

205 Peters Hall
1404 Gortner Avenue
Saint Paul, MN 55108
(612) 624-4231
<http://ssw.che.umn.edu>

CASCW Celebrates Ten Years & Ponders the Future of Neglected Children

The Center for Advanced Studies in Child Welfare (CASCW) turned ten this fall. In honor of that anniversary, CASCW sponsored an all-day forum on October 18 related to the question, "What does the future hold for abused and neglected children?" Keynote speakers included: Catherine Nolan, Director, Office on Child Abuse & Neglect in the Children's Bureau, Administration of Children, U.S. Dept of Health & Human Services; Diana English, Chief Office of Research, Children's Administration, State of Washington; and Byron Egeland, Professor, Institute of Child Development, University of Minnesota.

After welcoming remarks by Jean Quam, Director of the School of Social Work, Marcie Jefferys, CASCW Director, and Esther Wattenberg, CASCW Coordinator for Special Projects, Catherine Nolan opened the proceedings. In operation since 1912, the Children's Bureau is the oldest federal agency for children under the administration of Health and Human Services.

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Early CASCW supporters and IV-E Alumni are honored during the lunch program.

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CASCW STAFF

Marcie Jefferys

Director
(612) 624-2279
mjeffery@che.umn.edu

Esther Wattenberg

Coordinator for Special Projects
(612) 625-1550
ewattenb@che.umn.edu

Nancy J. Johnston

IV-E Scholar Program Coordinator
(612) 624-3779
njohnsto@che.umn.edu

Karen Moon

Associate Administrator
(612) 625-8121
kmoon@che.umn.edu

Anne Jin Soo Preston

Executive Administrative Specialist
(612) 624-4231
apreston@che.umn.edu

Additional Contributors

Sarah Ferguson

Gamble Skogmo Graduate Research
Assistant

If you would like to be added
to the mailing list for
Child Welfare News
please contact CASCW:

Center for Advanced Studies in Child Welfare

205 Peters Hall
1404 Gortner Avenue
St. Paul, MN 55108

Phone: (612) 624-4231

Fax: (612) 624-3744

Email: apreston@che.umn.edu
<http://ssw.che.umn.edu/cascw>

A Letter from the Director



Dear Readers,

This fall, we celebrated the tenth anniversary of the Center for Advanced Studies in Child Welfare, at the same time that we struggled with new challenges. First, we had much to celebrate, including the matriculation of 205 students since the Child Welfare Scholarship was started. Those students have increased the professionalization and diversity of the child welfare workforce.

At the same time that we celebrate the Center's anniversary, we also struggle with substantial financial challenges resulting from recent federal actions. Last June, with two weeks notice, we found out that the federal government was changing the way it calculated reimbursement for the program. The effect of the change, which has already hit most other university child welfare programs, was to reduce expected federal reimbursement by nearly half. Since then, we have been working with state and university staff to ensure that additional federal funds were not lost. However, the significant reduction in funding has meant major changes, including reductions in administrative staff, expenses, and student stipends. We do not yet know how this will affect our ability to recruit and maintain qualified students, but we do feel that we can continue to provide quality educational, outreach and evaluation programs, even at the reduced funding level.

Perhaps most frustrating, however, is that the federal funding changes came at the same time that Minnesota is facing a major fiscal crisis. Most other university child welfare programs rely on state funds to provide a significant portion of the financial match required by the federal government. The University of Minnesota's program does not. Despite the state's fiscal crisis, we plan to approach the state Legislature for financial assistance next year. We have already been working with relevant state agencies and other organizations and will also pursue foundations for additional support for stipends and Center activities.

Most helpful to an effort to make legislators and other potential funders aware of the value of the scholarships and graduate child welfare education would be letters or other personal communications from alumni regarding their experiences. If you would be willing to participate in such an effort, please contact me, Jean Quam, Nancy Johnston or Karen Moon.

Even if our efforts are not wholly successful in the short run, they will lay the ground work for future success. We intend for the next ten years to be as successful as the last.

CASCW Staff

We welcome **Karen Moon**, the new Associate Administrator of the Center. Karen moved from just downstairs in the School of Social Work's Student Services Office. She advised MSW students in the weekend, distance and Child Welfare programs, as well as undergraduate students enrolled in the Family Violence Prevention minor. Karen will be finishing her Master's of Liberal Studies degree this month. Her thesis is "Reinventing the taboo of "race mixture": Eugenics themes in 1990s visual culture." Karen will continue her role as advisor to the IV-E Scholars, while adding student recruitment, budget management, newsletter and grantwriting to her list of duties.

We are also pleased to have a new graduate assistant and a new student office specialist working in the Center this year: **Alene Roeglin** is a first-year MSW student, and **Melissa Colgan** is an undergraduate student in Food Science & Nutrition.

Keeping the continuity in the Center are: **Marcie Jefferys**, Director; **Nancy Johnston**, IV-E Scholar Coordinator; **Anne Preston**, Executive Administrative Specialist, and **Ji-In Yeo**, graduate assistant and doctoral candidate in Social Work.

Gamble-Skogmo

The Gamble-Skogmo Chair in Child Welfare and Youth Policy, **Dr. Susan Wells**, is finalizing work on a Child Welfare Research Agenda for Minnesota. Dr. Wells has been conducting meetings with community leaders, university researchers, policy makers, and legislators in order to assess the resources, needs, and practices of those working in the field of child welfare with the goal of identifying areas requiring further study and exploration. Her partners in the effort are the Center for Advanced Studies in Child Welfare, the Children, Youth, and Family Consortium, and the Minnesota Department of Human Services. The agenda, which will be released in early 2003, will highlight felt needs in seven areas of child welfare: program planning and administration, prevention of child maltreatment, child protection, child and family services, out-of-home care, reunification, and adoption/guardianship. This agenda will be used to help guide child welfare research efforts in Minnesota. For more information, contact **Lisa Moshfeghi** by email at moshfeg@che.umn.edu or by phone at (612) 624-7242.

Minnesota Child Welfare Training System

The Minnesota Child Welfare Training System and Alternative Response Project are pleased to co-sponsor a one-day training event (February 11 at the Earle Brown Heritage Center in Brooklyn Center and February 13 at the Best Western in Mankato) on the Culture of Poverty with presenter **Jodi Pfarr**, who will train staff on an intervention framework for understanding poverty. The training is based on information from the book *A Framework for Understanding Poverty* by **Ruby K. Payne, Ph.D.** Topics include: How economic class affects behaviors and mindsets, why students from generational poverty often fear being educated, the "hidden rules" within economic classes, discipline interventions that improve behavior, and the eight resources that make a difference in success. Related discussions also include case studies, support systems, the role of language registers, discourse patterns and story structure, and the relationship between eye movement and learning.

For registration (by February 1st) or further information, please call or email: **Carole Johnson** (651-297-4124) at carole.johnson@state.mn.us.

CASCW Celebrates 10 Years Continued...

Children's Bureau's Child Welfare Mission

The Bureau's mission statement parallels the language of the Adoption & Safe Families Act in its emphasis on safety, permanency, and well-being of children. It is the lead federal agency in charge of developing regulations and implementing child welfare programs and initiatives. The Bureau's recent "Child Maltreatment 2000" reported that nationally there were close to one million substantiated cases of child abuse and neglect that year; 600,000 children in foster care; and 134,000 children awaiting adoption. Next March, the Bureau plans to release its report, "Promising Practices in Prevention," in an effort to share what works across the country. **The Bureau is also in the process of reviewing state child welfare programs. So far, the reviews are finding that although the quality of child welfare services is generally strong despite high caseloads and reduced funding, there are major areas that need improvement. These include enhancing families' capacity to meet the needs of their children and providing more resources for children's mental health services.** More information on these and other Children's Bureau projects can be found on their website: <http://www.acf.hhs.gov/programs/cb/index.htm>. The Bureau is also working on initiatives identified by the current administration, including fatherhood, marriage, and faith-based community programs.

Longitudinal Research Supports Importance of Understanding Children's Developmental Stages

Diana English and Byron Egeland reported on its separate longitudinal research efforts. English's research is part of a national effort in place since 1990, following children identified as being at risk of abuse or neglect. Egeland and

his colleagues have been following a group of children since 1975, some of whom have entered the child welfare system. Both studies consider environmental influences as key to a child's development. Although the study has focused on maltreatment, and has the most information available on its effect, researchers are finding that it is only one of many disruptions found in the lives of children within the child

welfare system. **Maltreatment disrupts normal development. The age of onset generally determines the child's ability to cope with the abuse. If children are abused during the earliest developmental stage when basic trust should be developing, children tend to have low expectations of their own self-worth and what or who is available to meet their needs. Children who are abused at a later stage tend to demonstrate more anger.** Researchers are also finding that the chronicity of the abuse accounts for much of

the variance in adaptive functioning such as daily living and socialization. The extent of abuse was more likely to predict behavioral problems. In comparisons between maltreated and non-maltreated children (from the same ethnicity, class, background), maltreated children scored lower on every outcome measure. Neglected children often had the worst outcomes. Neglected children were less likely to receive treatment services than physically or sexually abused children.

English stated that her involvement in the longitudinal study has deepened her understanding of the complexity of children's needs and appropriate interventions. Although funding to conduct such studies may be in short supply, it has also convinced her of the importance of longitudinal research. She concluded by emphasizing the importance of clinicians and child welfare social workers understanding the needs of



Clockwise from upper left: Diana English, Erin Sullivan Sutton, Catherine Nolan, & panelists (L to R) Carmita McGlory, Anne Reike, & Anne Gearity



IV-E alumni & participants enjoy conversation over lunch.

children at all of their developmental stages in order to determine the appropriate level and type of intervention. That conclusion was strongly supported by panel respondent Anne Gearity, SSW community faculty member, and was supported by Byron Egeland's findings as well.

In addition to differences in the effects of the environment on children at different ages, Egeland's research also considers how different aspects of the environment affect children in different ways. For instance, children are affected by society (e.g., its views on violence or commitment to addressing substance abuse), their more immediate environment (e.g., their family's income and social networks) and their family (e.g., its ability to be nurturing). When children are growing up in environments with three or more significant risk factors in any of these levels, the potential negative impact on their development is multiplied. **However, particularly devastating to children's development are parents who are psychologically unavailable to them.** This parental behavior is also difficult for outsiders to detect in order to provide early intervention to mitigate the effects, and is related to the neglect finding in English's study.

Egeland identified factors that help children overcome maltreatment in their lives, including high quality educational environments and attentive teachers, and the ability to develop a feeling of competence in some areas early in their lives. In order to help children reach their full potential, Egeland advised attentiveness to decreasing the risks and increasing the protective factors at each level in a child's environment. He especially emphasized the value of relationship-based intervention; which is, helping parents relate to their children and helping children relate to others. **He also discussed the importance of improving everyone's knowledge and understanding of children's development and capacities at different ages.** More information on Dr. Egeland's work is available at <http://education.umn.edu/icd/parent-child/default.html>.


Title IV-E Faculty and Alumni Active in Child Welfare Issues

In addition to the keynote speakers, Erin Sullivan Sutton, Department of Human Services Assistant Commissioner and former SSW community faculty member, provided a review of child welfare at the state level for the past ten years, tracing the many initiatives which have characterized the field. Panel members and former Title IV-E Scholars, Anne Rieke with the Learning Center, Carmita McGlory with the African-American Adoption Agency, Chris Hill with Freeport West, and Sue Serbus with Nicollet County, provided thoughtful comments and their own perspectives on these key issues, in response to each of the keynote speakers.

Early Contributors and Alumni Recognized

This being an anniversary event, the day was not without celebration. During the lunch program, Jean Quam provided a brief history of the Center. Key participants in CASCW's early development - Elizabeth Pegues Smart, Bush Foundation; Jane Kretzman, Bush Foundation; Erin Sullivan Sutton, Department of Human Services; Tom Scott, Center for Urban and Regional Affairs, Vicki Kunerth, Department of Human Services and Rob Sawyer, Olmsted County, and John Sellen, Hennepin County were recognized for their important contributions.

Jean Quam also announced the initiation of the Esther Wattenberg Scholarship in honor of Esther's efforts to establish the Center and her many years of commitment to the child welfare field. Funds collected from IV-E alumni and Center supporters established the scholarship, which will be used to benefit MSW students committed to child welfare.

Students have been integral to the life of the Center. From 1992-2002, CASCW has selected 225 MSW and eight Ph.D. students to receive the Title IV-E Scholarship. Many MSW alumni were on hand to be recognized at the luncheon. The day ended with a reception in their honor. 

Proceedings from the 10th Anniversary Celebration Forum will be forthcoming. Please refer to our web site for updates.
<http://ssw.che.umn.edu/cascw>

More pictures can also be found on the Center's web site.

Strengths Based Family Foster Care Symposium:

Kids Capacity Initiative (KCI): Project Participants Share Their Perspectives on Strengths-Based Foster Care

To be valued. To be heard. To be a part of the process of problem-solving. These were the key benefits that foster children and parents, social workers, and panel respondents connected to the use of a strengths-based framework of foster care.

The last edition of *Child Welfare News* provided information on associate professor Linda Jones's connection to the Kids Capacity Initiative, a strengths-based approach to foster care. Family Alternatives, a Minneapolis-based private foster care organization that conceptualized and implemented KCI in September of 1998, enlisted Dr. Jones's help in evaluating the effectiveness of their three-year pilot project.

On September 27, CASCW and Family Alternatives sponsored a symposium entitled "Strengths-Based Family Foster Care: Concepts in Practice" in order to share the KCI program and the results of the evaluation. A highlight of the day's activities was a panel discussion that presented the perspectives of foster parents, adolescents and social workers involved with KCI. Faith Jaspersen, KCI Project Coordinator, served as panel moderator. Panelists included: Barb Schultz, KCI parent and Family Alternatives Social Worker; Joe Mann, Hennepin County social worker; Jacquita Berens, Elisha Watkins, and Tish Ashton-Allen, KCI teen leaders; and KCI foster parents: Angelica Dogan and Bob and Arlene Strand.

In order to model one element of a strengths-based orientation, some panel members participated in a circle of support - a key component for KCI children

and families. Tish Ashton-Allen, a high school (and post-secondary options) student and KCI family member, opened the circle with a selected reading. Barb Schultz then asked fellow group members to share what they most admired about Tish. Once everyone had shared her thoughts, Tish selected the problem she wanted to discuss. Using an object as a "talking piece" to regulate the flow of listening and speaking, each person affirmed Tish's feelings and offered a possible solution. With each proposed solution, Tish was afforded an opportunity to respond to why the solution did or did not feel appropriate to her. Through this process of give and take, problem and strategy, Tish eventually decided when it was time to close. As it had started, she ended with a reading.

Audience members quickly expressed how different the circle felt from the traditional foster care quarterly review meeting. KCI teens were eager to agree. From the perspective of someone who had been involved in both quarterly reviews and KCI circles, Tish stated, "The process before was like a cloud over my head. When I heard all of this negative stuff, it just got bigger and bigger and bigger, until I felt like I was going to explode... and then I was the problem again." Elisha and

Jacquita who were part of quarterly reviews, but no circles, validated Tish's viewpoint. Elisha found nothing of value at quarterly meetings. She said, "It was just boring. The same people came and said the same things over and over. . . It got to the point where I knew what question was going to be asked. So, I wasn't listening." Jacquita agreed. "When you feed a child negative, negative, negative, it

"The process before was like a cloud over my head. When I heard all of this negative stuff, it just got bigger and bigger and bigger, until I felt like I was going to explode... and then I was the problem again."

"If a circle of support included eight people, "That's eight brains. That's eight cars (to transport kids). That's eight people to call this kid up and say you're doing wonderfully."

doesn't push them to want to do better." Instead of constantly focusing on what's going wrong, she appreciated KCI's approach to first acknowledging what was going right and then working together to fix any problems.

Arlene and Bob Strand, who Faith Jaspersen described as having been foster parents "forever" (over 40 years), were equally strong in their support for KCI. Arlene proclaimed that a strengths-based perspective had fundamentally changed her as a person. **"When I look at a kid who I used to see as a problem, I now see potential." She simply could never return to the old way of doing foster care; she would have to quit.** Angelica Dogan echoed Arlene's praises. To foster parents and social workers who seemed skeptical of bringing together as many people as a child wanted in their circle of support, Angelica demonstrated the advantages. If a circle of support included eight people, "That's eight brains. That's eight cars (to transport kids). That's eight people to call this kid up and say you're doing wonderfully."

Angelica's theory of "what supports the kid supports the social worker" was validated by Faith, Barb, and Joe. The evaluation so far has been based on the 39 children in KCI homes, but the feedback from all perspectives has been quite positive. Joe Mann, Hennepin County social worker, was initially skeptical about the initiative, but found that KCI had actually reduced his workload by spreading the responsibility of care across the support network. Joe now says that he would hate to miss a circle.

Social work professors, Dennis Saleebey, University



Dr. Dennis Saleebey




Faith Jaspersen, Angelica Dogan, Tish Ashton-Allen & Barb Schultz demonstrate a circle of support.

of Kansas (who delivered the symposium's keynote address), and Joe Hudson, University of Calgary, served as panel respondents. Both were enthusiastic regarding KCI.

Joe Hudson thought KCI addressed some of the key problems endemic to traditional foster care - such as segregation of foster children and burnout for caregivers and social workers. Instead of isolating kids, KCI provides an increased number of opportunities for social interaction, thus broadening the child's range of behavioral skills, increasing intimacy and building trust. Opportunities for teen leadership - such as the KCI group mentoring program that connects teens who have been in the foster care system with children still in placement - further enhances the network of support.

Dennis Saleebey stated that three things make a difference in terms of health realization: caring/ connection, a productive role, and high expectations. KCI provided all three. In addition, KCI allowed children to believe in their own "innate wisdom" and to act upon

what was most appropriate to their needs. He reminded audience members to be aware of the difference between strengths-based foster care and positive reinforcement, which simply "arranged the environment in order to manipulate outcomes" rather than giving people choices and engaging them in discussion.

Joan Riebl, Family Alternatives' Director, acknowledged the difficulties of implementing strengths-based foster care. She, and others involved in the KCI initiative, will be spending much of the next nine months **looking at what it means for agency administrators to adopt a strengths-based perspective.** Linda Jones added that her interviews with KCI parents confirmed that the process of reorienting one's perspective was slow. After three years of interviews, she likened the process to the image of a steamship slowly turning around and heading in a different direction. Once foster parents saw the benefits of the KCI/ strengths-based perspective, though, they were committed to the program. As one foster parent stated, KCI had "turned her world upside down." 

Focus On School of Social Work Faculty Research:

Adolescent Males in Correctional Care: Promoting Sustained Behavioral Change

Adolescent males currently comprise the largest population of children in correctional care in Minnesota. With rates of recidivism at 80% or more, Assistant Professor Laura Abrams - whose scholarly interests include contextual influences on adolescent identity, gender, juvenile delinquency, qualitative methods, and program evaluation – decided that more research was needed to determine how treatment programs in juvenile corrections can promote sustained behavioral change.

Starting in January 2001, Abrams (with the help of graduate assistants Ben Anderson, Jemel Aguilar, and Kyoungho Kim) began interviewing, observing and analyzing qualitative data at various correctional facilities in Minnesota. To date, two facilities and twelve young men have participated in the study. Many of the young men residing in the facilities have previously been in the child welfare system. To be interviewed, participants volunteered for the study, with parental consent. From the residents' perspectives, Abrams hoped to determine programmatic strengths and weaknesses in order to recommend best practices for a population with many psychosocial needs. Throughout the study, Abrams focused on three themes: treatment and personal growth; power, competition and hierarchy; and change and transition home.

In terms of treatment and personal growth, Abrams discovered that the process of bonding to a staff member or mentor often proved more beneficial than structured therapy. Residents often did not understand the therapeutic language or model being offered. Lacking positive relationships with adults earlier in their lives, the young men benefited most from time with staff who acknowledged that they were being heard, understood and valued. Structure and consistency were also important

therapeutic elements to offset a history of chaos within family life or in foster care.

Residents often entered residential treatment with streetwise understandings of power and hierarchy. In order within an expanded social structure. Staff needed to explain reasons why “street smart” relations would create safety hazards within the dorm and in later life. Abrams




Dr. Laura Abrams

In terms of treatment and personal growth, Abrams discovered that the process of bonding to a staff member or mentor often proved more beneficial than structured therapy.

found that milieu staff have to overcome the residents' tendencies to act out these power relationships within the dorm structure and peer groups. Residents also needed more opportunities to enhance self-esteem through opportunities to help one another.

In order to reduce the rate of recidivism, transition and aftercare services are extremely important. Based on preliminary

findings, **Abrams' interviews revealed that boys often feel unprepared to return to the outer community. Role playing in preparation for daily-living situations or weekends/nights home may serve as important intermediate steps. Aftercare services can operate as both surveillance mechanisms and sources of support.** Therefore, Abrams concluded that “the most effective aftercare models offer a combination of supportive services and surveillance tailored to individual's strengths and risks.”

Professor Abrams' study will conclude in 2004. The published work will include discussions of the results in terms of practice implications. 

National - Child Trends Databank reports that **infant homicide rates have more than doubled since 1970 and now parallel figures for teen homicide.** With an average of one death per day, homicide is now “the leading cause of injury deaths among infants.” More than 80 percent of these deaths were deemed the result of fatal child abuse.

Maternal risk factors connected to infant homicide include: lack of early prenatal care, chronic mental illness, no trained attendants present at birth, and limited formal education. Unmarried teen mothers who already had at least one child were found to be at greater risk. Little data is available to determine risk factors connected to fathers.

Longitudinal studies on home-visitation programs for adolescent mothers have shown potential for reducing this alarming trend.

Sources:
www.childrensdatabank.org
and www.healthypeople.gov.

Those of us in the child welfare field are still trying to cope with the enormity of the loss caused by the death of Sheila and Paul Wellstone, our colleague, Mary McEvoy, College of Education and Human Development, and the others in the October 25 plane crash.

My last conversation with Senator Wellstone dealt with the rising number of “legal orphans”—those children whose rights to a parent had been legally terminated and whose chances for adoption were meager. With his unerring instinct for grasping the heart of the matter, he asked precisely the right question: “Growing up without a family

connection is terrible. What can we do?” The idea of using a group conference to reconstitute a family for a youngster “emancipating” from the child welfare system struck the Senator as the right thing to do. He wanted to keep in touch with a project that might implement this idea. He ended the exchange with an offer to do whatever he could to help.

The immense loss of a passionate champion for vulnerable children left to the care of the child welfare system is not easily managed.

We are still trying to make sense of the loss. Sheila and Paul Wellstone were icons for our field. We will always remember them. [CW](#)

State – Over the past decade, Minnesota has made some gains to foster children’s well-being. Children’s Defense Fund-Minnesota reports that there are fewer children living below the poverty level, fewer teen births, and fewer teens arrested in connection with

serious crime. Improvements still need to be made in the areas of low birth-weight babies, children in low-income families, and public child welfare caseloads. [CW](#)

Source:
www.cdf-mn.org/kidscentintro.html

Professional Education to Advance Child Welfare Practice: An Invitational Working Conference

MSW Makes a Difference in Child Welfare Practice

This fall, a group of child welfare agency directors, deans and directors from schools of social work, and social work researchers from across the nation came together to discuss professional education to advance child welfare practice. The idea for the working conference came from a task force created by educators and public child welfare directors to look at the workforce crisis in child welfare, Title IV-E child welfare training programs, and Title IV-E programs' effect upon child welfare practice.

The best predictor of professional performance in a child welfare position is training as a MSW, according to research presented by Dr. Alberta Ellett from the University of Georgia. The performance levels were determined by surveys completed by workers and supervisors. Dr. Ellett reported that MSW's and BSW's from Title IV-E programs are better prepared for cases, score higher on competency ratings and are more sensitive to clients. While this research relied in part on MSW-trained workers self-reports, Dr. Alice Lieberman from the University of Kansas reported on research that looked at how others rate social workers'

competencies. She described a study completed by Dhooper, Royse, and Wolfe (1990) that found that state employees are rated as better prepared for their jobs if they have a social work education. The most extensive study on Title IV-E graduates was presented by Dr. Loring Jones from San Diego State University. Dr. Jones found that **Title IV-E graduates did better than non-IV-E graduates on initial hiring knowledge tests. After four years, the IV-E graduates were more likely to be employed in a child protection position** and those who were not employed directly in child welfare were still involved in the field in some capacity.

The conference concluded with identification of important research questions to be addressed. The University of Minnesota School of Social Work, the Gamble-Skogmo Chair in Child Welfare and Youth Policy and the Center for Advanced Studies in Child Welfare will be actively involved in following up on these issues. [CW](#)

Dhooper, S. S., Royse, D. D., & Wolfe, L. C. (1990). Does social work education make a difference? *Social Work*, 35(1), 57-61.

Child Welfare Scholarship

CASCW administers a scholarship available to students who are committed to improving the quality of public (county or state) services to children and families. If you plan to apply to the University of Minnesota's School of Social Work MSW or Ph.D. program and are interested in obtaining more information on the scholarship, the application process, the child welfare curriculum, and post-graduation employment requirements, please contact Karen Moon by email at kmoon@che.umn.edu or by phone at (612) 625-8121.

We are always pleased to share news from the alumni of the IV-E Scholars Program about their contributions to child welfare. In this issue we have news about seven Alumni who are improving child welfare. Please send news of your current activities to CASCW by phone (612) 625-8121 or by email at: kmoon@che.umn.edu.

On November 22, **Richard Coleman** was honored at St. Paul's Martin Luther King Center in recognition of his recent promotion to Manager, Child Protection Services, Ramsey County Human Services. Richard is the first African-American manager in the agency's history.

In October, **Stephanie K. (Backstrom) Cooper-Lewter** began a new position as President/CEO of Big Brothers Big Sisters of Greater Columbia, Inc. (South Carolina). Ms. Cooper-Lewter is also an adjunct faculty member at Columbia College.

Belated congratulations to two IV-E alumni who received promotions last spring and who are both employed at Hennepin County Children, Family, and Adult Services. **Tina Curry** was promoted to Unit Supervisor in the

Children's Developmental Disabilities area. **Terryl Gordon** was promoted to Unit Supervisor in Child Protection.

Philip Larkins is currently co-chairing The Alliance, an interdisciplinary effort of the family services and children's mental health collaboratives in Hennepin County. These collaboratives work together to improve the healthy development of all families and bridge gaps in the five county-wide priority areas: physically & mentally healthy children and adults, safe & stable individuals, families & communities, early childhood & school-ready children, success in school, and positive social behavior in youth. To accomplish these goals, special consideration has been given to the following types of efforts: planning that builds capacity & leverages other community resources; piloting best practices & transitioning best practices to support within local communities or institutions; resource development to provide ongoing support for proven efforts & programs; and technical assistance for planning & evaluation.

Marilyn Seifert and **Cindy Boman** (current MSW - IV-E student) were recently featured in *The Drummer* (a Wright County publication) for their work on the Courage to Care Council (CTCC). CTCC was formed in 1990 with money from The Children's Trust Fund. Marilyn and Cindy are among thirteen interdisciplinary Wright County professionals who serve on this local child abuse prevention council. The group has raised awareness of the need for child abuse prevention by holding

workshops on such topics as anger management and conflict resolution. They have also provided monetary aid to other local efforts, including The Crisis Nursery of Wright County, Parenting through Divorce, Rivers of Hope, as well as early childhood education and youth programs.

Ann Turnlund has relocated to Phoenix, AZ to work as a Child Welfare Specialist for the State of Arizona, Department of Economic Security. Her primary role is to assure that children in foster care with disabilities (such as autism, mental retardation, or cerebral palsy) are provided with the same opportunity for permanence as all other children who enter the system. Ann also coordinates child welfare training for the Division of Developmental Disabilities case managers and enhances the training and support available for foster and adoptive parents throughout the state.

Other Alumni Updates

Katherine Luke, MSW alumna and former CASCW graduate assistant, was one of two authors chosen for the *Child Welfare* journal's student manuscript competition. Katherine's article, "Mitigating the Ill Effects of Maternal Incarceration on Women in Prison and Their Children," can be found in volume LXXXI, #6, November/December, 2002. Katherine is currently the Research Coordinator at WATCH in Minneapolis.

205 Peters Hall
1404 Gortner Avenue
Saint Paul, MN 55108
(612) 624-4231



Now Available

Publications

Here is a list a recently published works from CASCW. Past issues of *Child Welfare News* and other publications are available on our web site at: <http://ssw.che.umn.edu/cascw>.

Debating the Options for Adolescents at Risk: Can We Safeguard the Interests of Endgangered Adolescents?

Highlights from the forum held on December 5, 2002

Practice Notes #12

Family Group Decision Making: Incorporating Family Strengths, Concerns, and Resources in Developing a Safety Plan

If you are not on the *Practice Notes* mailing list, please call our office at (612) 624-4231.

New Resources

Here are a few of the recently acquired items now available in the Child Welfare Resource Center, located in 205 Peters Hall. The Child Welfare Resource Center is available to anyone.

Cohen, N.A. (ed.) (2000). *Child welfare: A multicultural focus* (2nd ed.). Needham Heights, MA: Allyn and Bacon.

Davis, M. (ed.) (2000). *The Blackwell encyclopedia of social work*. Malden, MA: Blackwell Publishers, Inc.

Mather, J.H. & Lager, P.B. (2000). *Child welfare: A unifying model of practice*. Stamford, CT: Brooks and Cole, Inc.