

THE PREVENTION REPORT

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Measuring Strengths in Community Collaboratives

by: **Brad Richardson, Ph.D., and Nancy Graf, B.A.**

Introduction

For more than a decade, the National Resource Center for Family Centered Practice (NRCFCP) has been conducting evaluations of programs that include improvement in community collaboration as one of their outcomes. We have used standard surveys and questionnaires in this work, although we have found that the use of social network analysis (SNA) to measure strengths in community collaboration offers several advantages.

First, the approach provides illustrative diagrams (sociograms) that are intuitively appealing and meaningful to project staff. Sociograms illustrate the strength of connectedness among the members of a network based on responses of the members to one or more questions. Questions target specific elements of relationships (e.g., who has the most power, who has the most access to resources, who works well together). For single response sets (i.e., responses by all members of a network to one question), it is easy to see how members of the network are connected on that one relational content. At a higher level of abstraction, we are currently working on “multiplex analysis” which uses information from all network members on several relational contents (e.g., working together, sharing space and sharing funding). Multiplex analysis helps to uncover social structure based on the combined responses over several questions, not just one relation.

Second, because the illustrations are intuitively appealing and meaningful to staff, the results are especially valuable for formative evaluation purposes facilitating the use of data in decision-making (Richardson and Huff, 2001). The sociograms and associated statistics serve as an evidence-based and strengths-based foundation upon which action may be taken to further strengthen a community collaborative. A baseline survey illustrates how members of a network of community providers are connected, suggesting the kind of interventions one should employ. Subsequent measurement can provide an assessment of effectiveness of strategies undertaken and suggest additional ones.

Third, collecting standard survey data and using a multi-method approach which includes network data provides powerful outcome measures for funders (i.e., summative evaluation). SNA computer programs provide robust statistics in addition to the computer-generated sociograms (e.g., UCINET 6, but see http://www.sfu.ca/~insna/INSNA/soft_inf.html for a more complete listing of computer programs).

History

The beginning of SNA has been attributed to Jacob Moreno (1934, c.f., Wasserman and Faust, 1994; Borgatti, 1997) who published “Who Shall Survive?: Foundations of Sociometry, Group Psychotherapy, and Sociodrama.” Moreno tracked friendships and how relations with others provided opportunities among school children in New York City in a manner the New York Times referred to in 1934 as “Psycho-

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logical Geography” (Wasserman, personal communication, August 1998). Since Moreno’s work, SNA has been used to examine a wide variety of social relations such as when, why, and how people talk to each other, money flow between organizations, how people obtain employment, transmission of infectious diseases, and memberships on boards and in clubs. Researchers have found that the network perspective gives formal definition to social structure and patterns of relationships. The SNA approach to measuring strengths in community collaboration also helps make explicit the pathways or “theory of change” about how and why a collaboration works (Fulbright-Anderson, Kubisch and Connell, 1998; Weiss, 1995).

The NRCFCP’s history of measuring strengths of community collaboration began in 1994 with the Health Resource and Services Administration (HRSA) funded Des Moines Healthy Start Project evaluation where one of the goals was to develop better community collaboration in order to improve identification and services to high risk pregnant and parenting women. To assess improvement in collaboration among providers, the NRCFCP implemented SNA. (1) During the later half of the 1990s, the NRCFCP also worked with the Chapin Hall Center for Children on the evaluation of Edna McConnell Clark Foundation’s “Community Partnerships for Protecting Children” where SNA was employed to demonstrate the connectedness of community partners. (2) In both of these studies, SNA was used to measure collaboration as an outcome and as a tool to illustrate the extent to which partner agencies were working together. The results also provided project staff with information that targeted where improvement could be made.

From 2001 to 2002, the NRCFCP conducted an evaluation of the Substance Abuse Mental Health Services Administration (SAMHSA) Community Action Grant for Latino/a youth implemented by the Iowa Department of Human Rights, Division of Latino Affairs. A key component of this project was consensus building among a provider coalition for the adoption of an evidenced-based practice that would improve services for Latino youth with co-occurring substance abuse and mental illness. (3) Network analysis techniques were used to mea-

sure and illustrate improved connectedness among providers selecting Wraparound for implementation.

In 2001, the NRCFCP began working with the Clinton (Iowa) Substance Abuse Council’s Drug Free Communities Support Program sponsored by the Office of National Drug Control Policy (ONDCP) and the Office of Juvenile Justice and Delinquency Prevention (OJJDP) Drug Free Communities Support (DCFS) Program to reduce substance abuse among youth and strengthen collaboration among agencies. (4) The analysis helped provide the project with information upon which to evaluate and improve the existing program network and identify needs for additional services to strengthen the system of care in the community.

From 2002 to 2003, the NRCFCP conducted an evaluation of the Phase I Community Action Grant (SAMHSA) implemented by Employee and Family Resources, Inc. of Des Moines, Iowa to develop consensus for implementation of an evidence-based practice for African-American youth with co-occurring disorders. Once again, the NRCFCP provided an evaluation measuring the strength of connectedness among the network of service providers. The results indicated where community collaboration was strong and suggested where action could be taken to improve substance abuse and mental health services. The process also helped to indicate where interventions could be targeted to reduce the disproportionate confinement of minority youth in the juvenile justice system. (5)

Working with the University of Iowa Department of Pediatrics, the NRCFCP is currently evaluating the Strengthening Communities – Youth program (locally called “Project Iowa SCY”), one of 12 CSAT funded Strengthening Communities in the Development of Comprehensive Drug and Alcohol Treatment Systems for Youth initiatives. (6) One of the major goals for evaluation was the measurement of community strengths in the development of linkages and networking mechanisms across the system of care network. Strengthening the connectedness of the local system of care is associated with better identification, assessment, referral, and treatment of youth with substance abuse. A baseline SNA

was conducted to measure the strengths of the community collaboration and these results are being used in the outreach and community education efforts to improve early identification, referral and treatment.

As the Iowa DMC Resource Center*, the NRCFCP provides education and research, technical assistance and an annual conference on issues related to the overrepresentation of minority youth in the juvenile justice system. In 2003, a baseline SNA was conducted to measure the strengths in one of the intensive technical assistance sites in the state, the Scott County Disproportionate Minority Contact Initiative. (7) We measured the strength of collaboration in 6 fundamental areas related to reducing DMC: working together, participating in joint training and especially cultural competence and diversity training, information sharing on DMC, and cooperative strategies to reduce DMC. We found a relatively well connected core group with peripheral, less connected, nodes for most relational content. For joint training, we found that a core group was present, however, several cliques were also revealed by the data indicating a different structural pattern for this network relation. Core-periphery groups are common network patterns where a few members are at the center of activity while the remainder of the network participates in activities to a lesser extent.

CASE EXAMPLE

Working with the Institute for Community Collaborative Studies at California State University at Monterey Bay, the NRCFCP conducted an evaluation of the Center for Mental Health Services funded: South Santa Clara County Wraparound Project for Latino Children and Youth (8). A project goal was to achieve consensus for implementing an evidence-based practice among collaborators to improve services for youth and families in the South Santa Clara County area. The evalu-

*DMC referred to the disparity in the rate of confinement of minority youth compared to their percent of the population, or Disproportionate Minority Confinement, until 2002 when DMC began to refer to disproportionate minority contact, the disparity in rates at which minorities come into contact with each decision point in the juvenile justice system.



ation sought to measure improvement in the strength of connections among providers collaborating to improve services for youth suffering co-occurring substance abuse and mental illness.

The evaluation included evaluator participation in meetings to observe decision-making processes; analysis of meeting documents and minutes; committee, community and key stakeholder feedback on process and outcomes; a community needs assessment; and collection of data on community collaboration and provider networks.

To explore changes in the services network, baseline data were collected in July 2002 and follow-up data in March 2003. The content of the relationships we measured were whether agencies: engaged in joint planning, participated in joint staff training, shared service provision in cost effective ways, collected common outcomes data, and worked together in ways useful for early intervention with youth. The example described below presents the results of one dimension of the relationships among collaborating agencies providing early intervention for youth: the selected relational content is the “usefulness

of interactions.” Further, we were most concerned about change in the network from baseline to follow-up since the intervention was hypothesized to increase collaboration and the connections among agencies. In practice, we are also interested in the description of the network at baseline and at follow-up points for feedback to the project that could be useful for making decisions about what actions to take to build on the strengths of the collaboration.

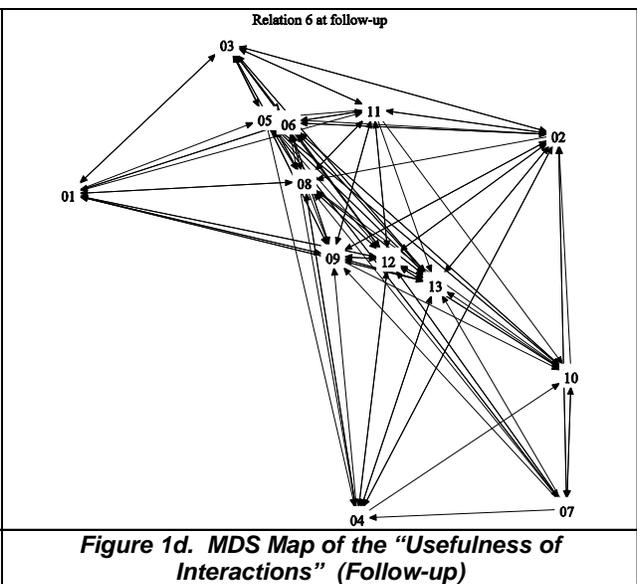
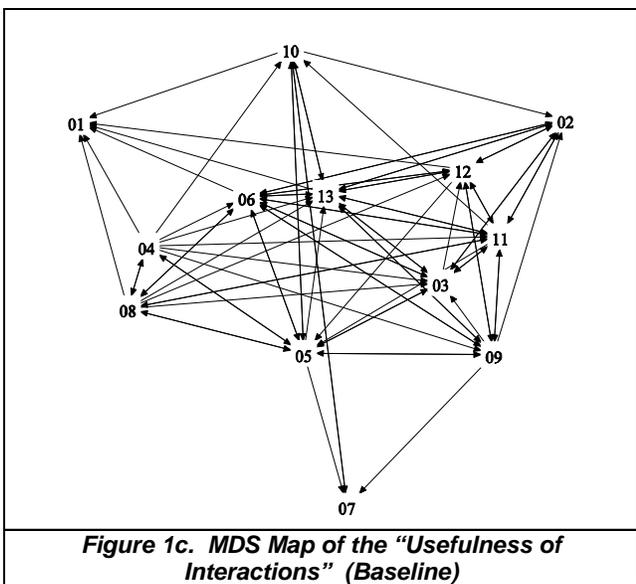
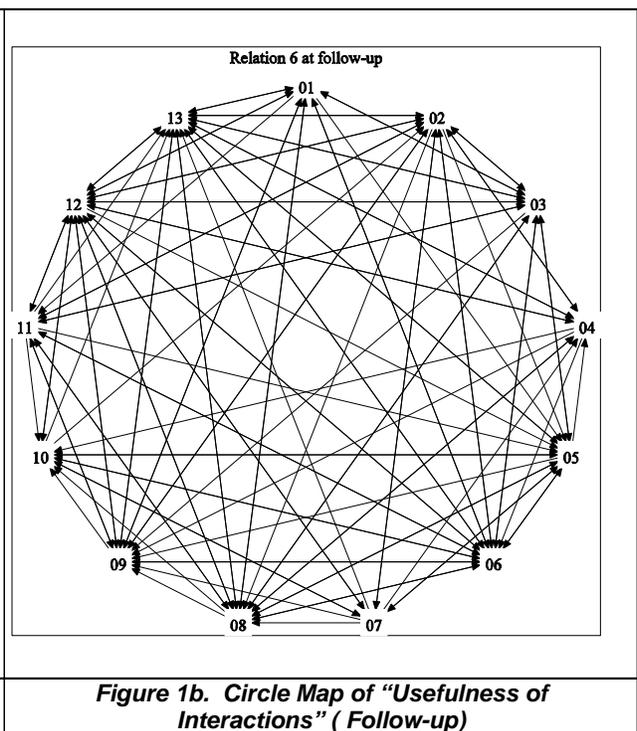
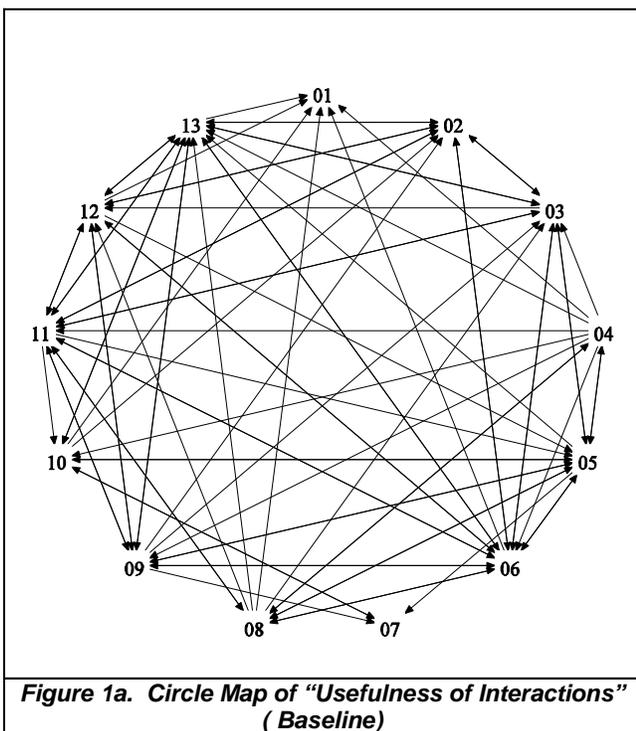




Figure 1a and Figure 1b, above, are “circle drawings,” also referred to as “maps” or “monkey bars” showing lines of connection among the thirteen agencies or “nodes” in the network. Looking at the differences between the baseline (Figure 1a) and follow-up (Figure 1b) sociograms, it might be tempting to conclude that collaboration increased because it appears that there are more lines in Figure 1b than 1a. It would be easier to determine this if we could manipulate the drawing so that nodes with the most connections were placed near the center of the map and those with less activity were arranged away from the center. Figure 1c and Figure 1d

are manipulations of the same connections as Figure 1a and 1b, but illustrated using multi-dimensional scaling techniques (MDS). With MDS, it is more apparent that there are a couple of nodes at baseline that are clearly where the action is: Nodes 6 and 13. At follow-up it appears that a few more nodes are in the center of activity: Nodes 8, 9 and 12 in addition to Nodes 6 and 13.

The reader can see how the maps are appealing to non-technical audiences that want to see “at a glance” how members of a network are connected. Moreover, the maps may be used to identify who needs

encouragement to work more collaboratively and who is at the center of activity. For more technically oriented audiences, some statistical measures which summarize the relationships are desirable. Table 1, below, presents the number of connections at baseline and follow-up with six network statistics: outdegree, indegree, average degree, maximum nodal degrees, average geodesic distance, and average density. These measures are described and interpreted below.

Table 1. USEFULNESS OF INTERACTIONS

Organization	At Baseline				At Follow-Up			
	Outdegree		Indegree		Outdegree		Indegree	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
1	0	0.0%	6	50.0%	8	66.7%	6	50.0%
2	5	41.7%	7	58.3%	10	83.3%	9	75.0%
3	6	50.0%	8	66.7%	9	75.0%	8	66.7%
4	9	75.0%	2	16.7%	7	58.3%	6	50.0%
5	8	66.7%	8	66.7%	8	66.7%	10	83.3%
6	9	75.0%	9	75.0%	10	83.3%	11	91.7%
7	1	8.3%	3	25.0%	8	66.7%	4	33.3%
8	8	66.7%	4	33.3%	10	83.3%	10	83.3%
9	8	66.7%	6	50.0%	7	58.3%	11	91.7%
10	5	41.7%	5	41.7%	6	50.0%	8	66.7%
11	9	75.0%	8	66.7%	9	75.0%	7	58.3%
12	7	58.3%	7	58.3%	12	100.0%	11	91.7%
13	8	66.7%	10	83.3%	9	75.0%	12	100.0%
Average Degree (std dev)	6.39 (2.843)		6.39 (2.272)		8.69 (1.538)		8.69 (2.333)	
Max Nodal Degrees	12		12		12		12	
Avg Geodesic Distance	1.493				1.276			
Average Density (std dev)	53.3% (0.4990)				72.4% (0.4468)			
Network Centralization	26.5%				15.2%			



Outdegree is the number of connections each node has *to* other nodes. Outdegree is also considered a measure of influence: those with more connections *to* other nodes have relatively more influence on the activities of the network. In the example in Table 1, above, Node 1 shows no connections to others at baseline (interactions with others in the network were not reported to be useful). However, at follow-up Node 1 reported 8 useful interactions to other nodes. These 8 connections represent 66.7% of the 12 possible connections for Node 1 in this network. Therefore, the network influence of Node 1 can be seen to have increased in influence from 0 at baseline to 8 at follow-up.

Indegree is the number of connections each node has *from* other nodes. Indegree is a measure of the extent to which one is chosen by others in the network; those with greater indegree have more prestige in the network. In our example, increases in indegree represent gains in prestige in the network. For example, at baseline Node 8 has 4 indegrees (33.3% of the 12 possible) and at follow-up Node 8 is chosen by 10 others or 83.3% of the total possible. Thus, Node 8 doubled from one-third to two-thirds of those in the network who chose Node 8 as usefully interacting to serve the Latino/a youth population.

Average degree is the mean number of degrees (average of all outdegrees or indegrees) of all the members of a network. The average degree at baseline in our example is 6.39 (standard deviation of 2.843) and at follow-up the average degree is 8.69 (SD=2.333). This is a 36 percent increase in the number of useful interactions in the network. It is also interesting to note individual changes. We see that Node 6 and Node 13 had the greatest total (18) of indegrees and outdegrees at baseline. At follow-up, Node 6 and Node 13 increased to 21 while Node 12 increased from 14 at baseline to 23 at follow-up (the greatest increase in activity). Nodes 6, 7, and 8 all increased by 8, while only Node 11 decreased (from 17 to 16). What is interesting about average degree is that those with the greatest number are those in the network “where the action is” (Wasserman and Faust, 1994, pg.179).

The **maximum nodal degree** is the number of possible connections with other nodes.

This is simply the number of nodes in the network minus one (because we’re assuming there is no relationship to yourself – though clinically it may be the case, that’s beyond the scope of this paper). In our example, there are 13 members of the network thus the maximum nodal degree is 12

The **average geodesic distance** is the average of the shortest paths between each two members in a network. A geodesic is the shortest path between two nodes. A direct connection is a geodesic of 1. In some cases, network members must connect through other nodes or “travel” more than one path to connect with another member in the network. For example, in Figure 1C it’s easy to see that there is no connection between Node 7 and Node 8 except through 5. Table 1 shows that the average of the geodesic distances was 1.493 at baseline and 1.276 at follow-up. So in our example, network distances were shorter at follow-up indicating more direct connections had been established over the course of the project.

Average Density (elsewhere referred to as average standardized degree) is a measure of how “connected” a network is, and is simply calculated as the average degree divided by the total possible (maximum nodal degrees). In our example the baseline average degree is 6.39 and we divide by 12 to obtain 53.3 percent, meaning that 53.3 percent of all possible connections were made. At follow-up, 72.4% of all possible connections were made, indicating that those in our example provider network considered their interactions with other providers to be useful in service to the Latino/a youth population.

Network Centralization is a measure of the variability in the connectedness of the members of the network. The index ranges from 0 to 1 and is expressed in percent. Lower percentages indicate less variability in connections to others meaning that more agencies are central to the activities and that the network is more egalitarian with greater collaboration among all of the network members. Higher percentages indicate more variability in connections which is associated with networks where one or few members have disproportionate connections and are therefore more influential or prestigious; this is an indication that collaboration may be limited

among members of the network.

In our example, network centralization was 26.5% at baseline and 15.2% at follow-up. Network centralization was relatively low at baseline, and diminished further at follow-up. The results indicate that perceptions of usefulness of interactions were shared throughout the network and these perceptions increased at follow-up.

CONCLUSION

While the programs mentioned above target diverse outcomes in areas such as substance abuse, child health and welfare, and juvenile delinquency, a common goal has been the improvement in community collaboration. There has been considerable discussion about evaluation of comprehensive community initiatives (Fulbright-Anderson, Kubisch, & Connell, 1998); however, there has been a paucity of recommendations for using social network analysis as a method for measuring change in collaboration among agencies. Change in collaboration is most often desired in terms of expansion, intensification and effectiveness resulting from interagency relationships over the life of a project. Community agencies are in need of better assessments of the network of service providers in order to more efficiently and effectively develop, sustain and improve community collaborations. In addition to more conventional qualitative and standard survey data, relational data for analysis using SNA techniques are needed.

SNA provides insight into the structure of relationships in a collaborative including information about position and power of network members. As we pointed out above, one of the appealing attributes of sociograms is that they provide a picture that is useful “at a glance;” however, repeated and more intense examination of a sociogram often tends to reveal more insight into the relationships, structure and function in the network.

While it may be argued that the most effective interagency collaboration involves all levels of the partnering agencies, case managers and outreach workers may work together differently than administrators, who may be involved in a separate set of interagency relations. These relational patterns can be



assessed using SNA, and the results may help to improve outcomes related to the collaborative initiative. When measuring interagency collaboration it is important to examine these organizational levels within the network. Collaboration may occur differently within and between these organizational levels.

Finally, to be most effective, measures of interagency collaboration should take place at multiple points in time over the life of the collaboration. Measures taken at baseline and near the end of an initiative are important for demonstrating to funders that interagency collaboration has increased or improved. However, there is much to be gained through periodic feedback from the results of network surveys taken over the course of multi-year initiatives.

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Community Based Mentoring Projects

by: Lou Blankenburg, LISW

Mentoring projects abound. According to the National Mentoring Partnership about 2.5 million young people have formal mentors, as compared to .5 million in 1990 (Coeyman, 2003). North American mentoring programs have historical roots in apprenticeships, education, religious, and family practices. Children of early settlers led lives similar to adults but without adult status, with an expectation that they would learn adequate skills for survival (Davis, 1990). If children were not indentured as servants, they were often apprenticed to trades people and farmers, or taught domestic skills, with little formal education other than learning to read the Bible. As the nation's westward expansion required a more mobile labor force, greater numbers of boys were sent off greater distances to apprenticeships which were sometimes of poor quality or short lived, resulting in an increased presence of lawless youth on the streets (Graff, 1987).

Toward the end of the nineteenth century educational and community reformers sought to improve young people's lives. This reforming coincided roughly with an emerging idea of adolescence as a developmental stage (Davis, 1990). Children and adolescents came to be viewed as having particular needs for physical, social, and emotional support. This notion of developmental and practical needs has been at the foundation of most mentoring programs since their inception in North America in the 1930s (Foy, 2003).

Current mentoring programs have various emphases. Some provide one-to-one mentoring, some work with mentoring pairings in a group. Many programs address developmental needs through supportive and healthy contact with a mentor in a recreational setting (Jackson, 2002), but others provide skill building and preparation for adulthood, sometimes in connection with volunteerism or work (Uggen & Janikula, 1999). Mentoring programs often address particular populations such as economically disadvantaged or incarcerated youth (Bullis & Yovanoff, 2002). A technology for good mentoring has evolved that emphasizes safety through careful screening, good matches,

parental involvement when possible, and commitment to the match (Coeyman, 2003).

Economic stresses have put some programs at risk. This threatens the good practice of commitment to the match and is seen as potentially harmful to mentees who have in many cases lost relationships with other important adults in their lives. Communities and agencies are attempting in creative and determined ways to maintain their mentoring programs.

Mentoring Projects

GUIDANCE FOR YOUNG PEOPLE THROUGH MENTORING PROGRAMS

Some mentoring programs combine education, recreation and community service. St. Mark's Girls Mentoring Program in New Orleans provides information about sexuality and health, diet and general health practices, as well as classes in African dance, aerobics, self-defense and demonstrations of healthful cooking ("Youth Program", 2003). Young participants are described as having "taken control of their bodies" through a process of receiving information and support from their mentors. To increase community awareness and connection, these participants will help with a community health fair which is aimed at involving their family and other community members in learning about healthful living.

Another program focused on learning and development of a sense of self is a well established Buffalo New York mentoring program for middle-school girls called GAP (Girls with a Purpose). It is a Girl Scouts project in which older girls are trained to mentor middle-school girls. They participate in group activities with their mentors such as karate lessons and crafts. They also address social issues through activities such as interviewing elderly people to increase intergenerational understanding and participating in food drives for the West Seneca Food Pantry.

Save Our Sons serves inner-city, economically disadvantaged, at-risk youth in St. Paul

Minnesota. Save Our Sons, founded in 1990, has a mentoring program that is about a year old. The agency has been funded by Ramsey County, private individuals and Ramsey County Mental Health. It has offered cost-free Reality and Leadership Academies to young men through teachings about the Underground Railroad, mock trials, and verbal tai chi. SOS has recently had to cut back mentoring services because of funding problems (Cooper, 2003). This has had a deleterious effect on some of the young people in the program.

An 11 year-old boy with a history of violent behavior seemed calmer and was communicating more using words than violent actions until he had to stop seeing his mentor, James Walker, a former professional basketball player. Now the boy is angrier and known to be involved in acts of vandalism. Walker would have continued seeing the boy outside of the program but had signed an agreement to follow agency rules (Cooper, 2003). Walker was so frustrated that he became Save Our Sons Executive Director in June of this year (Telephone interview, 2003). He is seeking funding from corporations and non-profit agencies to restore services to about twenty-five boys and to expand the program to include girls.

COMMUNITY FOCUS IN MENTORING PROGRAMS

A program, the Adelante Academic Center, in Ventura County California, north of Los Angeles, provides mentoring services to children in the Latino enclave Cabrillo Village (Alvarez, 2003). Sited on a former farm labor camp, this program mentors youth who are poor and have limited educational activities. It is staffed entirely by volunteers who seek to steer youth away from violence and crime and are determined to keep the program going. Hector Martinez, a legal aid attorney who returns to the community he grew up in to volunteer for the program states "What you have is a community that has embraced this project and is willing to do whatever it takes to keep it going" (Alvarez, p. 3, 2003). Board members of this cooperative housing project have donated \$50,000. Nonprofit



organizations and churches have donated over \$100,000 worth of computers for young people to use. This mentoring program seeks to increase educational opportunities and to celebrate Latino culture against a background of social justice and historic oppression.

Some agencies have informal mentoring programs. United Action for Youth in Iowa City, Iowa, has youth leadership and teen-line programs in which adults and older youth guide younger people in learning skills for leadership, crisis intervention and community advocacy (Interview, 2003). This year, for example, youth have participated in panels which address GBLT (gay, bisexual, lesbian and transgendered) issues. Young people have learned to be informed, assertive advocates in a variety of settings. Many have confronted their peers or gone to school principals to advocate for fellow students who are treated unjustly or to complain about homophobic policies. Some of these young people circulated a petition to oppose a proposed state law that would prohibit temporary or permanent placement of children in homes with homosexual parents. This agency, founded in 1970 by a group of concerned adults and parents, is funded primarily by federal grants aimed at providing support and intervention to high-risk youth, and some private and community donations. UAY is conducting a capital campaign to raise funds for expanding into a new youth center.

EDUCATION AND WORK IN MENTORING PROGRAMS

Many mentoring programs, like the Adelante Academic Center described above, focus on education and preparation for work. In Snohomish County, east of Seattle, an organization called Powerful Partners has involved parents and senior high school students in science fairs and demonstrations for elementary aged students. They are operating with a \$100,000 budget from grants and donations and encouraging inter-school cooperation as well as providing mentoring. Working together is the primary lesson and objective Powerful Partners provides (Sitt, 2003).

Grace Robinson, an African-American woman in Pittsburgh Pennsylvania founded Tomorrow's Future, a mentoring, entrepre-

neurial and job training program, in 1992 (Hammonds, 2003). Robinson, an award winning business woman who owns her own insurance agency, saw young people coming to job interviews unprepared and with low self-esteem. She felt that she had to do something to help and started her nonprofit corporation which has served more than 200 teens who have completed a six-week program that includes sessions on communications, business writing, dressing for success, public speaking and managing money. She has funded this effort personally, but has also involved some other businesses in providing workshops and business opportunities to young people.

DELINQUENCY AND CRIME MENTORING PROGRAMS

Research suggests that at-risk, delinquent and incarcerated youth experience more successful transitions into adulthood if they receive support in the form of mentoring, volunteer training or vocational education with a strong emphasis on support (Bullis & Yovanoff, 2002; Etter, 2001; Uggen & Janikula, 1999). While there is a positive correlation between employment and arrest rates in early adolescence, volunteering has a negative correlation with arrest rates at any age, possibly because of a mentoring component combined with a sense of community investment (Uggen & Janikula, 1999). Research findings indicate that immediate placement in appropriate work settings with mentoring upon release are essential for incarcerated youths' successful reentry into the community (Bullis & Yovanoff, 2002). Mentoring reduces maladaptive behavior but does not, by itself, increase positive behavior (Jackson, 2002). Mentoring in combination with work seems a powerful combination that tends to decrease maladaptive behavior and increase positive behaviors (Bullis & Yovanoff, 2002). For these reasons many mentoring programs focus on at-risk, delinquent and incarcerated youth.

It is not unusual for people who start mentoring programs to have overcome some disadvantage in their own life. David

Muhammad, from Oakland California was arrested on narcotics and attempted murder charges in his youth (both cases were dropped). Now he is the program director at the Mentoring Center in his home town (Cooper, 2003). This program works with young men in 21-week cycles when they are released from the California Youth Authority. It focuses on attitude change through programs such as the Positive Minds Project. Executive Director Martin Jacks, who overcame poverty and adult illiteracy to earn a masters degree in public administration, says the Mentoring Center helps people learn, against a background of discouraging negative messages, about who they can be, that they are important. The program claims to have a success rate of 65 to 70 percent in keeping people out of trouble. It is funded with grants and through fund-raisers, which are adequate for the Mentoring Center to be considering expansion.

A thirty-year-old program in California called VIP Lawyers works with the same population. In this program volunteer attorneys and newly released youths from CYA are paired to provide youths support in order to decrease recidivism. Mentors give advice and serve as role models and friends. Young people report that this program has given them hope and better ideas for living (Banks, 2003).

The Office of Juvenile Justice and Delinquency is mandated by the Juvenile Justice and Delinquency Prevention Act of 1974 to fund the Juvenile Mentoring Program (JUMP) which supports one-to-one mentoring projects for young people at risk of failing or dropping out of school, engaging in delinquent behavior such as gang activity or substance abuse (OJJDP, 2003). Their current list of grantees includes educational, community enhancement, housing, ethnic, local government, and child welfare organizations and agencies. 203 JUMP sites have been funded and 9,200 youth served since 1994 with mentors recruited from public and private sectors including faith-based institutions, community organizations, schools, police and fire departments, hospitals and local businesses.

Conclusion

Mentoring programs continue to increase and expand in spite of economic strains and discouragement in communities. People dedicated to helping young people grow up successfully seek funding from federal agencies,



for-profit and nonprofit corporations, and private individuals to maintain and expand programs. Commitment to particular mentoring programs as well as to communities and vulnerable populations impels program staff and volunteers to continue work to maintain and implement mentoring projects. Current economic problems spur interest in mentoring programs as was the case with early mentoring programs which were founded during the Great Depression of the 1930s.

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Adoption— A Lifetime Experience

Saturday, October 23, 2004
8:30 a.m. - 4:00 p.m.
Coe College Campus
1220 First Avenue NE
Cedar Rapids, IA 52402

Children's Home Society & Family Services is proud to host the *Iowa Adoption Conference 2004: Adoption—A Lifetime Experience* in Cedar Rapids, Iowa on October 23, 2004. This one-day multi-track conference will promote a better understanding of adoption and will provide families, both pre- and post-adoption, and adoption professionals with accurate, up-to-date and practical information related to:

- ◆ U.S. infant adoption
- ◆ International adoption
- ◆ Iowa foster care adoption

No fee for the conference, but pre-registration is required. For further information, contact Carol Wiens at 1-800-952-9302, ext. 2217 or email cwiens@chsfs.org or write to: Attention Carol Wiens, CHSFS-Iowa Conference, 1605 Eustis Street, St. Paul, MN

Iowa Adoption Conference 2004



www.childrenshomeadopt.org



Welcome!



Diane Finnerty

The NRCFCP is pleased to welcome Diane Finnerty as the newly appointed Director of Training! Diane comes to the NRC with extensive experience in curriculum development and training in human services, nonprofit management, business, and healthcare environments. Diane's specializations include organizational development, cultural competence, domestic violence and gender-specific services. Prior to coming to the NRCFCP, Diane served as Diversity Resources Coordinator at the University of Iowa providing leadership to campus and community organizations on organizational diversity initiatives and management training.

Diane joins Patricia Parker, Senior Training Associate, and our team of national consultants to build upon NRCFCP's decades of strength and experience.



Patricia Parker

2003-2004 Highlights

In this past year, the NRCFCP Training Division has offered programs in the following states and territories: Alabama, Arizona, California, Florida, Illinois, Indiana, Iowa, Louisiana, Maryland, Massachusetts, Michigan, North Dakota, Pennsylvania, Virginia, Wisconsin, and Puerto Rico. In addition to the numerous agencies which have continued their statewide implementation of the NRCFCP Family Development Specialist certification program, we have provided culturally competent, strength-based case management programs for TANF staff, including agency-wide trainings through the Opportunities Industrial Center of Greater Milwaukee, and piloted an innovative multi-systems approach to cultural competence in the Milwaukee Diversity Institute (see insert). NRCFCP staff recently presented several workshops and a keynote at the 8th Annual Arizona Family Centered Practice conference, including sessions on services for lesbian and gay families and youth, strength-based approaches to immigrant families, and the ethics of Anglos working with communities of color. Patricia and Diane have co-presented at the Black Administrators in Child Welfare annual conference on "The Elephant in the Middle of the Room: Exploring White Privilege," and Diane was honored to keynote the Illinois Community Action Agency banquet in Springfield, Illinois to recognize the 2004 Family Development Specialist graduating class. In conjunction

Milwaukee Diversity Institute Leadership Topics Include:

- ❖ **Preparing Ourselves to Be Culturally Competent Change Agents**
- ❖ **Organizational Policy That Facilitates and Supports Diversity**
- ❖ **Recruiting & Maintaining a Diverse Staff**
- ❖ **Culturally Competent Family Assessments**
- ❖ **Culturally Competent Interviewing Skills**

with the Iowa Department of Human Rights and the Department of Public Safety, NRCFCP staff co-facilitated community-based focus groups to allow policy-makers to hear of communities' experiences of racial profiling. Our work has been multi-systemic and creative, and our clients have ranged from state agencies, non-profit organizations, and corporations, to healthcare systems and individual practitioners. We tailor each program to the organization's needs and provide interactive learning environments that call participants to reflect on the content as it relates to their practice. Our trainers draw on their service experiences and strive to role model a commitment to lifelong learning and social justice.

Upcoming Program

◆ ◆ ◆
A Strength-Based Culturally Competent Approach to Reducing Disproportionate Minority Contact

◆ ◆ ◆
Pre-conference Training Institute
December 1, 2004
Des Moines, Iowa
(see curriculum description on the next page)



NEW CURRICULUM

A Strength-Based Culturally Competent Approach to Reducing Disproportionate Minority Contact

- ❖ This program provides an opportunity for agency staff to develop skills to address their role in reducing disproportionate minority contact. This workshop will include a cross-section of agencies and perspectives.
- ❖ Participants will gain a conceptual framework of at-risk minority children over-represented in the juvenile justice system.
- ❖ Participants will gain insight to the role cultural competence plays in responding to children and families who come into contact with the juvenile justice system.
- ❖ Participants will begin their journey toward culturally competent practice.
- ❖ Participants will receive information on strength based/asset building philosophy in services targeting children and their families.
- ❖ Participants will learn new strategies and tools which will enable them to conduct strength based culturally competent assessments and plans of care.
- ❖ Participants will learn strategies for involving neighborhoods, community-based services and informal resources in the effort to reduce the confinement of minority youth.

NEW CURRICULUM

Improving Recruitment and Retention in Public Child Welfare

The National Resource Center for Family Centered Practice is in the first year of a five-year grant funded by the Children's Bureau of the Administration for Children and Families, U.S. Department of Health and Human Services to develop supervisory curricula focused on improving recruitment and retention factors in public child welfare agencies. The grant represents a university/public child welfare partnership between the University of Iowa School of Social work and the Iowa Department of Human Services. The supervisory curriculum will be piloted in Fall 2004 and will include core competencies instruction for supervisors to improve retention in public child welfare by addressing some of the key organizational factors that affect job satisfaction, employee commitment, and turnover. A special emphasis will be placed on improving recruitment and retention of underrepresented minorities to public child welfare careers.

NEW CURRICULUM

Sexual Identity Issues in Family Diversity and Resilience

This training explores the various ways sexual identity diversity impacts families and "family-centered" service providers. Issues of same-sex headed households, lesbian/gay adoption and foster care, and developing support systems for lesbian, gay, bisexual, and transgender (lgbt) youth. Participants will be encouraged to engage in a concrete exploration of the barriers to developing culturally competent services for the lgbt community, including a forthright discussion of the need to honor religious diversity, legal considerations, the impact of gender conscription, and strategies for staff and organizational development.

Looking to the Future!

Building on its strong foundation, the NRCFCP Training Division will continue to provide its nationally-acclaimed Family Development Specialist certification program and numerous family-centered, strength-based offerings. We also continue to offer training on organizational leadership and organizational development, management and supervision, and pragmatic cultural competence strategies.

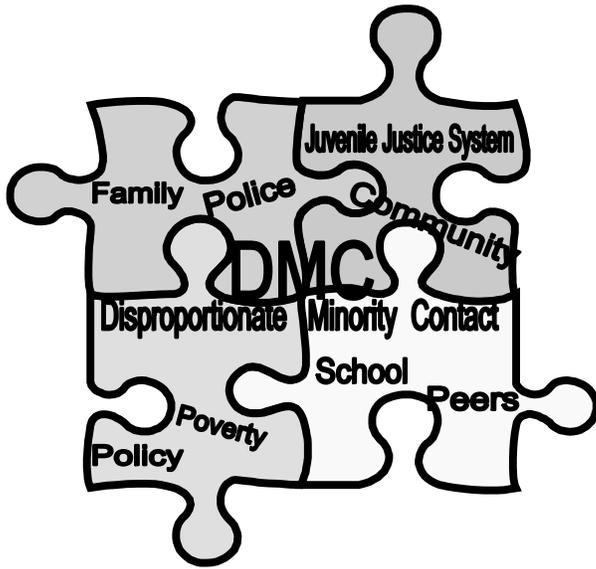
For additional information about our training offerings and upcoming programs, please visit our website at: www.uiowa.edu/~nrcfcp/training. And be in touch!!! We look forward to our continued partnerships with agencies and individuals committed to building strong families and healthy communities!

Diane Finnerty, Director of Training, diane-finnerty@uiowa.edu and Patricia Parker, Senior Training Associate, pa_parker@msn.com.

Farewell and Thanks!

The National Resource Center for Family Centered Practice bid farewell to two valued staff members this past year: Sarah Nash and John-Paul Chaisson-Cárdenas. We thank them both for their numerous years of service to the NRCFCP and to our many partners and clients

National Resource Center for Family Centered Practice Addressing Disproportionate Minority Contact ✧ Conference and Curriculum ✧



In 2002, JJDP Act Reauthorization broadened the DMC concept by requiring states to “address juvenile delinquency prevention efforts and system improvement efforts designed to reduce the disproportionate number of juvenile members of minority groups, who come into contact with the juvenile justice system.” By referring to contact rather than confinement, work to reduce DMC encompasses all stages of the juvenile justice process. As the home of the Iowa DMC Resource Center, the National Resource Center for Family Centered Practice (NRCFCP) announces two current initiatives that advance this work.

SAVE THE DATES! Investing In Iowa's Youth Investing In Iowa's Future

*Third Annual DMC Resource
Center Conference*
December 2-3, 2004 in Des Moines, Iowa

This 3rd Annual DMCRC conference will bring together judges, attorneys, juvenile court officers, social workers, police officers, case managers, educators, and community members to discuss common solutions and successes that will impact disproportionate minority contact in Iowa. Participants will increase their knowledge about working with youth and their families, diversity and cultural competence, policy, and best practices. People working with youth in and around the juvenile court system will acquire tools for developing effective risk assessment and alternatives to confinement.

For more information:

**National Resource Center for
Family Centered Practice**
University of Iowa School of Social Work
100 Oakdale Campus, W206 OH
Iowa City, Iowa 52242-5000
Phone: 319/335-4965
Website: <http://www.uiowa.edu/~nrcfcp>

NEW CURRICULUM A Strength-Based Culturally Competent Approach to Reducing Disproportionate Minority Contact

Pre-Conference Training Institute
December 1, 2004 in Des Moines, Iowa

This day-long program will provide an opportunity for staff to develop skills to address their role in reducing disproportionate minority contact. This workshop will include a cross section of agencies and perspectives. Patricia Parker, NRC Senior Training Associate, will facilitate this session. For more information about the curriculum, visit the NRC website at <http://www.uiowa.edu/~nrcfcp> or contact Diane Finnerty, Director of Training, at diane-finnerty@uiowa.edu.

DMC Resource Center and conference materials can be located at the DMC Resource Center website:

<http://www.uiowa.edu/%7Enrcfcp/dmcr/>

or by visiting the NRC's website at <http://www.uiowa.edu/~nrcfcp> and clicking on the DMC Resource Center tab.

**Joint Conference of the Iowa Juvenile Court Services Association and
3rd Annual DMC Resource Center Conference**
"Investing In Iowa's Youth, Investing In Iowa's Future" December 1-3, 2004
Registration Form

Name _____

Organization/Company _____

Mailing Address _____

City _____ State _____ Zip+4 _____

Phone (_____) - _____ Ext _____ Fax (_____) - _____

E-mail Address: _____

Special requests: (meals, special needs) _____

Registration fees:

Pre-Conference Institute—December 1st	\$50.00	_____
Conference—December 2 & 3	\$50.00	_____
Student Registration Fee (reduced rate)	\$25.00	_____
CLE's (state and/or federal)	\$15.00	_____
Continuing Education Units	\$15.00	_____
Total Fee Enclosed:		_____

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

- Please invoice my agency (purchase order): PO # _____
- My check or money order is enclosed

Please mail completed registration and payment to:

National Resource Center/FCP, University of Iowa, 100 Oakdale Campus, W206 OH, Iowa City, IA 52242-5000; or you may FAX your completed registration to (319) 335-4964 or 335-4968. Call (319) 335-4965 for details.

**Pre-Conference Institute
Wednesday, December 1st**

- Strengths Based and Culturally Competent Approach to Reducing DMC***

Patricia Parker, University of Iowa, School of Social Work,
National Resource Center for Family Centered Practice

9:00 am - 5:00 pm
(Registration at 8:30 am)

Hotel Accommodations: Rooms are available at a conference rate of \$49 per room, plus tax at the Downtown Holiday Inn in Des Moines, 1050 6th Avenue; North of I-235 at 6th Avenue. For reservations, call (515) 283-0151. Cutoff date for reservations is 11/15/04 or until room block is sold.

Concurrent Sessions--December 2 & 3 (please check one title per session that you plan to attend)

Thursday		Friday
Concurrent Session I	Concurrent Session II	Concurrent Session III
<ul style="list-style-type: none"> <input type="checkbox"/> Eliminating the Achievement Gap <input type="checkbox"/> Lost in Translation: Providing Equal Access <input type="checkbox"/> Effective Use of the Washington Risk Assessment Instrument <input type="checkbox"/> Understanding the Relative Rate Calculations of DMC <input type="checkbox"/> State DMC Coordinators & Child Welfare Administrators Business Mtg. 	<ul style="list-style-type: none"> <input type="checkbox"/> Equal Justice for All: Use of Interpreters in the Field <input type="checkbox"/> Why Traditional Juvenile Justice Programs Fail African Am. Youth <input type="checkbox"/> DMC Research: Intensive Case Analysis <input type="checkbox"/> Research on Resiliency in African American Families <input type="checkbox"/> Working with African American Males 	<ul style="list-style-type: none"> <input type="checkbox"/> Families and Schools Together (FAST) <input type="checkbox"/> Over-Representation Among Native American Children/Youth <input type="checkbox"/> University Community Partnerships to Reduce DMC <input type="checkbox"/> Community Efforts to Reduce Minority Arrest <input type="checkbox"/> Multiple Initiatives to Reduce DMC

Please note:

- ✧ The National Resource Center for Family Centered Practice reserves the right to change workshop topics and/or schedule.
- ✧ Cancellation Policy: Cancellations received in writing by November 15, 2004 are subject to a \$15 processing fee. After this date, substitutions will be allowed, but no refunds will be given.



DMCRC Convenes Successful 2nd Annual Conference



The DMC Resource Center convened a very successful 2nd Annual Conference on November 13-14, 2003 in Des Moines, Iowa.

More than 270 participants attended from 8 states: IA, NE, WI, MO, AZ, CA, IL, CO and the District of Columbia. Participants included Chief Juvenile Court Officers and juvenile court services staff, educators, school social workers, school administrators, juvenile court school liaisons, police officers, sheriffs & state patrol, judges, private and public attorneys, program planners from Criminal and Juvenile Justice Planning, Department of Human Services, Division of Latino Affairs, and Commission on Status of African Americans, staff from community based organizations, as well as university faculty, staff & students, public officials, and community members interested in reducing DMC.

Last year's expanded program featured 18 sessions and two plenary sessions with over 30 speakers from around Iowa and the United States. At the conference, participants had the opportunity to increase their knowledge about working with youth and their families, diversity and cultural competence, policy, and best practices. People working with youth in and around the juvenile court system were able to acquire tools for developing effective risk assessment for and alternatives to confinement.

Feedback from the conference and session evaluations have been excellent overall. PowerPoint presentations and handouts are available online. Click on "conferences" in the DMC Resource Center section and then click on 2nd Annual DMC Conference Proceedings 2003 at: www.uiowa.edu/~nrcfcp.

The 3rd Annual DMC Resource Center Conference (http://www.uiowa.edu/%7Enrcfcp/dmcr/dmc_conferences.shtml) will be held on December 2nd and 3rd, 2004 in Des Moines and will feature national and local speakers. A pre-conference training institute will be held December 1.

We look forward to seeing you at the *3rd Annual Conference!*

Opening Plenary Featured Speakers (standing left to right): Brad Richardson, Hon. H. Ted Rubin (ret.), (seated left to right) Dave Kuker, Heidi Hsia, James Bell and Judy Cox.



What is DMC?

Most recent federal law regarding DMC requires states to "address juvenile delinquency prevention efforts and system improvement efforts designed to reduce the disproportionate number of juvenile members of minority groups, who come into contact with the juvenile justice system." For more information visit: http://www.uiowa.edu/~nrcfcp/index_dmcr



The Isiserettes are an award-winning and unique drum and dance corp comprised of students ages seven to 18 from Des Moines, who performed high-energy dance routines to the beat of percussion instruments.





The 6th Strengthening and Valuing Latino/a Communities Conference and the Latino/a Leadership Awards

October 29 & 30, 2004
Iowa Historical Building,
Des Moines, IA

2004 Theme: Latinos/as “OUR VOICE OUR VISION”



The Latino/a Conference, as it has become known since its' inauguration six years ago, is an opportunity to explore the changing demographics and dynamics of the Iowa Latina/o community and the responsiveness of educators, policy makers, business leaders and community-based organizations, to the fastest growing population in the US.

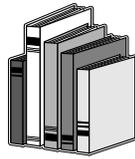
According to the 2000 census the Latino/a population has become the largest minority group in the US. However, this new population is still untapped and under-served. The conference will emphasize “culture” as a strength that can be used to improve services to the Latino/a community (ideally one of providing optimum support to both the newcomers and the established persons of Latina/o origin). It will also provide access to and networking opportunities for Latino/a leaders. Registration for the conference will allow participants to attend a combination of events. The Latina/o Leadership Awards Brunch, the main conference and the post conference reception

For more information on the conference and to obtain the registration form and schedule, please visit their website at:
<http://www.state.ia.us/government/dhr/la/2003Conference/latinoconf2004.htm>



Resource Review

by: Nancy Graf, Research Assistant



New and advanced techniques have generated an increase of interest in the possibilities of social network analysis. An article in this issue of *Prevention Report* describes how social network analysis was used in evaluating a variety of community collaboratives. The books and websites included in this resource review will get you started on understanding social network analysis if you are a newcomer, and provide a source of information on current methodology and tools for those who are more familiar with this research perspective.

Scott, John (2000). *Social Network Analysis: A Handbook (2nd Ed.)*. Newbury Park, CA: SAGE Publications Inc.

If you are just starting out in your pursuit of knowledge of social network analysis, this is an excellent book to read. It contains language that is understandable and clear, and the progression through topics is logical and organized. Starting with a history of social network analysis (beginning in the 1930's) and how it has developed over the years, the author explains key ideas and interprets the mathematical passages into more easily understood terms. His goal in writing the first edition of this book (in 1991) was "to introduce and motivate" and "to bridge the gap between theory and practice." He continues to accomplish these goals in his second edition, updating sections of the book to reflect technical advances and current developments. As in the first edition, he has included many illustrations and diagrams, with the belief that pictures help to explain all those numbers and theories.

Social network analysis provides researchers with another perspective, focusing on the relations among individuals, departments, organizations, countries, etc. rather than only on attributes of individual "actors." This book will help readers understand: how to handle relational data (how to select it, organize it, and store it;

some basics of graph theory and sociograms (the illustrations of networks); important aspects of the inner workings of social networks (centrality, cliques, positions, roles, etc.), and how to choose what is relevant for a specific project. A section new to this edition covers recent advances in network visualization.

The last section of the book provides an overview of several software programs for social network analysis. Again, it is comprehensive in its description of each package and what they have to offer from a user's perspective.

If you are not a researcher, you will still benefit from reading this handbook, gaining a new understanding of what all this focus on social network analysis means. Perhaps you will be motivated to think about how social networks affect you and what you do.

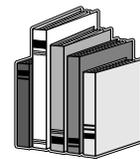
Wasserman, S., and Faust K. (1994). *Social Network Analysis: Methods and Applications*. Cambridge, UK: Cambridge University Press.

Sometimes referred to as the "Bible" of social network analysis, this text provides a full and inclusive review of methods used in social network analysis. It also serves as a reference for researchers as well as an overview of this field of study for "network newbies." In writing this book, the authors aimed to "fill the gap on network methodology ... [and] the void between elementary discussions and sophisticated analytic presentations."

Although sometimes the explanations get difficult to understand, particularly in the more mathematical sections, there are many sections that are more in-tune with the capabilities of less technically oriented readers. In fact, the authors give suggestions on how to read the book, including marking sections that cannot be omitted (for understanding concepts), as well as sections that require more mathematical or statistical background, and can be omitted.

The first four chapters, covering social network data, notation, and graph theory, are suggested as "must reads" for all those venturing into this volume. From there one can take several "branches" to other chapters depending on one's interest and need. The authors actually suggest you find a comfortable chair, good light, good music in the background, and a pencil or highlighter for noting all the interesting points you are sure to come across.

Readers will be made aware of the wide range of social network methods, understand the theory behind the methods, appreciate the abundance of applications, and find advice in selecting the most appropriate method for their project. Finally, in the Epilogue, the authors speculate about the future of social network methodology including gaps in current network methods, trends they think will continue, and discussion of how they would like to see network methods develop. Perhaps all who do read this book can be a part of the effort toward further integration of network concepts and measures into the more general social and behavioral science arena.



Wasserman, Stanley and Galaskiewicz, Joseph. (1994). *Advances in Social Network Analysis: Research in the Social and Behavioral Sciences*. Thousand Oaks, CA: SAGE Publications, Inc.

In this book, readers won't find a history or definition of terms or an explanation of methods. But, the authors suggest readers do get some background on social network analysis (SNA) before reading this book (e.g., Scott (2000) or Wasserman and Faust



(1994) as described above). A basic knowledge of key concepts, of the history and development of this field of research, and methods used will equip the reader with improved understanding of the work described in these chapters. This book presents an overview of the current scope of projects and disciplines where SNA has been utilized. Readers will learn the importance of network analysis from those who have used it. The disciplines range from health care to anthropology, from social psychology to politics, while topics include the spread of disease, networks of nonhuman primates, computer mediated communication, consumer behavior, and the effects of power and influence on decision-making at the local and national levels.

In choosing contributors and preparing the book, the authors found one pervasive, basic theme: "Many important aspects of societal life are organized networks. The importance of networks in society has put social network analysis at the forefront of social and behavioral science research." They hope to encourage others to consider ways in which to include SNA in their projects, looking at social relationships among actors and not just the actors themselves. In addition, network analysis "provides a ready framework for linking the micro- and macro-orders," adding another venue for furthering theory and research.

For non-researchers, the topics are wide ranging, sure to spark some interest. The chapters are organized into three sections: Social Psychology and Diffusion, Anthropology and Communication, and Politics and Organization. Those interested in sociology, management science, internet networks, social support networks, social influence, and marketing research will find how SNA has been used to study these areas, providing useful insights and improved understanding.



WEBSITES OF INTEREST IN THE AREA OF SOCIAL NETWORK ANALYSIS:

<http://www.sfu.ca/~insna/>

Website for the International Network for Social Network Analysis, the professional association for researchers interested in social network analysis. The association is a non-profit organization founded in 1978 that publishes [Connections](#), a bulletin containing news, scholarly articles, technical columns, and abstracts and book reviews. It also sponsors the annual International Social Networks Conference (also known as Sunbelt), and maintains electronic services: [A web page](#) accessible as <http://www.sfu.ca/~insna>, and [SOCNET](#), a ListServ electronic discussion forum. In addition, the INSNA provides a way to subscribe to Social Networks, published by Elsevier.

www.analytictech.com

This is the homepage for Analytic Technologies, where you can try out or order SNA software (e.g. UCINET, Krackplot, etc.), or find tutorials and instructions on the basics of SNA as well as links to other helpful sites.

www.courses.fas.harvard.edu/~soc275

Homepage for a course on Social Network Analysis. Contains a syllabus, assignments, handouts, readings, and links to other helpful sites. The course is taught by Peter Marsden, Professor of Sociology and Acting Chair (1992, 1998, 2002-2003) and Chair, Program and Admissions Committee, Ph.D. Program in Organizational Behavior (2000-2003) at Harvard. Marsden's research interests are centered on social organization, especially formal organizations and social networks.

<http://www.orgnet.com/sna.html>

Searchers will find an introduction to social network analysis here at the website for Valdis Krebs and Inflow Software. Valdis is a management consultant and the developer of InFlow, a software based, organization network analysis methodology. Valdis has undergraduate degrees in Mathematics & Computer Science, and a graduate degree in Organizational Behavior/Human Resources and has studied applied Artificial Intelligence. His research interests include network patterns found in adaptive/agile organizations, network vulnerability, and business ecosystems.

<http://www.socialnetworks.org>

This site provides an extensive list of references (academic bibliography) on social network analysis. Individuals can make a suggestion of other references to add or link back to sources of network visualization.



Materials available from the National Resource Center for Family Centered Practice

PRINTED MATERIALS

AUTOMATED ASSESSMENT OF FAMILY PROGRESS **\$7.00**

(1998-2000) (1998-2001) (1998-2001a)

The Automated Assessment of Family Progress 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.

BEGINNINGS GUIDES HEARTWORK HANDBOOK: PROMOTING MOTHERS' REFLECTIVE FUNCTION AUTHORS: SANDRA SMITH & LINDA WOLLESEN(2004) **\$8.00**

Best practice resources for home visitation. Curriculum, materials, training and evaluation tools for programs serving English and Spanish speaking families during pregnancy and early childhood.

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.

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.

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.

CROSS SITE EVALUATION OF IOWA'S PREGNANCY PREVENTION, INTERVENTION, AND COMMUNITY PROGRAMS

EXECUTIVE SUMMARY (2003) **\$2.00**
FINAL REPORT (2003) **\$14.00**

A comprehensive community-based pregnancy prevention initiative funded by the Iowa Department of Human Services. The program involves 16 sites and a wide variety of primary and secondary prevention approaches, as well as integrated community models.

EVALUATION OF ABSTINENCE ONLY EDUCATION (2003) **\$8.00**

An abstinence-only pregnancy prevention education initiative. The program involves 5 sites in Iowa and several abstinence curricula. The report includes a comparison with Iowa's comprehensive pregnancy prevention initiative.

EVALUATION OF POLK COUNTY (IA) WRAPAROUND PROJECT FOR AFRICAN AMERICAN ADOLESCENTS (2002-2003) **\$12.00**

Funded by the Center for Mental Health Services (CMHS) of the Substance Abuse and Mental Health Services Administration (SAMHSA), this project engaged the community in a consensus building and planning process to evaluate the feasibility of implementing the Wraparound service model for African American adolescents with co-occurring mental disorders and substance abuse disorders.

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.

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.

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.

IOWA WRAPAROUND PROJECT FOR LATINO CHILDREN & YOUTH--EVALUATION REPORT (2002) **\$12.00**

Process and outcome evaluations, including social network analyses of collaboration building efforts to implement wraparound services for youth with substance abuse and mental illness.

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.

NETWORK GUIDE TO MEASURING FAMILY DEVELOPMENT OUTCOMES

(2002-2003) **\$8.00**
The Network Guide documents a variety of exemplary approaches and describes how these approaches work. Lessons learned are provided for identification, implementation, use, reporting and improvement of outcomes of family development programs.

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.

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?"

REPARE: REASONABLE EFFORTS TO PERMANENCY THROUGH ADOPTION AND REUNIFICATION ENDEAVORS

EXECUTIVE SUMMARY (1996) \$4.50
FINAL REPORT (1996) \$20.00

REPARE created a family based approach to residential treatment characterized by reduced length of stay, integration of family preservation and family support principles, and community based aftercare services to expedite permanency. The Final Report describes the conceptual approach and project design, lessons learned from implementation, and evaluation results (including instruments). [Funded by ACYF, Grant #90CW1072].

THE SELF-SUFFICIENCY PROJECT: FINAL REPORT

(1992) **\$6.00**
Final evaluation report of a federally-funded demonstration project in rural Oregon serving families experiencing recurring neglect. Includes background and description of project, findings from group and single subject analyses, and evaluation instruments. (See *The Self-Sufficiency Project: Practice Manual* below.)

THE SELF-SUFFICIENCY PROJECT: PRACTICE MANUAL

(1992) **\$3.75**
This manual describes a treatment program for working with families experiencing recurring neglect, based on a federally-funded demonstration project in rural Oregon. Includes project philosophy and design, staffing, discussion, and descriptive case studies. (See *The Self-Sufficiency Project: Final Report* above.)

SOUTH SANTA CLARA COUNTY WRAP-AROUND PROJECT FOR LATINO CHILDREN & YOUTH EVALUATION REPORT

(2003) **\$12.00**
Process and outcome evaluations, including social network analyses of collaboration building efforts to implement wraparound services for youth with substance abuse and mental illness.

STRENGTHENING HIGH-RISK FAMILIES (A HANDBOOK FOR PRACTITIONERS); Authors: Lisa Kaplan & Judith L. Girard

(1994) **\$40.00**

Limited Copies--Out of print

This accessible handbook on family-centered practice addresses the range of issues to be considered in working with high-risk families. Practice strategies are set within the context of the development of family preservation services.

STRENGTHS/NEEDS-BASED SERVICE PLANNING TRAINING MANUAL

(1997) **\$6.50**

Using strengths and needs to plan services is an approach to practice that increases workers' collaboration with families, children and providers. This manual provides modules to help workers build the skills necessary for implementing this approach and includes sections illustrating how to apply these general skills to specific parts of CPS work. The appendix offers guidelines for supervisors interested in enabling workers to focus on families' strengths and needs. Each module contains important components of a strengths/needs-based approach, but the ultimate goal is to develop a way of thinking that incorporates all of these skills into more effective practice.

TRAINING MANUAL FOR FOSTER PARENTS

(1990) **\$14.50**

Created by Dr. Patricia Minuchin at Family Studies in New York, the manual includes a theoretical section describing the rationale, goals, themes and skills, and a training section that describes eight sessions. The activities of the sessions are experiential, including role playing, small groups, simulated cases, and discussions. The sessions are focused on understanding families and on exploring attitudes about families, on the skills of making and keeping contact with biological families, and on the liaison between foster parents and professional workers as they function in the foster care network.

WHO SHOULD KNOW WHAT? CONFIDENTIALITY AND INFORMATION SHARING IN SERVICE INTEGRATION

(1993) **\$4.00**
Analyzes issues pertaining to confidentiality in collaborative projects. The paper includes a checklist of key questions.

WISE COUNSEL: REDEFINING THE ROLE OF CONSUMERS, PROFESSIONALS, AND COMMUNITY WORKERS IN THE HELPING PROCESS; RESOURCE BRIEF #8

(1998) **\$8.00**
This collection of readings examines the need for and benefit of changing relationships between professionals, community workers and consumer needs to implement true system reform and improve results.

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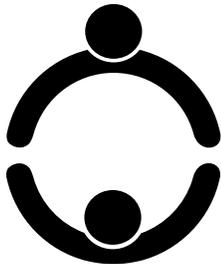
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