** (Continued from Day 2)

**Mentoring "Feeding the Growth":**

Linda Jackson & Mark E. Newsome  
Participants will learn what mentoring is, the benefits of mentoring, and a variety of approaches to enrich the mentoring experience. Areas covered include various training activities, tools, & resources that can be used to enhance or jump-start an effective mentoring program. Participants will take part in hands-on group exercises using newly developed online mentoring support software. In these exercises each participant will have the opportunity to work with the tool as a Mentor, a Mentee, and as a Program Administrator.

**Embassy Suites**

**Deerfield Beach Resort**

**950 SE 20 Ave, (A1A)**

**Deerfield, Beach, FL 33441**

**(954) 426-0478 FAX (954) 360-0539**

**website: www.embassyflorida.com**



**Location:** Luxury oceanfront resort in greater Ft. Lauderdale just south of Boca Raton. Half mile south of Boca Raton, 8 miles north of Ft. Lauderdale. Deerfield Beach's sandy shores offer a secluded tropical setting.

**Airports:** Ft. Lauderdale International Airport—19 miles; Palm Beach Airport—32 miles; Miami International Airport—43 miles. From Ft. Lauderdale Interstate 95 North, exit Hillsboro Blvd. East to A1A; A1A south 1/2 mile to the resort.

**Hotel cost:** \$159.00 single/double occupancy, which includes complimentary cooked-to-order breakfast and two-hour manager's reception daily—Hotel guests only.

**To receive special conference rate, please mention: National Resource Center Training Institute, January 9-11, 2002**

For more information, please visit the NRC website at [www.uiowa.edu/~nrcfcp](http://www.uiowa.edu/~nrcfcp)





# Fourth National Training Institute - Deerfield Beach, Florida

(Please type or print clearly!)

Conference Registration Form—January 9-11, 2002

Name \_\_\_\_\_

Title \_\_\_\_\_

Company/Organization \_\_\_\_\_

Mailing Address \_\_\_\_\_

City \_\_\_\_\_ State \_\_\_\_\_ Zip+4 \_\_\_\_\_

Area Code \_\_\_\_\_ Phone \_\_\_\_\_ - \_\_\_\_\_ Ext \_\_\_\_\_ Fax \_\_\_\_\_ - \_\_\_\_\_

Email: \_\_\_\_\_

Special requests: (meals, special needs) \_\_\_\_\_

### 1. Registration Fees: The Conference registration fee includes all luncheons and reception.

#### Pre-Registration

	Postmarked by Dec 26	After Dec 26	Registration Amount
<input type="radio"/> One-day Registration Fee	\$150.00	\$200.00	_____
<input type="radio"/> Two-day Registration Fee	\$275.00	\$325.00	_____
<input type="radio"/> Three-day Registration Fee	\$350.00	\$400.00	_____
<input type="radio"/> Continuing Education Units	\$ 7.00	\$ 7.00	_____
	<b>Total Fee Enclosed</b>		<b>\$ _____</b>

In order to process your registration, one of the following must be checked:

- Please invoice my agency (purchase order): PO# \_\_\_\_\_
- My check is enclosed: Check# \_\_\_\_\_ Amount of Check: \$ \_\_\_\_\_

**Mail Your Registration.** If paying by check, purchase order, or money order, please mail completed registration and payment to: National Resource Center, University of Iowa, 100 Oakdale Campus, Rm. W206 OH, Iowa City, IA 52242-5000, Telephone: (319) 335-4965 FAX: (319) 335-4964 or 335-4968--24 hrs. NRC Federal ID#42-6004813 . **Cancellation Policy:** Cancellations received in writing by January 2, 2002, are subject to a \$25 fee. After this date, substitutions will be allowed, but there will be no refunds. We reserve the right to cancel any sessions. If this is the case we will call and ask for a second choice.

\*\*\*\*\*

## Professional Development Training Sessions

Day 1 1-Day Session (please check one)	Day 2 1-Day Session (please check one)	Day 3 1-Day Session (please check one)
<input type="radio"/> Empowering Teens Through Self Assessment <input type="radio"/> Family Centered Supervision <input type="radio"/> Substance Abuse and Mental Health <input type="radio"/> Family Centered Assessment <input type="radio"/> Solution Focused Case Management	<input type="radio"/> Developing Successful Programs <input type="radio"/> Maximizing Worker Potential <input type="radio"/> Understanding Trauma <input type="radio"/> Stress Free Outcomes and Evaluation	<input type="radio"/> Stress, Crisis & Critical Incidence <input type="radio"/> Artistic Development & Children's Learning <input type="radio"/> Collaborating to Survive and to Thrive <input type="radio"/> Mentoring, "Feeding the Growth"
Day 1 2-Day Session (please check one)	Day 2 2-Day Session* (continued from Day 1)	Day 3 2-Day Session* (continued from Day 2)
<input type="radio"/> Family Group Decision Making	<input type="radio"/> Family Group Decision Making* <input type="radio"/> Safety, Reunification, & Adoption	<input type="radio"/> Safety, Reunification, & Adoption*

The University of Iowa does not discriminate in employment or in its educational programs and activities on the basis of race, national origin, color, religion, sex, age, disability, or veteran status. The University also affirms its commitment to providing equal opportunities and equal access to University facilities without reference to affectional or associational preference. For additional information on nondiscrimination policies, contact the Coordinator of Title IX, Section 504 and the ADA in the Office of Affirmative Action, telephone 319/335-0705, 202 Jessup Hall, The University of Iowa, Iowa, City, Iowa 52242-1316.





## *Institute for the Support of Latino/a Families and Communities (ISLFC)* *(Instituto para el Apoyo de la Familia y Comunidad Latina)*

The National Resource Center for Family Centered Practice is pleased to announce the creation of the *Institute for the Support of Latino/a Families and Communities (ISLFC)*. The Institute is part of an effort to create an organizing framework for our current and future projects that focus on working with Latino/a families and communities.

A joint effort of the University of Iowa School of Social Work (SSW) and the National Resource Center for Family Centered Practice (NRC/FCP), the *Institute for the Support of Latino/a Families and Communities (ISLFC)* is designed to provide opportunities for education and training, research and evaluation, and information dissemination, nationally and internationally. *ISLFC* will develop new and coordinate existing national and international activities of NRC/FCP and SSW educational programs related to Latino/a families and communities.

### *International Initiatives:*

#### *Cooperative Agreement with the "Centro de Cooperación Regional para la Educación de Adultos en América Latina y el Caribe":*

In 1999, the National Resource Center for Family Centered Practice and the University of Iowa School of Social Work began negotiating a cooperative agreement with the Centro de Cooperación Regional para la Educación de Adultos en América Latina y el Caribe (CREFAL), functionally translated to mean the Latin American and the Caribbean Regional Center for Adult Education). This cooperative agreement will allow for the development of dual-national and multinational education, training, research and evaluation projects in Latin America and the Caribbean. Some potential projects are: the re-development of a Family Development Course in Spanish to serve families with limited English, the development of an on-line multinational clearing house on the topic of Latino/a immigration, the development and distribution of culturally competent Spanish Language materials, and the development of a

distance learning specialization program focusing on Latino Immigration to the United States.

The CREFAL was founded in 1950 by the United Nations Educational, Scientific and Cultural Organization (UNESCO), with the support of Mexican Government and the American States Organization (OEA). CREFAL's mission, in coordination with Latino American and Caribbean nations, is to develop and train effective educators specializing in the education of youth and adults. The CREFAL is considered an international organization and has an Administrative Council formed with members from eleven countries. In 1997, at the CONFITEA V (V International Conference for Young and Adult People, Hamburg, Germany), the CREFAL, together with UNESCO and CEAAL (Latin American Council for Adult Education), expanded its programs to cover the education of young adults.

In half a century, CREFAL has contributed to the formation of thousands of educators, administrators, and programs across Latin America and the Caribbean. The Center has provided training, technical assistance and evaluation services for private agencies, government programs and non-governmental organizations (NGO's) that focus on youth and adults. The Center's faculty represents over 12 different countries, with a multinational research and evaluation staff, focus on the development of effective theoretical and practical practice models. In addition, CREFAL has over 50 years of experience creating international solidarity in the areas of community-based education, human rights, indigenous people's rights and human development.

#### *Guatemala/United States Distance Education Project*

This project, started in 2000, is focused on the development of a Cooperative Distance Education Project between the Universidad Rafael Landívar in Guatemala City (school of Economics and Social Work), Guatemala and the University of Iowa School of Social Work.

### **National Initiatives**

#### *Social Services and Education Interpretation Training and Translation Services:*

The National Resource Center for Family Centered Practice is now providing quality English to Spanish or Spanish to English translation services for organizations, agencies and programs working with Latino/a populations. Consultants look at culture, literacy level of readers, age appropriateness, and other population factors in the development of translated material. In addition, the NRC provides training and technical assistance to organizations and programs working with non-English speaking populations as well as with those with limited English skills.

#### *Translation and Cultural Adaptation of the Family Development Specialist Certification Course to serve Spanish Speaking Populations*

This year the NRC will begin adapting its Family Development Specialist Certification Curriculum to train bilingual and monolingual Spanish speaking volunteers and staff in the Family Development Model.

Family Development is our nationally recognized model of family-based intervention focused on low-income families who want to improve family functioning and achieve economic independence. The Family Development Specialist certification course teaches the use of the NRC's Family Development model. The training develops the ability of many different groups (i.e., Family Resource Centers, Community Action, Head Start, Healthy Start, Even Start, county extensions, teachers, school-based services, community health nurses, and family support workers) to provide family-centered programs. Some key areas covered in the course are relationship-building and maintaining skills, and how to use these skills in the helping relationship (from joining to termination). Participants also review systems theory, family-centered case management, solution-focused intervention, conflict management, and strategies for family and community empowerment.



**Mexico Travel Study Seminar on Latino/a Immigration to the United States**

The Travel Seminar to Mexico is designed to assist social workers, social service providers, mental health practitioners and educators to increase their level of competence with Latino Populations in the United States. This 15-day seminar explores how the global socio-political economy impacts family and community systems in countries like Mexico and Guatemala. There will be a special emphasis placed on push-and-pull forces that promote Latino/Hispanic immigration to the United States and the needs of limited-English or non-English speaking populations. A combination of seminar style classes, guest speakers and field visits are employed in the investigation of the effects of global macro forces over individual family systems in rural Mexico. The seminar concurrently looks at specific skill development and at the impact of modernization of the Mexican economy on the poor and whether economic alternatives would foster greater social justice. Participants will have one-on-one contact with selected Mexican families, social service agencies, Mexican social workers and research institutions. The seminar can be taken for graduate or undergraduate credit.

**State Initiatives****Wraparound Services with Latino/a Youth**

This demonstration project, funded by the federal Substance Abuse and Mental Health Services Administration, focuses on developing and coordinating community resources for Wraparound

Services with Latino/a Youth who may have simultaneously occurring issues of mental health and substance abuse.

**Strengthening and Valuing Latino Communities Conference**

Partnering with the Iowa Division of Latino Affairs (State of Iowa Department of Human Rights), we will launch the 4<sup>th</sup> Strengthening and Valuing Latino Families and Communities Conference.

**West Liberty Project**

The University of Iowa School of Social Work/West Liberty Community Partnership Project is designed to improve the cultural competence of new social workers with rural and Latino/a communities.

**Dia de los Muertos (Day of the Dead) Celebration**

This is an annual community-based celebration which seeks the development of cultural understanding through music and art. Last year's celebration received the Mariko Mizuhara award for cross-cultural understanding. This award is given to projects that are an example of commitment and acknowledgment of the diversity within and between communities and people living in the state of Iowa.

**Undergraduate Course in Family and Community Impacts of Latin American/U.S. Immigration**

Last year, the University of Iowa School of Social Work received funding to develop and implement an undergraduate honors course on the impacts that immigration has

on families and communities both in Iowa and in Mexico. The course was developed in combination with faculty from the Universidad Nacional Autónoma de México (UNAM) and staff from CREFAL.

As a collaborative effort, NRC staff as well as faculty of the School of Social Work are involved in these diverse initiatives. Directing the Institute is John-Paul Chaisson-Cardenas M.S.W., who currently is in charge of Training and Technical Assistance at the National Resource Center for Family Centered Practice (NRC/FCP). An immigrant from Guatemala, John-Paul has over 10 years of experience in services to culturally and linguistically diverse populations. John-Paul has developed, coordinated and presented training and technical assistance for governmental agencies, community organizations and social service systems across the United States, Mexico, Canada and Central America. His areas of expertise are Cultural Competence, Immigrant and Refugee Families, Community Development and Strength-Based Family-Centered Practice. He is also adjunct faculty at the University of Iowa School of Social Work. In addition, John-Paul is the former Chair of Governor's Commission on Latino Affairs, State of Iowa Department of Human Rights.

Updates on Institute activities will be featured on the NRC website ([www.uiowa.edu~nrcfcp](http://www.uiowa.edu~nrcfcp)). Also look to future issues of *Prevention Report* for results of current initiatives and for descriptions of new Institute projects.

## EMPOWERMENT SOLUTIONS AND THE USE OF TECHNOLOGY: ACES, A newly developed non-profit breaking new ground

by: Sandra Combs Birdiett

The Association for Community Empowerment Solutions (ACES) is a new national program which is seeking to enable diverse groups to develop leadership, promote excellence, and cultivate understanding and communication. Native Americans, Asian Americans, African Americans and Latinos with different educational, ethnic and socioeconomic backgrounds will make up the primary ACES communities that share knowledge,

resources and skills. In describing ACES' goals, Executive director Linda Jackson said, "ACES allows people of diverse backgrounds to work together to facilitate personal and professional growth and development, creating a sense of community and stewardship among diverse groups. One goal of ACES is to develop leadership skills for mentors who aspire to enter into management positions in their professions."

An effective way to accomplish personal and professional growth is through the ACES Mentoring Program. The web-based program will provide learning opportunities, and personal and professional development for both mentors and protégés.

Both will be given the opportunity to develop skills for building coalitions and alliances with diverse groups, and the skills to prevent and resolve conflicts. Both will





be assisted in developing knowledge network resources.

Through the mentoring program, college students and early career professionals will be better prepared for the challenges of their chosen professions and afforded the opportunity to excel. "ACES creates support, not just between mentor and protégé but between mentors and mentees and protégés with other protégés," said Jackson from the ACES office based in Washington, D.C. "Our goal is to have everyone reach back and help someone else.

They have created a model for mentoring underrepresented groups in different professions. The first group they will be working with is the Institute for International Public Policy. Next they plan to target the field of engineering. They will be working with many professions to help students and professionals grow into their

careers."

Mark Chichester, Director of the Institute for International Public Policy for the United Negro College Fund Special Programs, based in Fairfax, Virginia, said he sees the ACES Mentoring Program as an asset for the Institute. "One of our priorities is to build a mentoring component for the minorities who are on a track for international affairs careers," Chichester said. "ACES adds value in a cost-effective way."

ACES board member and marketing director for the National Resource Center for Family Centered Practice, Sarah Nash, said she became involved with ACES because its goals were similar to that of the Center's. "Improving the lives of those from underrepresented populations, especially by employing skill building and the creation of support networks, is very much in line with the philosophy of the Center." Nash said "We want to, as Linda (Jackson)

coined it, 'reach back'." Web-based mentoring, chat rooms and bulletin boards will most likely appear in the future of training and support for agencies that the Center works with.

Recent developments include an alliance that is developing between ACES and the National Coalition Building Institute. The National Coalition Building Institute is a nonprofit leadership training organization based in Washington, D.C., whose goal is to eliminate prejudice and intergroup conflict in communities throughout the world.

While aces is in your hand during a card game can help you win the game, ACES in professional development can help young professionals become winners in their chosen professions.

*For more information about ACES, visit their web site at [www.acesolutions.org](http://www.acesolutions.org)*

## National Resource Center Convenes Florida DCF Conference

by: Sarah Nash & Brad Richardson

Planning a conference, whether local, state, regional, or national in scope, is a complex and time-consuming process. There are countless decisions to make, from finding a location with a reasonable price, to planning an interesting agenda that will draw participants, to recruiting speakers within budgetary constraints, to advertising the event and handling registrations, even to choosing from among menu options. For the person(s) charged with the task of organizing the meeting or conference, it can feel like holding down another full-time job.

The National Resource Center for Family Centered Practice provides conference assistance to agencies and organizations interested in planning an event, whether large or small. For the second consecutive year, NRC convened the annual meeting for District 8, Florida Department of Children and Families, Permanency and Adoption Division. More than 200 attended the 3-day conference held at the Fort Meyers Convention Center from June 13-15. The agenda included general sessions, plenary sessions and workshops which focused on

specific issues related to the Promoting Safe and Stable Families Program.

Topics covered at this conference were selected to fit the needs and interests of Florida's program. Among the topics featured were: the history of child welfare through the Adoption and Safe and Stable Families Act, legal requirements, reasonable efforts, Children at Risk Research, youth development, substance abuse prevention, mentoring, distance learning, working with diverse populations, family conferencing and concurrent planning, combining mental health and substance abuse interventions, mentoring high risk youth, using outcome measures, and spirituality in family-centered practice.

One of the ways we have found to increase the enthusiasm of conference attendees is to bring in relevant entertainers during lunch or in the evening. During this conference we enlisted the support of Speaking Hands, a group of drama students from Miami. Most of these students have hearing loss, and many have also been in foster care and/or have suffered from being

drug affected at birth. These students performed gospel in American Sign Language and gave such an emotional performance that writing about it cannot do justice to the power of their presentation. They certainly provided testimony that all kids can accomplish amazing things with encouragement, love and support.

We also brought the humor of Marilyn Grey, from Seattle, Washington. Ms. Grey, a former social worker turned comedienne, brings humor that is poignant and relevant for the audiences that come together at social service conferences. Ms. Grey's ability to provide a few laughs in the midst of the seriousness of our work helps to renew our energy and commitment to the important work in which family centered practitioners are engaged every day.

If you are looking for assistance in planning a conference or meeting, from helping with identifying speakers through planning your entire meeting, please call Sarah Nash at (319) 335-4965 or by email at [sarah-nash@uiowa.edu](mailto:sarah-nash@uiowa.edu).





## New Developments in Family Development

by: Sarah Nash & John-Paul Chaisson

For those of you unfamiliar with family development, it is a model of family based intervention designed to support and empower families. Work is done collaboratively with families to identify: the family's goals, the family's strengths and challenges to reaching these goals, and the realistic means for achieving them.

The National Resource Center's Family Development Specialist (FDS) Certification Curriculum is considered one of the most highly regarded courses of its kind in the nation. In order to best meet the needs of family workers throughout the United States, we continually assess and update the content and teaching methodology used in this certification program.

This process of continuous improvement is accomplished by maintaining open lines of communication with consultants in the field, reading all evaluations from classes, staying involved in local, state and national organizations, reviewing current literature, attending professional conferences, and evaluating training quality and customer satisfaction. Updated materials are infused into the family development curriculum about every six months.

This year, the NRC has been working very hard to develop credit bearing opportunities for Family Development Specialists who complete all the requirements of the FDS course. An example of these opportunities is the standardization of the policies for granting up to 3 undergraduate or graduate credits by the University of Iowa School of Social Work. For more information please contact Kate Kemp at 319-335-1254 or [kate-kemp@uiowa.edu](mailto:kate-kemp@uiowa.edu).

For those of you already trained as a Family Development Specialist and in need of ongoing training, join us at the Fourth National Training Institute in Deerfield Beach, Florida this January. There are many exciting training sessions to choose from. One session (Empowering Teen Parents) will include discussion and

results of an "experiment" to add parents to the family development class. There are ten one-day sessions to choose from and two, two-day sessions if you prefer that option. You will not want to miss the chance to learn, network, laugh and get some food for the spirit. You will find a copy of the brochure included in this issue of The Prevention Report.

For over a year, we have been implementing the use of an online exam. Interactive Technologies Group, Davenport, Iowa, ([www.itgco.com](http://www.itgco.com)) created a test site that allows for an administrator to enter the names of participants and to generate passwords to access the test. Other features of the test include: the random selection of test questions by topic area, a restricted amount of time allowed for the test, the ability to take the test anywhere at any time, immediate feedback on scores to the participant and to NRC, and the ability to analyze the validity of the test questions. Very few participants have had any difficulty accessing the test and maneuvering through the test questions. Test scores are comparable to the written exam. If a participant has difficulty with the online exam or does not feel comfortable with the online exam, a written exam is mailed to their supervisor.

With the potential of shrinking training dollars, especially travel dollars, the NRC is exploring using the web to provide quality training in appropriate content areas. Some of the ideas currently under investigation include: 1) offering a three module Family Centered Assessment Training on the web prior to attending the actual Family Development class. Such web-based training would be highly interactive, including graphics, narration, resources, handouts, and self-evaluation questions. The goal of this web-based training would be to reduce the number of days that participants have to be in the classroom; and 2) developing web-based training on the topic of outcome evaluation. This training would provide instruction on how to define and measure

outcomes, how to build the capacity for outcome evaluation in your agency, and how to use evaluation results to improve agency practice.

For further information on Family Development Specialist Training Programs and classes available in your area, or if you would like to schedule a training for your agency or area, please contact us at:

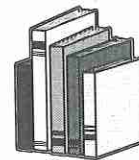
National Resource Center for  
Family Centered Practice  
University of Iowa, School of Social Work  
100 Oakdale Campus, Rm. W206 OH  
Iowa City, IA 52242-5000  
Attn: Sarah Nash  
Telephone: (319) 335-4965  
FAX: (319) 335-4964  
email: [sarah-nash@uiowa.edu](mailto:sarah-nash@uiowa.edu)  
web site: [www.uiowa.edu/~nrcfcp](http://www.uiowa.edu/~nrcfcp)





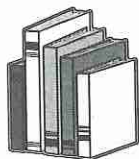
## Resource Review

by: Tracy Peterson, Graduate Intern, John-Paul Chaisson, M.S.W., & Angelica Cardenas, M.S.W.



**Delgado, Richard & Stefancic, Jean (Eds.). (1998). The Latino/a Condition: A Critical Reader. New York: New York University Press.**

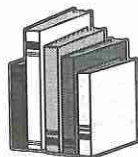
The 2000 Census reports 32.8 million Latinos in the United States (12% of the total population of the country). The census also reports that one third of those Latinos are under the age of 18 and one quarter of those youth live in poverty. In spite of those startling numbers, most mainstream social service providers know very little about the unique historical, social, political and economic realities of this growing group. The Latino/a Condition focuses on the culture, history, language, politics and economics of the distinctive Latino/a populations in the United States. This book is a well-written anthology with a collection of ninety-four essays divided into twelve chapters on various topics such as the dynamics of identity, racial and social construction, gender issues, language maintenance and immigration as they operate among Latino/a groups in the United States. This book is a must for social service providers who want to explore the complexity of the different Latino/a communities in the United States from a multidisciplinary perspective.



**Djaout, Tahar. (2001). Last Summer of Reason. Ruminator Books**

Any time fanaticism and oppression in any of its forms (racism, sexism, and family violence) is inflicted on people, there is a quiet heroic struggle to survive. However, this struggle leaves scars and trauma on its victims. This book is a must-read for any

person who is interested in the dangers of spiritual and religious fanaticism (from its Christian forms to its Islamic permutations) and its effects on the human psyche. This thought-provoking novel about a small bookstore owner, Boualem Yakker, is the final work of Algerian novelist, journalist and poet Tahar Djaout, who was martyred in 1993 for his writings. Among the most valuable parts of this small 140 page book is a foreword, written in 1986 by Nigerian "novelaureate" Wole Soyinka, which gives the reader a strong foundation on the dangers of quieting the dissident voices. Last Summer of Reason was originally published in French by Ruminator Books in 1999 as *Le Dernier été de la raison*.



**CREFAL (The Latin American and Caribbean Center for Adult Education) published the collection: "Los libros de Mamá y Papá", (The Mom and Dad Books) for the Secretaria de Educación Publica of Mexico, (the Mexican National Education Office). All four books are available through the National Resource Center for Family Centered Practice.**

"Los Libros de Mama y Papa" (The Books of Mom and Dad) are a series of books put together by CREFAL (The Latin American and the Caribbean Center for Adult Education). The books entitled "La Sexualidad de Nuestro Ninos" (The Sexuality of Our Children), "Cuidado Con la Addiccion" (Be Careful with Addiction), "Violencia en la Familia" (Family Violence), and "El Amor de Familia" (The Love of the Family), are Spanish language educational books aimed at assisting parents in raising happy, healthy children.

As I began to read the "fotonovelas" (picture books), I was impressed by how easily the books read. The authors did a good job of combining concrete parenting advice, providing tools for parents to use and using short narrative examples throughout the books to illustrate their point and to draw the reader in. For example in "Be Careful with Addiction," one reads the story of Clara and her family, in which the issues of teenage pregnancy, domestic violence and addictions are dealt with. In "The Love of the Family," the book discusses the ages between three years and twelve years as the stage where children establish their self-identity, confidence and security, and emphasizes the important role that the family and tradition play during this time. The final book, "The Sexuality of Our Children," talks to parents regarding normalizing sexual curiosity and empowering children by instilling values that allow them to make decisions regarding sexuality.

The primary advice that all of the books share with parents is to get involved in your child's life; there is power in open and honest communication. It also encourages parents to seek resources and assistance in their community. The books can be very helpful, not only to parents but also to any adult working and living with children.



# Materials available from the National Resource Center for Family Centered Practice

## PRINTED MATERIALS

### AUTOMATED ASSESSMENT OF FAMILY PROGRESS (1998-2000) \$7.00

The Automated Assessment of Family Progress (1998-2000) documents the results from the use of the instrument over three years in Community Action Agencies throughout the state of Iowa. The AAFP instrument and procedures are contained in the booklet describing how the instrument serves as both a case management and outcome measures tool. Analyses include a needs assessment based on initial appearances by families across the state, and documents progress with families receiving ongoing services.

### BEYOND THE BUZZWORDS: KEY PRINCIPLES IN EFFECTIVE FRONTLINE PRACTICE (1994) \$4.00

This paper, by leading advocates and practitioners of family centered services, examines the practice literature across relevant disciplines, to define and explain the core principles of family centered practice.

### CHARTING A COURSE: ASSESSING A COMMUNITY'S STRENGTHS AND NEEDS (1993) \$4.00

This resource brief from the National Center for Service Integration addresses the basic components of an effective community assessment.

### CHILDREN, FAMILIES, AND COMMUNITIES—A NEW APPROACH TO SOCIAL SERVICES (1994) \$8.00

This publication from the Chapin Hall Center for Children presents a framework for community-based service systems that includes and builds upon community networks of support, community institutions, and more formal service providers.

### CHILDREN, FAMILIES, AND COMMUNITIES: EARLY LESSONS FROM A NEW APPROACH TO SOCIAL SERVICES (1995) \$5.00

This is a street level view of the experience of implementing a system of comprehensive community-based services. Another report in a series on the Chicago Community Trust demonstration.

### CHRONIC NEGLECT IN PERSPECTIVE: A STUDY OF CHRONICALLY NEGLECTING FAMILIES IN A LARGE METROPOLITAN COUNTY

EXECUTIVE SUMMARY (1990) \$1.00  
FINAL REPORT (1990) \$18.00

A research study examining three groups of families referred for child neglect: chronic neglect, new neglect, and unconfirmed neglect. The report presents descriptive data about these groups of families, changes over time and differences between the three groups. The study was conducted in Allegheny County, PA, and funded by OHDS and the Vira I. Heinz Endowment.

### COMMUNITY RESPONSE TO HOMELESSNESS: EVALUATION OF THE HACAP TRANSITIONAL HOUSING PROGRAM

EXECUTIVE SUMMARY (1996) \$2.00  
FINAL REPORT (1996) \$9.50

An evaluation of a HUD-funded demonstration project of the Hawkeye Area Community Action Program (1990-1995). This project provided transitional housing and supportive services for homeless families with the objectives of achieving housing stability and economic self-sufficiency. Data include background information from participants obtained through structured interviews, and self-sufficiency measures at intake, termination, and six month follow-up to evaluate progress in housing, job, education, and income stability.

### COMMUNITY SOCIAL WORK: A PARADIGM FOR CHANGE (1988) \$9.00

This book is a collective product of a work group in Great Britain set up to articulate core characteristics of community social work.

### COST EFFECTIVENESS OF FAMILY-BASED SERVICES (1995) \$3.50

This paper describes the data and cost calculation methods used to determine cost effectiveness in a study of three family preservation programs.

### CROSSSITE EVALUATION OF IOWA'S PREGNANCY PREVENTION, INTERVENTION, AND COMMUNITY PROGRAM

EXECUTIVE SUMMARY (2000) \$2.00  
FINAL REPORT (2000) \$14.00

This report covers the first year of the second round of funding for a comprehensive community-based pregnancy prevention initiative funded by the Iowa Department of Human Services. The program involves 13 sites and a wide variety of primary and secondary prevention approaches, as well as integrated community models.

### DEVELOPING LINKAGES BETWEEN FAMILY SUPPORT & FAMILY PRESERVATION SERVICES: A BRIEFING PAPER FOR PLANNERS, PROVIDERS, AND PRACTITIONERS (1994) \$2.50

This working paper explores the connections in policy, program design, and practice needed to enhance the chances for success of linked programs.

### EMPOWERING FAMILIES: PAPERS FROM THE FIFTH ANNUAL CONFERENCE ON FAMILY-BASED SERVICES (1991) \$6.00

A collection representing the third published proceedings from the annual Empowering Families Conference sponsored by the National Association for Family Based Services. There are five major sections: Training and Education, Research, Practice Issues, Program and Practice Issues, and Program and Policy Issues.

### EMPOWERING FAMILIES: PAPERS FROM THE SIXTH ANNUAL CONFERENCE ON FAMILY-BASED SERVICES (1992) \$6.00

A collection representing the fourth published proceedings from the annual Empowering Families Conference sponsored by the National Association for Family Based Services. Major sections address Diversity, Research, and Expansion in family-based services.

### EMPOWERING FAMILIES: PAPERS FROM THE SEVENTH ANNUAL CONFERENCE ON FAMILY-BASED SERVICES (1993) \$6.00

This is the latest collection of papers from the NAFBS conference in Ft. Lauderdale. Chapters address family empowerment and systems change, child protection and family preservation, determining outcomes for community-based services, and wrap-around services for SED youth.

### EMPOWERING FAMILIES: PAPERS FROM THE EIGHTH ANNUAL CONFERENCE ON FAMILY-BASED SERVICES (1994) \$6.00

This collection presents the best from the national conference. Key issues include reunification practice, family-centered residential treatment, culture and therapy, and a variety of research and evaluation issues.

### EMPOWERING FAMILIES: PAPERS FROM THE NINTH ANNUAL CONFERENCE ON FAMILY-BASED SERVICES (1995) \$6.00

This is the seventh published proceeding from the annual Empowering Families Conference sponsored by the National Association for Family Based Services. Major sections address practice issues, program development, education and training, theory, and research and program evaluation.

### EMPOWERMENT EVALUATION: KNOWLEDGE AND TOOLS FOR SELF-ASSESSMENT AND ACCOUNTABILITY (1996) \$27.00

This volume derives from a conference of the American Evaluation Association. It addresses the concepts, methods, and tools needed to integrate evaluation into the everyday practices of running programs.

### EVALUATING FAMILY BASED SERVICES (1995) \$35.00

Major researchers in the field of family based services contribute chapters on all aspects of the evaluation process appropriate to a variety of program models.

### EVALUATION OF ABSTINENCE ONLY EDUCATION (2000) \$6.00

This report covers the second year of an abstinence-only pregnancy prevention education initiative. The program involves 4 sites in Iowa and several abstinence curricula. The report includes a comparison with Iowa's comprehensive pregnancy prevention initiative.





**FAMILY-BASED SERVICES FOR JUVENILE OFFENDERS (1990) \$1.00**

An analysis of family characteristics, service characteristics, and case outcomes of families referred for status offenses or juvenile delinquency in eight family-based placement prevention programs. In *Children and Youth Services*, Vol. 12, No. 3, 1990.

**FAMILY-CENTERED SERVICES: A HANDBOOK FOR PRACTITIONERS (1994) \$18.00**

This completely revised edition of the *Practitioners Handbook* addresses core issues in family centered practice, from assessment through terminating services. Also included are a series of chapters on various topics such as neglect, substance abuse, sexual abuse, and others.

**FAMILY FUNCTIONING OF NEGLECTFUL FAMILIES: FAMILY ASSESSMENT MANUAL (1994) \$6.00**

This manual describes the methodology and includes the structured interview and all standardized instruments administered in this NCCAN-funded research study.

**FAMILY FUNCTIONING OF NEGLECTFUL FAMILIES: FINAL REPORT (1994) \$9.50**

Final report from NCCAN-funded research study on family functioning and child neglect, conducted by the NRC/FBS in collaboration with the Northwest Indian Child Welfare Association. The study is based on structured interviews with neglecting and comparison families in Indian and non-Indian samples in two states.

**FAMILY GROUP CONFERENCES IN CHILD ABUSE AND NEGLECT CASES (1996) \$20.00**

This volume offers a complete presentation of the Family Group Conference, the extended family network child protection model from New Zealand.

**GUIDE FOR PLANNING: MAKING STRATEGIC USE OF THE FAMILY PRESERVATION AND SUPPORT SERVICES PROGRAM (1994) \$8.00**

This document presents a comprehensive framework for implementing the federal family preservation and support services program.

**HEAD START OUTCOMES FOR HOMELESS FAMILIES & CHILDREN: EVALUATION OF THE HACAP HOMELESS HEAD START DEMONSTRATION PROJECT (1996) \$7.00**

This study reports findings of a transitional housing program for homeless women and children.

**HOME-BASED SERVICES FOR TROUBLED CHILDREN (1995) \$35.00**

This collection situates home-based services within the system of child welfare services. It examines the role of family preservation, family resource programs, family-centered interventions for juveniles, issues in the purchase of services, and others.

**IOWA MEDIATION FOR PERMANENCY REPORT: FINAL REPORT (2000) \$12.00**

This report describes a three-year federally funded demonstration project, which sought to implement a non-adversarial approach to resolving permanency for children involved with the Iowa Department of Human Services.

**KEY CHARACTERISTICS AND FEATURES OF COMMUNITY-BASED FAMILY SUPPORT PROGRAMS (1995) \$6.00**

This is a thorough review of issues determining the success of Family Support programs.

**LENGTH OF SERVICE & COST EFFECTIVENESS IN THREE INTENSIVE FAMILY SERVICE PROGRAMS EXECUTIVE SUMMARY (1996) \$2.50**

**FINAL REPORT (1996) \$20.00**

Report of an experimental research study testing the effect of length of service on case outcomes and cost-effectiveness in three family based treatment programs.

**LINKING FAMILY SUPPORT AND EARLY CHILDHOOD PROGRAMS: ISSUES, EXPERIENCES, OPPORTUNITIES (1995) \$6.00**

This monograph examines opportunities for family support in child care settings.

**MAKING A DIFFERENCE: MOVING TO OUTCOME BASED ACCOUNTABILITY FOR COMPREHENSIVE SERVICE REFORMS (1994) \$4.00**

This resource brief from the National Center for Service Integration presents the basic components of a program level outcomes based accountability system.

**MAKING IT SIMPLER: STREAMLINING INTAKE AND ELIGIBILITY SYSTEMS (1993) \$4.00**

This working paper from the National Center for Service Integration outlines a process for integrating intake and eligibility systems across agencies.

**MANAGING CHANGE THROUGH INNOVATION: TOWARDS A MODEL FOR DEVELOPING AND REFORMING SOCIAL WORK PRACTICE AND SOCIAL SERVICE DELIVERY (1992) \$9.00**

This manual treats the dynamics of the change process in a variety of settings.

**MANAGING CHANGE THROUGH INNOVATION (1998) \$30.00**

This manual treats the dynamics of the change process in a variety of social services settings.

**MAPPING CHANGE AND INNOVATION (1996) \$21.00**

This companion workbook to *Managing Change Through Innovation* addresses major issues related to managing change in any social organization and guides readers to develop a planned approach specific to their particular circumstances.

**MULTISYSTEMIC THERAPY: USING HOME-BASED SERVICES: A CLINICALLY EFFECTIVE AND COST EFFECTIVE STRATEGY FOR TREATING SERIOUS CLINICAL PROBLEMS IN YOUTH (1996) \$1.00**

This brief manual provides an overview of the multisystemic approach to treating serious antisocial behavior in adolescents and their multineed families. Dr. Henggeler outlines the focus of the approach on the family, the youth's peer group, the schools, and the individual youth, along with the structure of the family preservation program, and the research which documents the program's effectiveness.

**NEW APPROACHES TO EVALUATING COMMUNITY INITIATIVES: CONCEPTS, METHODS, AND CONTEXTS (1995) \$12.00**

Evaluating coordinated service interventions is a complex process. This volume examines a set of key issues related to evaluating community initiatives.

**PERMANENCY FOR TEENS PROJECT FINAL REPORT (1999) \$6.00**

This report describes the Permanency for Teens Project, a demonstration project funded by DHHS Adoption Opportunities Program from 1995-1998 and conducted by the Iowa Department of Human Services and Four Oaks, Inc. The project sought to achieve permanency for teens in Iowa who were legally freed for adoption. The final report includes a description of the program model, lessons learned from implementation, and findings from the external evaluation conducted by NRCFCP.

**PREVENTING CHILD ABUSE AND NEGLECT THROUGH PARENT EDUCATION (1997) \$25.95**

Based on research of 25 parenting programs, this volume outlines how to develop and evaluate parent education programming to help prevent child maltreatment.

**QUALITY IMPROVEMENT AND EVALUATION IN CHILD AND FAMILY SERVICES: MANAGING INTO THE NEXT CENTURY (1996) \$23.00**

This handbook describes how agency executives can address the changing world of services for children and families by practically applying quality improvement theory to assess and improve programs and services.

**RACIAL INEQUALITY AND CHILD NEGLECT: FINDINGS IN A METROPOLITAN AREA (1993) \$1.00**

Despite contradictory evidence, child neglect is believed to occur with greater frequency among African-Americans for a variety of reasons. This article describes racial differences among 182 families referred for neglect in a large metropolitan area.

**REALIZING A VISION (1996) \$5.00**

This working paper positions the progressive children and family services reform agenda within a complex welter of change, and it poses a provocative answer to the question: "Where do we go from here?"





REQUEST FOR NRC/FCP INFORMATION & ORDER FORM — Fall, 2001

TITLE/DESCRIPTION	PRICE	QTY	TOTAL
Automated Assessment of Family Progress (1998-2000)	7.00	-----	-----
Beyond the Buzzwords: Key Principles in Effective Frontline Practice (1994)	4.00	-----	-----
Charting a Course: Assessing a Community's Strengths & Needs (1993)	4.00	-----	-----
Children, Families, and Communities--A New Approach to Social Services (1994)	8.00	-----	-----
Children, Families, & Communities: Early Lessons From a New Approach to Social Svcs (1995)	5.00	-----	-----
Chronic Neglect in Perspective: Executive Summary (1990)	1.00	-----	-----
Chronic Neglect in Perspective: Final Report (1990)	18.00	-----	-----
Community Response to Homelessness: Evaluation of the HACAP: Executive Summary (1996)	2.00	-----	-----
Community Response to Homelessness: Evaluation of the HACAP: Final Report (1996)	9.50	-----	-----
Community Social Work: A Paradigm for Change (1988)	9.00	-----	-----
Cost Effectiveness of Family Based Services (1995)	3.50	-----	-----
Cross Site Evaluation of Iowa Adolescent Pregnancy Prevention...Executive Summary (2000)	2.00	-----	-----
Cross Site Evaluation of Iowa Adolescent Pregnancy Prevention...Final Report (2000)	14.00	-----	-----
Developing Linkages Between Family Support & Fam Pres Services (1994)	2.50	-----	-----
Empowering Families: Papers 5th Annual Conference on FBS (1991)	6.00	-----	-----
Empowering Families: Papers 6th Annual Conference on FBS (1992)	6.00	-----	-----
Empowering Families: Papers 7th Annual Conference on FBS (1993)	6.00	-----	-----
Empowering Families: Papers 8th Annual Conference on FBS (1994)	6.00	-----	-----
Empowering Families: Papers 9th Annual Conference on FBS (1995)	6.00	-----	-----
Empowerment Evaluation: Knowledge & Tools for Self-Assessment & Accountability (1996)	27.00	-----	-----
Evaluating Family Based Services (1995)	35.00	-----	-----
Evaluation of Abstinence Only Education (2000)	6.00	-----	-----
Family-Based Services for Juvenile Offenders (1990)	1.00	-----	-----
Family-Centered Services: A Handbook for Practitioners (1994)	18.00	-----	-----
Family Functioning of Neglectful Families: Family Assessment Manual (1994)	6.00	-----	-----
Family Functioning of Neglectful Families: Final Report (1994)	9.50	-----	-----
Family Group Conferences in Child Abuse and Neglect Cases (1996)	20.00	-----	-----
Guide for Planning: Making Strategic Use of Fam Pres & Support Services Program (1994)	8.00	-----	-----
Head Start Outcomes for Homeless Families & Children: Evaluation of the HACAP (1996)	7.00	-----	-----
Home-Based Services for Troubled Children (1995)	35.00	-----	-----
Iowa Mediation for Permanency Final Report (2000)	12.00	-----	-----
Key Characteristics and Features of Community-Based Family Support Programs (1995)	6.00	-----	-----
Length of Service & Cost Effectiveness in Three Intensive Fam Svc Progs (1996) Exec Summary	2.50	-----	-----
Length of Service & Cost Effectiveness in Three Intensive Fam Svc Progs (1996) Final Report	20.00	-----	-----
Linking Family Support and Early Childhood Programs: Issues, Experiences, Opportunities (1995)	6.00	-----	-----
Making a Difference: Moving to Outcome Based Accountability for Comprehensive Service (1994)	4.00	-----	-----
Making It Simpler: Streamlining Intake and Eligibility Systems (1993)	4.00	-----	-----
Managing Change Through Innovation: Towards a Model for Developing and Reforming . . . (1992)	9.00	-----	-----
Managing Change Through Innovation (1998)	30.00	-----	-----
Mapping Change and Innovation (1996)	21.00	-----	-----
Multisystemic Therapy Using Home-Based Services: A Clinically Effective ... (1996)	1.00	-----	-----
New Approaches to Evaluating Community Initiatives: Concepts, Methods, and Contexts (1995)	12.00	-----	-----
Permanency for Teens Project Final Report (1999)	6.00	-----	-----
Preventing Child Abuse & Neglect Through Parent Education (1997)	25.95	-----	-----
Quality Improvement & Evaluation in Child & Family Services: Managing Into the Next Century (1996)	23.00	-----	-----
Racial Inequality and Child Neglect: Findings in Metro Area (1993)	1.00	-----	-----
Realizing a Vision (1996)	5.00	-----	-----
Reinventing Human Services: Community- & Family-Centered Practice (1995)	25.00	-----	-----
REPARE: Reasonable Efforts to Permanency Planning Through Adoption...(1996) Exec Sum	4.50	-----	-----
REPARE: Reasonable Efforts to Permanency Planning Through Adoption...(1996) Final Report	20.00	-----	-----
Rising Above Gangs and Drugs: How to Start a Community Reclamation Project (1990)	2.50	-----	-----
Self-Sufficiency Project:: Final Report (1992)	6.00	-----	-----
Self-Sufficiency Project: Practice Manual (1992)	3.75	-----	-----
Sourcebook: Annotated Resources for FBS Practice--4th Edition (1993)	6.00	-----	-----
Strengthening Families & Neighborhoods: A Community-Centered Approach (1995)	9.50	-----	-----
Strengthening High-Risk Families: A Handbook for Practitioners (1994)	40.00	-----	-----
Three Models of Family Centered Placement Prevention Services (1990)	1.00	-----	-----
Training Manual for Foster Parents (1990)	14.50	-----	-----
Who Should Know What? Confidentiality and Information Sharing in Service Integration (1993)	4.00	-----	-----
Wise Counsel: Redefining the Role of Consumers, Professionals & Comm Workers ... (1998)	8.00	-----	-----

AUDIOVISUAL MATERIALS:

Video Tapes--

Circularity & Sequences of Behavior (1992)	\$30.00	-----	-----
Family-Based Services: A Special Presentation (1990)	\$55.00	-----	-----

continued on next page





**PAYMENT OR PURCHASE ORDER REQUESTED**

Please make checks/money orders payable to the National Resource Center. Purchase orders accepted. (Sorry, we cannot accept credit cards.) **Shipping/handling—see chart below.**

Send orders to: Kim Nissen, The National Resource Center for Family Centered Practice, The University of Iowa, School of Social Work, 100 Oakdale Campus #W206 OH, Iowa City, Iowa 52242-5000. Phone (319) 335-4965; FAX (319) 335-4964 or email: kimberly-nissen@uiowa.edu. Website: www.uiowa.edu/~nrcfcp

DATE \_\_\_\_\_

S H I P T O NAME \_\_\_\_\_

ADDRESS \_\_\_\_\_

\_\_\_\_\_

CITY/STATE/ZIP \_\_\_\_\_

PHONE NUMBER ( ) \_\_\_\_\_

PURCHASE ORDER NUMBER \_\_\_\_\_

B I L T O NAME \_\_\_\_\_

ADDRESS \_\_\_\_\_

\_\_\_\_\_

CITY/STATE/ZIP \_\_\_\_\_

PHONE NUMBER ( ) \_\_\_\_\_

Material Subtotal \$ \_\_\_\_\_

Shipping/Handling \$ \_\_\_\_\_

TOTAL \$ \_\_\_\_\_

Total Price of Items	Add
up to \$10.00 .....	\$4.45
\$10.01 to \$20.00 .....	\$5.95
\$20.01 to \$30.00 .....	\$7.45
\$30.01 to \$45.00 .....	\$8.95
\$45.01 to \$60.00 .....	\$9.95
\$60.01 to \$75.00 .....	\$10.95
\$75.01 to \$90.00 .....	\$11.95
over \$90.01 .....	\$12.95



In order to help us keep our mail list up-to-date, please send us any address changes. Please cut out the mail label below, affix here and make any changes.

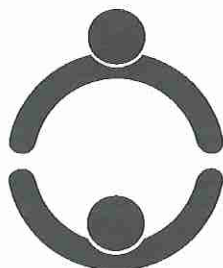
Then mail to:

Kim Nissen  
National Resource Center for Family Centered Practice  
The University of Iowa  
100 Oakdale Campus, #W206 OH  
Iowa City, IA 52242-5000

or call (319) 335-4965; FAX (319) 335-4964  
or send an email: kimberly-nissen@uiowa.edu



[www.uiowa.edu/~nrcfcp](http://www.uiowa.edu/~nrcfcp)



## THE PREVENTION REPORT

National Resource Center for Family Centered Practice  
The University of Iowa, School of Social Work  
100 Oakdale Campus #W206 OH  
Iowa City, IA 52242-5000

Non Profit Organization  
U.S. Postage  
PAID  
Permit no. 45  
Iowa City, IA