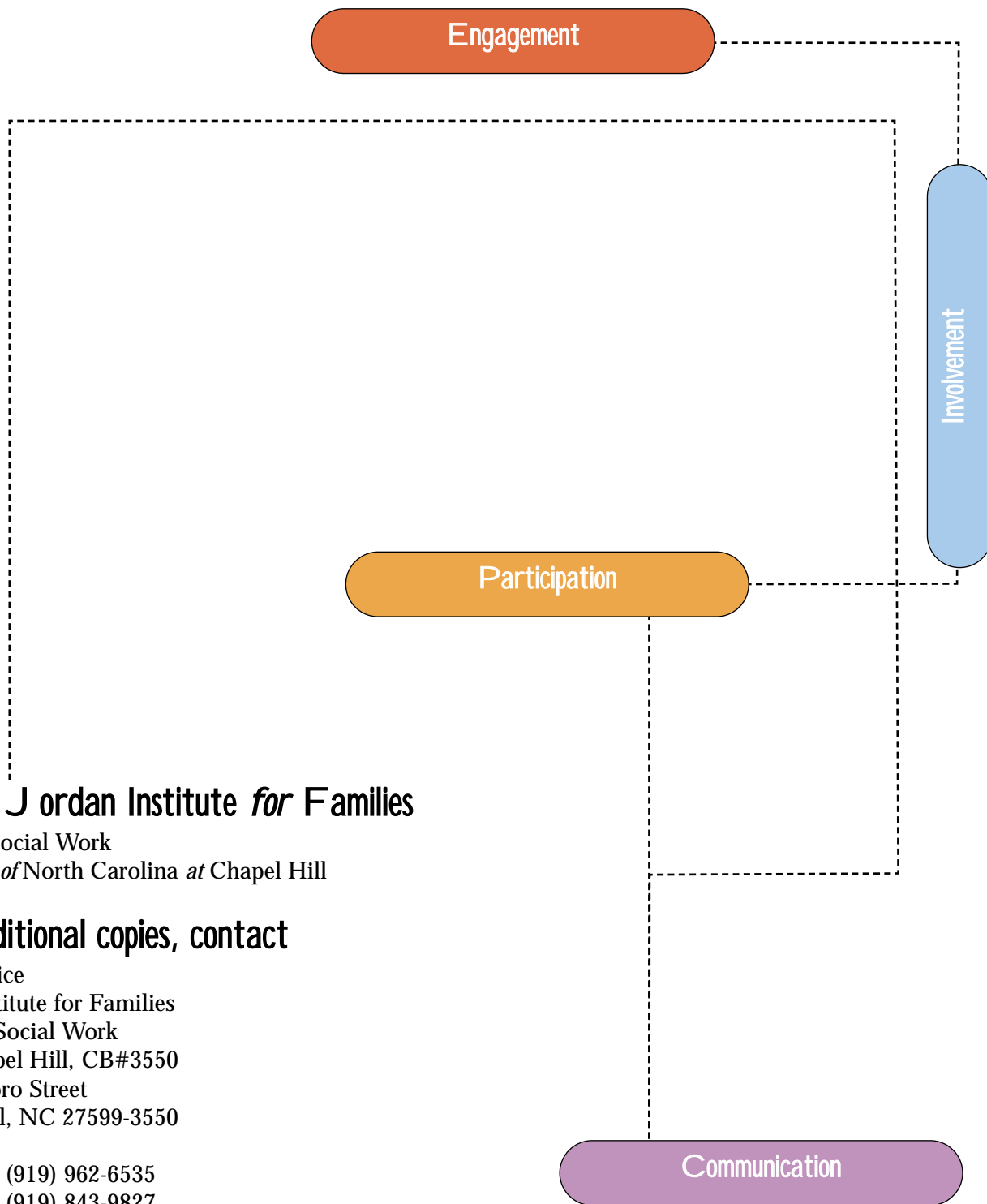




The UNIVERSITY *of* NORTH CAROLINA *at* CHAPEL HILL
SCHOOL *of* SOCIAL WORK

*Jordan
Institute
for
Families*

ANNUAL REPORT
2001–2002



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School of Social Work
University of North Carolina at Chapel Hill

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Everyone has a family.

Family members may be related or not. They may be single parents raising children—alone or with friends, with partners or with relatives. They can be adults of all ages without children. They can be grandparents raising grandchildren. By choice or by chance—kin or not—they are the relationships and bonds we form. And they are all families.

From the Director

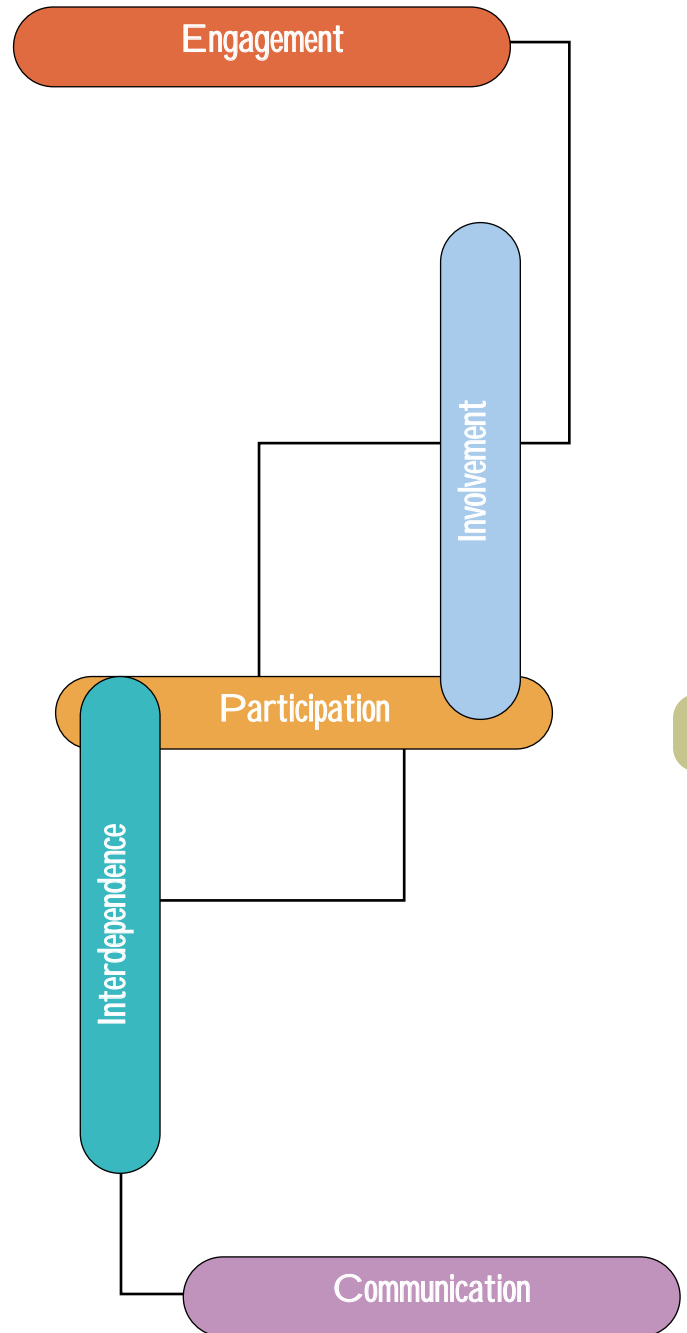
Families are changing. The two-parent, two-child household no longer describes a “typical” family. Families today come in all shapes and sizes. They can be singles that choose to have children; couples that choose to be childless; stay-at-home dads; same-sex couples; grandparents raising grandchildren; and blended families with various custody arrangements. The permutations are infinite.

But however families are structured, they need support. And by many accounts, families today are struggling. A Jordan Institute report on data from the North Carolina Family Strengths Index shows that overall family strength has been slowly eroding since 1997. North Carolina families with annual incomes under \$20,000—13% of the 1,168 families surveyed—are especially fragile. In addition to predictable economic difficulties, these families tend to have weak internal family communication patterns and social support networks, key ingredients to family success.

Research shows that all families stay healthy through connections among their members and with a caring community. When a family’s ability to solve problems weakens, they need others they can turn to for help. Partnering with families, communities and other organizations, the Jordan Institute and faculty at the School of Social Work are working to understand and facilitate the help that families need.

I am pleased to present the Jordan Institute’s *Annual Report* for 2001–2002. Highlighting more than 30 projects—funded by state and federal agencies and private foundations—and describing the Institute’s philosophy of engaging families and communities in the search for solutions, this report is evidence of our vision for strong families. Diverse in approach, these projects have one common goal: to strengthen family ties among family members and between families and their communities.

Nancy Dickinson, MSSW, Ph.D.
March 2003



Our Mission

The Jordan Institute develops knowledge and promotes practices and policies that build supportive families and stable communities. Addressing family issues across the lifespan, the Jordan Institute brings together experts—including families themselves—to develop and test policies and practices that strengthen families and empower communities.

What do we really know about families?

What do they need to be healthy and loving—better able to overcome life’s challenges? How are families changing? And are the professionals and policy makers of today taking the right actions to support the families of tomorrow? Our world is changing; we need answers.

From community projects in rural North Carolina to child welfare programs in Romania, School of Social Work faculty through the Jordan Institute are in pursuit of solutions. Partnering with families and communities in the search, our projects address problems across the lifespan that threaten to undermine some families—such as poverty, abuse, mental illness, school failure, substance abuse—as well as challenges that confront most families, such as providing for aging family members and caring for young children.

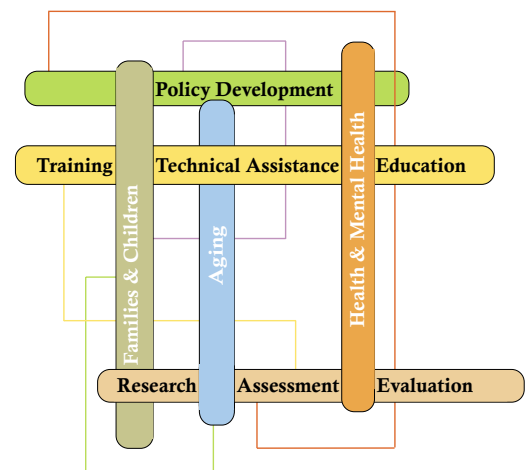
The Jordan Institute believes that strong families are the foundations of happy and fulfilling lives and stable and caring communities. In response, our projects provide:

- ① Training for practitioners in child welfare, aging, mental health, substance abuse, and juvenile justice
- ② Research on school success, substance abuse, violence prevention, children and adolescents in the child welfare system, adolescent development, and the quality of care for the elderly
- ③ Technical assistance for mental health and welfare reforms, juvenile crime prevention, closing the achievement gap, and promoting community-based services for families

country and to mankind is to bring up a family. —George Bernard Shaw

rendered by anybody to this

Perhaps the greatest social service that can be



Engaging the Community

Engaging families and communities in the search for answers is the cornerstone of our approach. Engagement is a philosophy of partnering with families and communities to learn their needs, instead of simply deciding what's best. It's a philosophy where families and communities inspire research, and research inspires community practices and policies. And it's a philosophy the Jordan Institute embraces.

Our philosophy represents a shift from the traditionalism of public service to the reciprocity of public engagement—instead of a one-way street, it's a two-way avenue. Institute projects partner with organizations, communities and families to engage in interdisciplinary research, train practitioners and community leaders, and collaborate with policy makers and legislators.

Cutting across traditional disciplinary lines, the Jordan Institute is a conduit partnering scholars and researchers from complementary fields. This interdisciplinary approach—combined with our philosophy of engagement—leads to rich and relevant research and training and ensures that we make substantive and systemic contributions to policy and practice.

8

atmosphere where individual differences are appreciated

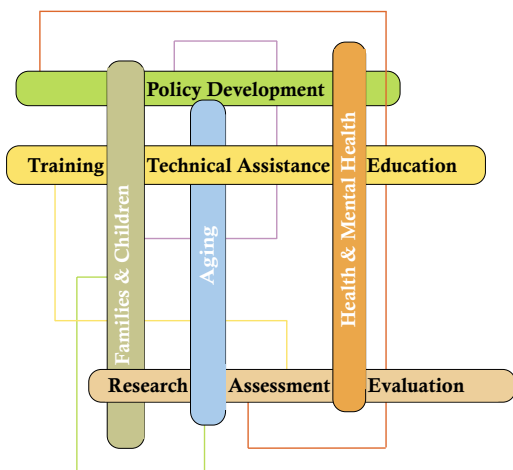
Feelings of worth can flourish only in an

mistakes are tolerated, communication



is open, and rules are flexible—the kind of atmosphere that is

found in a nurturing family. —Virginia Satir



Communities that Care ■

At each Communities That Care training, trainers Ron Mangum and Jim Palmer start off with the river story.

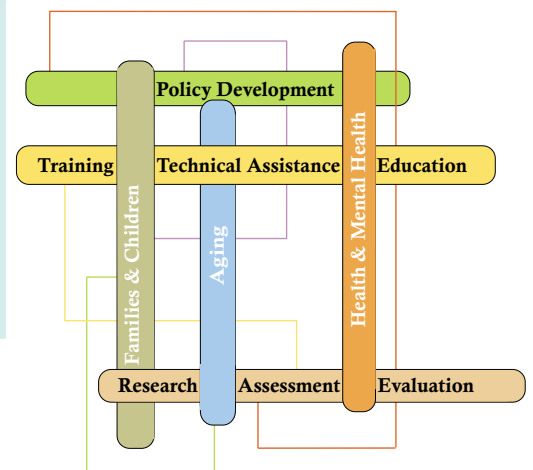
As the story goes, a man and woman spy a child drowning in a river and rescue it. Then they see other children drowning and rescue them. Before long they see the cause of the problem—a soccer field on a cliff that overhangs the river, and they build a fence to keep children from falling in. “We use that story to illustrate the difference between prevention and treatment,” Palmer says.

An emphasis on prevention is the reason the Jordan Institute adopted the Communities That Care curriculum for North Carolina. Spurred by the Juvenile Justice Reform Act of 1998, the NC Department of Juvenile Justice and Delinquency Prevention (DJJDP) required each county to form a Juvenile Crime Prevention Council (JCPC) to coordinate comprehensive, research-based, multidisciplinary services and programs for juvenile delinquency prevention, intervention and rehabilitation. To engage counties in the planning process, the DJJDP awarded the Jordan Institute a grant to train JCPC participants how to develop strategies to respond to the needs of juvenile offenders and those at risk of delinquency.

Using a combination of games, group activities and assessment tools, the curriculum—developed at the University of Washington, Seattle—encourages participants to assess community risk factors and needs, and leads them to identify their county’s existing resources and future needs for prevention, intervention and rehabilitation. People from all levels of the community have attended the trainings. “We get judges, district attorneys, chiefs of police, mayors and the general public,” Mangum said.

Using data on community indicators of risk provided by another Jordan Institute project, Mark Fraser’s Assessing Community and Individual Risks and Needs, counties can profile individual problems of juvenile delinquency, poverty, pregnancy and other areas that contribute to juvenile crime.

“Jim and I have provided training to all 100 North Carolina counties,” Mangum said. “If we can mobilize communities to consistently provide prosocial role models with healthy beliefs and clear standards, shown through research to assist our children, then the results will be both positive and permanent.”



The Child Welfare Education Collaborative

Few jobs are as emotionally demanding as child welfare. A 1999 survey by the North Carolina Association of County Directors found, on average, a forty-four percent turnover rate in child welfare positions each year. With the time it takes for recruitment, orientation, and training, each vacancy takes about seven months to fill.

Responding to this staffing crisis in North Carolina social services, the Collaborative aims to counter high staff attrition rates within child welfare by fostering committed and knowledgeable practitioners. Established in 1999 and administered by the Jordan Institute for Families, the Collaborative is a joint effort of participating social work education programs, the North Carolina Division of Social Services, the North Carolina Association of County Directors of Social Services and the North Carolina Chapter of the National Association of Social Workers.

Initially executed at three Masters of Social Work (MSW) programs, the Collaborative was joined by three Bachelors of Social Work (BSW) programs in 2000-2001. Seven additional BSW programs and one MSW program are in the process of affiliating.

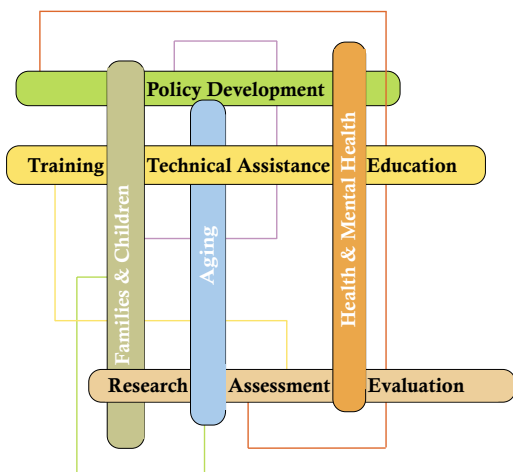
With more than 115 students currently participating, the Collaborative offers specialized training, courses, field education, and financial incentives. In turn, participants commit to work in a North Carolina public child welfare agency one year for every year or partial year support was received. A unique component of the program is that students fulfill their state-mandated, child welfare pre-service training requirements upon graduation.

Collaborative Director Evelyn Williams said, "The Collaborative has created a way for the schools of social work to work together and engage the practice community in efforts to professionalize child welfare. What we're doing has the potential to increase the quality of child welfare services."

Cara Noblitt, a recent graduate from the Appalachian State University program, said, "I've learned what the hands on work will be like, as well as the emotional part of the job. I definitely think that participating in the Collaborative helps refine practice skills," she said.

Students are not alone in their praise. Forty-three students graduated from the Collaborative in 2001 and went to work in twenty-one North Carolina counties. Director of Johnston County DSS Earl Marett employed two such Collaborative graduates.

"This is one of the best collaborations with the University system that I have ever seen," Marett said. "Workers are coming into the agency with all the required training. They know the terms, they know the responsibilities, and they know what they're getting into."



Families and Children

With a mission to strengthen families, it is no surprise that the focus of most Jordan Institute projects is families and children. In 2001–2002, faculty and staff were engaged in more than twenty distinct research, evaluation, education, training, and technical assistance projects through the Jordan Institute.

Centered on supporting families and children, these projects were wide in scope and diverse in approach. Projects focused on such issues as child welfare, juvenile delinquency, youth violence, welfare reform, school success, and substance abuse. These projects have been and continue to be instrumental in shaping policy and practice in North Carolina, throughout the United States, and abroad.

Making Choices

After realizing that some children get into trouble as a result of peer rejection, School of Social Work Professor and Jordan Institute Researcher Mark Fraser developed Making Choices, a program that teaches elementary school children social skills and helps them learn how to regulate their emotions.

Making Choices has been used by YMCAs, Boys' and Girls' Clubs, churches, after-school programs and mental health centers across the country. Initially developed to help children who are defiant, disruptive and having difficulty making friends and getting along with others, Making Choices has evolved into an innovative program to help all children solve problems and interact successfully with peers and adults.

Two North Carolina schools are working with the Making Choices Program in their third-grade classrooms—North Chatham Elementary School and Siler City Elementary School. Both schools have been affected by rapid growth and recognized the need to be responsive to changing community needs.

Implementing the program involves engaging principals, teachers, school counselors, and school social workers in the research effort so they can use the Making Choices problem solving framework everyday. The teachers are involved in a brief training, and a Making Choices specialist works in the classroom with the children for an hour a week.

“We have promising data that this program helps kids have good social contact and competency—factors that are related to academic achievement—as well as reduced aggression with peers,” Fraser said. “Feelings of rejection in early childhood has the potential for becoming a major risk factor in youth violence.”

Assessing Performance in Work First

Work First—the most recent incarnation of public assistance—took effect in North Carolina in mid 1996. While the success or failure of so-called welfare reform is hard to measure, Dean Duncan, clinical associate professor and Jordan Institute researcher at the School of Social Work, and his colleagues are trying to do just that.

Using statistics from North Carolina’s Department of Health and Human Services, Division of Social Services, the team is tracking everyone who has received public assistance in North Carolina since 1995. The researchers have created a database—containing information on about 340,000 families and 880,000 individuals—to track the number of families entering the program, how long they stay on assistance, and whether or not they return to assistance rolls after leaving.

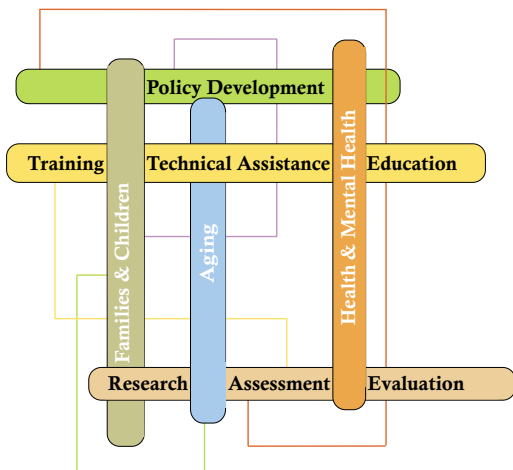
Because Work First is administered at the county level, it was important to extend performance data to local offices so they could track the effectiveness of their individual programs. It quickly became clear that the Web was the most effective way to achieve this, which resulted in the Work First Web site.

The Work First site allows county and state employees, advocacy groups, the news media, individual citizens and other interested citizens to access program data by county. Users can create charts and tables on demand to view caseloads by race, age, number of children and other attributes. The charts can depict data at a single point in time, or since the program’s inception.

The numbers point to some positive trends. For instance, contrary to popular belief, most families in North Carolina do not stay on public assistance for long periods of time. The average length of assistance is six to eight months, Duncan said, and the longer a family stays off the program, the more likely it is that the family will remain independent.

So, is Work First a success? “I believe it is still too early to tell,” Duncan said. “We don’t know what the outcomes will be for the families that have left the program, and I think that is the true test.”

—Adapted from articles in the University Gazette and SAS.Com magazine.



Interdependent Living Project

Every year, about 20,000 youth between the ages of 18 and 21 “age out” of the foster care system. While the transition to adulthood is often a challenging time, the hurdles are especially high for youth in foster or group care.

In October 2000, the U.S. Children’s Bureau awarded a three-year grant to the Jordan Institute to develop training for child welfare practitioners to work with youth transitioning out of foster care. In partnership with the Southeastern Network of Youth and Family Services, the Jordan Institute is producing, delivering and evaluating a curriculum to train child welfare workers in eight southeastern states. The curriculum is called the *Interdependent—rather than independent—Living Curriculum* because of its focus on providing youth the motivation and skills to engage a support system that will help them to sustain their ongoing success and well being.

One of the unique features of the project is that youth are actively participating as partners throughout each phase. On the project’s eight-state Advisory Committee are adolescents who have left or remain in the foster care system, in addition to administrators and child welfare workers.

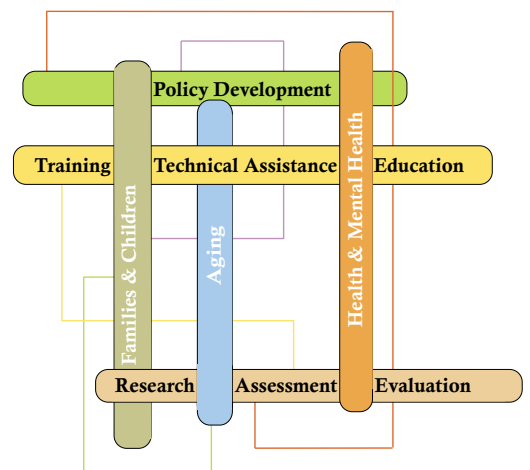
Project Director Gary Sanford says young people are key to the success of the Curriculum. “The old school of thought is that adults should impart wisdom to adolescents,” he says. “Yet we need to give young people the opportunity to experience things themselves and support them in that experience. They should be actively participating in their community, and they should have the opportunity to participate at the table.”

The bond that links your true family is



not one of blood, but of respect and joy in each other's life.

—Richard Bach



Families and Children Projects

Assessing Community & Individual Risks & Needs ■ ■

07/01/01–06/30/03—NC Governors Crime Commission

Mark Fraser

Working closely with the NC Department of Juvenile Justice Delinquency Prevention, this project continues to support Juvenile Crime Prevention Councils (JCPCs) and the Juvenile Court by improving tools for assessing the treatment needs of adjudicated youth.

Assessing Performance in Work First (Continuation) ■ ■

07/01/01–06/30/02—NC Department of Health and Human Services, Division of Social Services

Dean Duncan

This project continues to develop and maintain a set of analysis files that track the experiences of Work First participants longitudinally, as well as report and analyze these findings for the NC Division of Social Services.

Child Welfare Education Collaborative (Continuation) ■ ■

07/01/01–06/30/02—NC Department of Health and Human Services, Division of Social Services

Evelyn Williams, Nancy Dickinson

Responding to the staffing crisis in NC social services, the Collaborative aims to counter high staff attrition rates within child welfare by fostering committed and knowledgeable practitioners. The Collaborative offers specialized courses, training, field education and financial incentives to social work students at six NC universities. In turn, participating students commit to work in a NC county public child welfare agency.

14 Child Welfare and Protection Project ■

07/01/00–04/15/02—USAID/World Vision

Nancy Dickinson

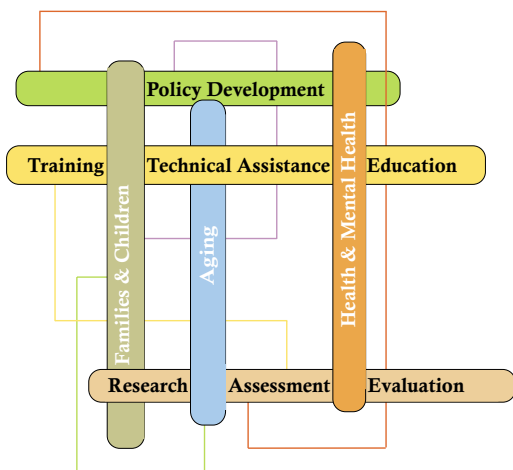
Building on its relationship with World Vision, the Jordan Institute is developing advanced training curricula and training trainers in Romania in these curricula, as well as producing plans for a training database system and computer-based training in child welfare. The curricula are (1) *Advanced Supervision and Management in Child Welfare Practice*, and (2) *Community Social Work and Community Development: Improving Outcomes for Children and Families*.

Communities That Care: NC Risk-Based Prevention and Intervention ■ ■

01/01/01–06/30/02—NC Department of Juvenile Justice and Delinquency Prevention

Nancy Dickinson

A collaboration involving the Jordan Institute, the NC Department of Juvenile Justice and Delinquency Prevention (DJJDP), and the Governor's Crime Commission, this project provides technical assistance and consultation to DJJDP personnel and Juvenile Crime Prevention Councils (JCPCs) throughout North Carolina. The project assists local JCPCs as they bring community stakeholders together in formulating and implementing a local comprehensive strategy for juvenile delinquency prevention and intervention.



Designing, Planning and Evaluating the Samarcand Residential Substance Abuse Treatment for Adolescent Females ■ ■

04/01/01–03/31/03—NC Department of Juvenile Justice and Delinquency Protection

Amelia Roberts, Ray Kirk

Bringing together a battery of professionals—experts in institutional care, alcohol and drug abuse treatment, curriculum development and training delivery, information systems design and programming, and longitudinal population research and evaluation—this project works with the NC Department of Juvenile Justice Delinquency Prevention to design and implement a comprehensive substance treatment program for incarcerated female adolescents.

Evaluating Foster Parent Recruitment and Retention in Boston ■ ■

03/01/01–12/31/02—Casey Family Program of Seattle

Lynn Usher

Tapping into the expertise of Social Work faculty and staff, this project tracks child welfare outcomes by developing a data management process and provides technical assistance to create longitudinal data files.

Evaluating the Impact of Organizational Learning and Knowledge Management on Social Services ■ ■

04/01/01–03/31/04—United States Israel Bi-national Science Foundation

Dennis Orthner

This project evaluates organizational learning models—systematic efforts to create, acquire and transfer practice knowledge throughout organizations. Research objectives are to (1) assess patterns of implementation of organizational learning in social services, (2) evaluate and determine outcomes for clients and agency staff when organizational learning models are successfully implemented, and (3) develop recommendations for policy makers and program development.

Evaluation of Intensive Family Preservation Services (Continuation) ■ ■

07/01/01–06/30/02 NC Department of Health and Human Services, Division of Social Services

Ray Kirk

This project provides the North Carolina Division of Social Services with technical assistance, software development, and training and support for North Carolina's Family Preservation Services program.

Evaluation of the Title IV-E Waiver Demonstration in NC (Continuation) ■ ■

07/01/01–06/30/02—NC Department of Health and Human Services, Division of Social Services

Lynn Usher

This project evaluates the effectiveness of demonstration projects in 19 NC counties focused on reducing (1) the number of children entering out-of-home care, (2) the length of stay for children in out-of-home care, and (3) the re-entry rate of children to the child welfare system after having been reunified with their families or having been permanently placed.

Family Advocacy Project ■

04/01/01–03/31/02—Triangle Community Foundation

Irene Zipper

Families want and need the skills to advocate for themselves and their children. Through the Family Advocacy Project, participants learn advocacy skills and receive support to use such skills for self-empowerment.

Making Choices: A Social Development Program ■

09/01/01–08/31/03—National Institute of Drug Abuse

Mark Fraser, Maeda Galinsky, Paul Smokowski

Designed to address developmental risk factors associated with youth violence, the Making Choices intervention program consists of two elements: Making Choices and companion program, Strong Families. Making Choices is developing and pilot-testing a youth violence prevention program for third grade children in a high-risk rural community. Strong Families reinforces Making Choices by involving children's caregivers to design specific home and school behavior plans.

National Survey of Child and Adolescent Well Being ■ ■

10/01/97–09/30/03— US Department of Health and Human Services, Children's Bureau

Richard Barth

The first Congressionally funded study of child abuse and child welfare, this project is collecting data for longitudinal studies on child and family outcomes as related to family characteristics, community environments, child welfare systems, and other variables.

NC Family and Children's Resource Program (Continuation) ■

07/01/01–06/30/02—NC Department of Health and Human Services, Division of Social Services

Gary Nelson

Through training and technical assistance, the Family and Children's Resource Program supports county social service providers to deliver systematic, high quality services.

Safe Start Evaluation Assistance ■ ■

10/01/01–10/31/05—Chatham County Partnership for Children

Dennis Orthner

The Office of Juvenile Justice and Delinquency Prevention awarded a five-year grant to the Chatham County Safe Start Initiative to design and demonstrate an effective model to (1) reduce children's exposure to violence, and (2) reduce the impact of violence on the children who experience it. The Jordan Institute has provided technical assistance to the Initiative, and is currently involved in evaluating the efficacy of the service model.

School Success Profile ■ ■

07/01/01–10/31/02—Knight Foundation

Jack Richman, Gary Bowen

The School Success Profile is a self-assessment profile for middle and high school students who have been identified as "at-risk" of school failure. Administered by school officials and scored by the SSP team, the SSP was developed in partnership with Communities in Schools (CIS), the largest drop out prevention program in the United States.

School Success Profile—Drug Abuse Prevention Screening Tool ■ ■

07/01/01–10/31/03—Flying Bridge Technologies, and National Institute on Drug Abuse

Gary Bowen

This project is developing a screening tool to help elementary school health and mental health service providers quickly and accurately assess students' risks and protective factors for substance abuse. By identifying and targeting known predictors, the project aims to reduce substance abuse and its negative health, social and academic consequences.

Serve on National Evaluation Advisory Team (NEAT) for Making Connections ■

07/01/01–06/30/02—Annie E. Casey Foundation

Charles Usher

Focused on disadvantaged neighborhoods in 11 cities across the United States, Making Connections represents a 10-year strategy for improving outcomes for families and children. Dr. Usher serves on the National Evaluation Advisory Team for the initiative, providing advice and consultation on the design and implementation of resident surveys and self-evaluation strategies in each city.

Technical Assistance in Self-Evaluation in Family-to-Family ■ ■



01/01/01–12/31/03—Annie E. Casey Foundation

Charles Usher

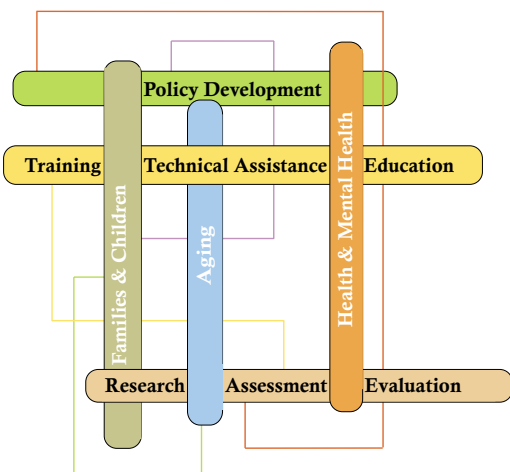
A team of faculty and staff from the Jordan Institute is providing technical assistance to agencies and community partners involved in the Family-to-Family initiative to help increase their capacity for self-evaluation.

The Development and Support of the NCACDSS Web Pages ■

07/01/01–06/30/03—NC Association of County Directors of Social Services

Laura Zimmerman

Utilizing the expertise of Social Work faculty and the staff of the Human Services Smart Agency, this project helps the NC Association of County Directors of Social Services build and maintain its website.



Training of Child Welfare Practitioners to Work Effectively with Youth Transitioning Out of Foster Care Through the Federal Independent Program (Interdependent Living Project) ■ ■

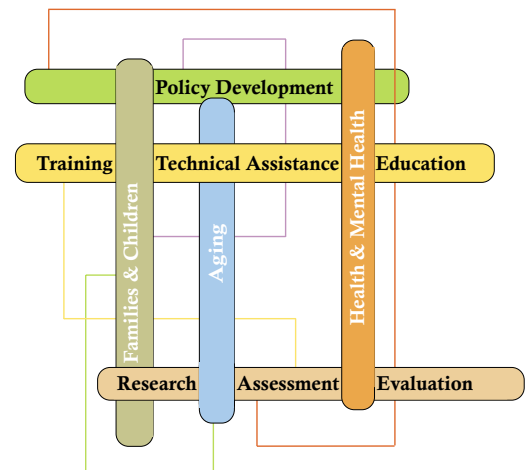
10/01/00–09/30/03—US Department of Health and Human Services, Administration for Children and Families
Nancy Dickinson

A joint effort of the Jordan Institute and the Southeastern Network for Youth and Family Services, this project focuses on developing, pilot testing, implementing and evaluating a competency-based training curriculum. The curriculum is designed to help public child welfare staff strengthen their skills to work with older youth (ages 16–21) in foster care and/or independent living programs. One of the unique features of the project is that youth are active participating partners throughout each phase of the project.

There is no doubt that it is around the family and the home that all the greatest virtues, the most dominating virtues of human society, are created, strengthened and maintained.



—Winston Churchill



Aging

Our society is in a state of flux. Americans over the age of 85 are the fastest growing segment of our population. As the leading edge of the baby boomer generation prepares for retirement, another wave is quickly approaching. And with advances in health care, life expectancy has increased dramatically. The time is ripe for making substantive contributions in aging research and policy.

The Jordan Institute is answering the call. Working to improve the health and well being of older adults through research, education and training, Jordan Institute projects are involved in a variety of outreach and engagement activities. Projects range from training adult services practitioners, to studying the hunger and nutritional risks of homebound older adults in the rural South, to analyzing the quality of care of elderly in assisted living situations, to helping the North Carolina Division of Aging and local communities shape policy and practice.

Food, Insecurity and Hunger Among Home Bound

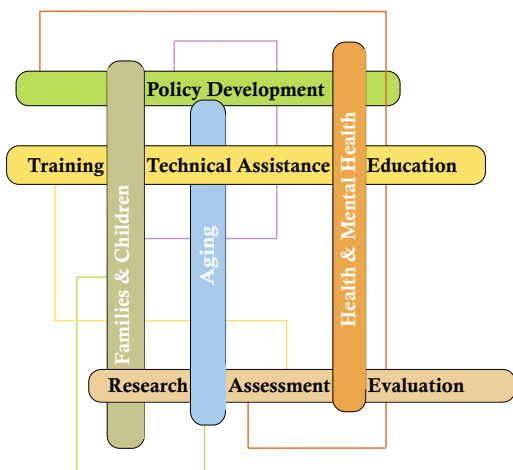
Older Adults in the Rural South

As North Carolina faces dwindling federal funds and drastic budget shortfalls, the waiting lists for home-delivered meals for older adults grow longer and longer. Until now, however, little has been known about those who are on the waiting lists and how they survive while waiting for services.

At the urging of Dean Burgess, director of the Northwest Piedmont Council of Government, Area Agency on Aging, School of Social Work faculty member and Jordan Institute researcher Mary Anne Salmon began looking for answers. With a grant from the Southern Rural Development Center, Salmon collaborated with a team of local service providers to identify and interview people on waiting lists for home-delivered meals in the Winston-Salem vicinity.

The team found that the average age was 77 and slightly more than 75 percent were women. Nearly 35 percent of those interviewed were African American, 71 percent were living alone, and almost half were at or below poverty. Just under a quarter were living rural areas, 13 percent lived in small towns, and the remaining 62 percent resided in urban settings.

Some 96.3 percent of those interviewed were at high nutritional risk by the standards of the NSI DETERMINE checklist, a nationally used tool for screening nutrition clients. More than a third reported that they had not consumed any fruit or fruit juice the day before the interview, and 41.2 percent had not consumed any non-starch vegetables. In fact, 14.1 percent had consumed neither fruits nor vegetables, while 42.6 percent had consumed no milk or calcium-rich products. More than half of the interviewed sample (55.2 percent) was overweight, obese, or very obese.



Aging Projects

Center for Aging Research and Educational Services (CARES) (Continuation) ■ ■

07/01/01–06/30/02—NC Department of Health and Human Services, Division of Social Services, Division of Aging
Gary Nelson

The mission of CARES is two-fold: assisting the NC Department of Health and Human Services, Division of Social Services, and assisting the Division of Aging. CARES supports the work of DSS by providing training, consultation, technical assistance, and applied research and development for Adult Services social workers and administrative staff. CARES assists the Division of Aging and local communities in shaping policy and practice to improve the lives of older adults and Adult Services practitioners.

Collaborative Leadership Training in Aging: Inspiring the Next Generation of Social Workers ■

09/01/01–06/30/03—The Hartford Foundation

Denise Gammonley, Linda Rahija, Sheryl Zimmerman

Addressing the School of Social Work's objective to increase enrollment in the aging field of practice and to enhance aging content in foundation courses, this project collaborates with students, faculty, aging service providers, field instructors and statewide organizations to develop a plan and process for enriching the geriatric curriculum.

Food, Insecurity and Hunger Among Home Bound Older Adults in the Rural South ■ ■

10/01/01–09/30/02—The Southern Rural Development Center

Mary Ann Salmon

Susceptible to hunger and poor nutrition, homebound older adults are often unable—due to physical or cognitive limitations—to obtain and prepare meals for themselves. This project studies the hunger and nutritional risks of this vulnerable population.

Quality Assisted Living for the Elderly ■

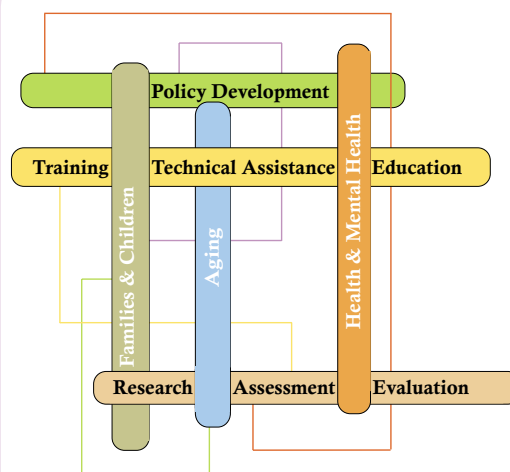
07/01/01–06/30/06—National Institutes of Health/National Institute of Aging

Sheryl Zimmerman

Nearly three million older persons are housed in long-term care settings. Until recently, most resided in nursing homes, but Residential Care/Assisted Living (RC/AL) facilities have been proliferating as alternatives. Despite the prevalence of RC/AL facilities, research data in this area are sparse. This project examines the structure and process of care across RC/AL facilities in an attempt to define quality as it relates to resident outcomes.

While waiting for home delivered meals, meals and groceries provided by family and friends were the primary sources of food, accounting for an average of 14.3 meals per week. Adult children were, by far, the most frequent providers of food. While 56 percent reported that they did not always have enough money to buy food, very few participated in public programs such as food stamps and commodities programs. More than 40 percent of those interviewed were still waiting for home-delivered meals approximately 6 months later, while 22.7 percent were receiving them.

Salmon presented these findings at the North Carolina Conference on Aging and is in the process of writing a policy brief for legislators. "It is imperative for home-delivered meals programs to identify and find alternative ways of serving those people who have few or no family members and friends willing and able to help them," Salmon said.



Health and Mental Health

Health and well being are critical to the success and function of families. Research indicates that one in five people suffer from mental illness. Physical and mental health issues pose a prevalent and real threat to families' cohesion and sustainability. For these reasons, the Jordan Institute is working to intervene and find solutions.

The Jordan Institute reaches out to North Carolina communities by providing educational materials and trainings to help diagnose and treat mental illnesses. Recent topics include developmental disabilities; schizophrenia; dual diagnoses; and antisocial personality disorders. School of Social Work faculty and Jordan Institute researchers and trainers persevere in the hope of providing the public with successful interventions and solutions.

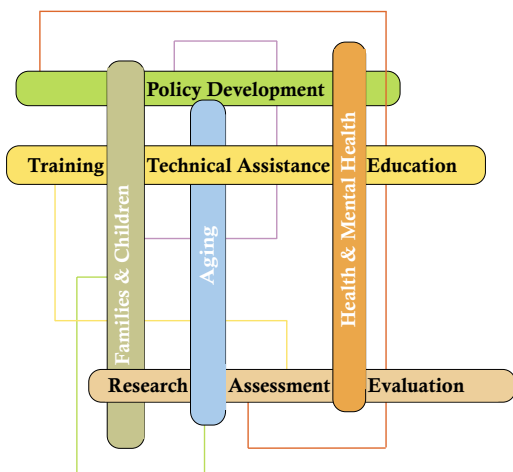
The ADE Project ■

When the mug shot of a bruised, swollen prostitute's face was shown at a meeting of the School of Social Work Advisory Board, the room collectively winced. Former Assistant Professor Elizabeth Arnold and Detective Ron Simmons of the Charlotte-Mecklenburg Police Department, who were giving the presentation, asked the audience what they thought had become of her. Most agreed she was probably dead.

At that moment, Gail Baldwin, the woman in the photograph, walked into the room, beautifully dressed and without any signs of physical abuse. Baldwin, who has been drug free for over four years, is a manager with a major retailer and is attending community college in the Charlotte area. She carries with her a reminder of her former life: Baldwin is HIV-positive, but thanks to appropriate medical care, she is leading a normal life.

Baldwin is committed to sharing her story to help other prostitutes. The ADE (Alternatives to Drugs via Empowerment) Project is designed to help women turn their lives around, like Baldwin has. "I want to be an inspiration," she said, "because if I can change, anyone can change—and it's easier to change if there's a place you can go for help."

In 1998 and 1999, homicide detectives investigated the deaths of five Charlotte women. Although the cases were unrelated, the women all had one thing in common: they were engaged in the high-risk lifestyle of street prostitution and/or drug abuse. During the investigations, the police department began to develop nonadversarial, cooperative relationships with female prostitutes and attempted to link them with human service agencies and treatment facilities. Arnold read about the Charlotte-Mecklenburg police department's efforts and contacted the department to offer assistance.



Health and Mental Health Projects

Alternatives to Drugs Via Empowerment (ADE) ■

08/01/01–06/30/02—Triangle Community Foundation
Kim Strom-Gottfried

A unique collaboration between the SSW and the Charlotte-Mecklenburg Police Department, the ADE project assists women who have a history of substance abuse and prostitution. Through outreach and case management services, the project helps women access services and treatment in Mecklenburg County.

Behavioral Healthcare Resources Program (BHRP) (Continuation) ■ ■

07/01/01–06/30/02—NC DHHS, Division of Mental Health/Developmental Disabilities/Substance Abuse Services
Amelia Roberts, Kathleen Rounds

BHRP seeks to meet the needs of policy makers and practitioners serving North Carolinians with serious mental illness and/or substance abuse problems. BHRP provides training, evaluation, technical assistance and consultation.

Maternal and Children’s Health, Public Health Social Work Leadership Training ■

07/11/01–06/30/02—US Department of Health and Human Services, Maternal and Child Health, Health Resources and Services Administration
Kathleen Rounds

This project is aimed at expanding and strengthening the capacity of the School of Social Work to provide leadership education for social work students and for public health social workers in the Maternal and Child Health (MCH) field. This project addresses the lack of MCH and public health content in MSW programs at a time when the need for such training is critical due to major changes in health and social welfare systems.

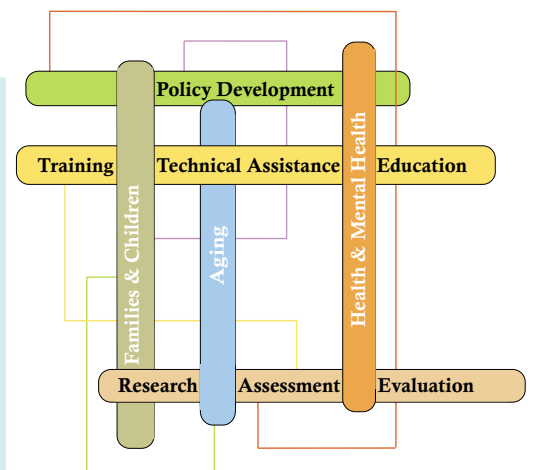
Teen Pregnancy Prevention Initiatives ■ ■

07/01/01–06/30/02—NC Department of Health and Human Services, Division of Public Health
Richard Barth, Kathleen Rounds

This project evaluates the NC Adolescent Parenting Program. Project activities include developing a web-based data collection tool, interviewing program participants, and analyzing historical data on pregnancy outcomes and repeat pregnancies.

Under the leadership of Arnold and Simmons, the School of Social Work and the police department established the ADE project. Arnold noted, “One of the unique things about ADE is that it involves collaboration between a school of social work and law enforcement—a new type of partnering that is not typically seen in community-based efforts such as this one.”

Speaking of her experience and the help she received, Baldwin said, “It doesn’t give you the keys to the gates of heaven, but it does help you close the gates of hell.”



About the Institute

Families change, and our understanding of them evolves. To continue learning, the Jordan Institute is involved in an array of activities that encourage dialogue and engage the School of Social Work faculty, staff and students; social workers and practitioners; community activists; and families themselves. Through lectures, continuing education trainings, and the World Wide Web the Jordan Institute is reaching out, enhancing education, and informing practice.

The Virtual Resource Community

Organized as a village of virtual buildings, the VRC was created by the Jordan Institute to be a place where social workers, scholars, policy makers, families, and other interested individuals can find and exchange information about the latest research and policies affecting families, as well as access Jordan Institute researchers and SSW faculty. The VRC is accessible at <http://sswnt5.sowo.unc.edu/VRC/index.html>.

Continuing Education

Dedicated to offering ongoing professional training for social workers and human service providers, the Continuing Education program sponsors innovative workshops and trainings throughout the year. Topics are determined through the input of faculty, alumni, and past participants. The current training schedule is available online at <http://ssw.unc.edu>.

AHEC Trainings

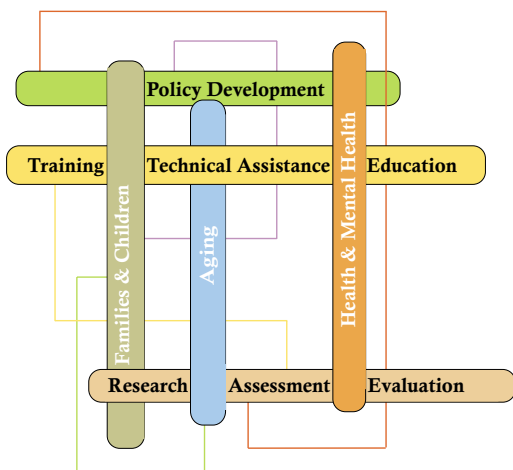
The School of Social Work through the Jordan Institute collaborates with and assists regional Area Health Education Centers (AHECs) in providing continuing education and training activities for social work, mental health and other human services personnel. The current training schedule is available online at <http://www.med.unc.edu/ahec>.

Race, Ethnicity and Culture in Research and Service

In conjunction with the Frank Porter Graham Child Development Center, the National Center for Early Development and Learning, and the School of Social Work, the Jordan Institute sponsored a lecture series addressing issues in research and services with children and families of color. The series was established to provide insights and stimulate informed debate with distinguished scholars, students, and community members.

FYI

A monthly series of lunchtime lectures and discussions for faculty, staff and students, FYI highlights the activities and findings of some of the projects of the School of Social Work faculty and the Jordan Institute.



The Virtual Resource Community

Are you concerned about the cuts North Carolina is making in human services? Would you like to find an article about a mental health issue? Or do you have a question you would like to ask a social work researcher or teacher?

Then visit a new web-based tool—the Virtual Resource Community—where you can email the General Assembly, find article and book citations, and connect with social work researchers and teachers. Created by the Jordan Institute and the UNC School of Social Work with a grant from the Smallwood Foundation, the VRC is a virtual village with a library, a government building and a community center.

The library is filled with citations of articles and books written by SSW faculty and contains links to other online libraries. The government building contains links to North Carolina and federal government agencies and includes information for action. The community center is a lecture hall—where SSW faculty showcase their research through downloadable PowerPoint presentations—and an information desk—where users can pose research-based social work questions that are then brokered to content experts.

“The intent of the VRC is to become a ‘one-stop’ resource for scholars, social workers, policy makers, families and individuals to find and share information, as well as learn how to apply the latest research to enhance their work,” said Jordan Institute Executive Director Nancy Dickinson. “Social workers and family members who share information about what they need to be better practitioners or more successful families will contribute to the engagement loop.”

The VRC is accessible at < <http://sswnt5.sowo.unc.edu/VRC/index.html>>.

When Homes Are Battlefields: Surveying the Crisis in Domestic Violence

Every minute of every day, someone is the victim of domestic violence. Which is why the Jordan Institute for Families provides continuing education programs like, “When Homes Become Battlefields: Surveying the Crisis of Domestic Violence.”

Designed for social workers and other mental health professionals who deal with domestic violence, the idea for the two-day conference came from responses to Continuing Education survey forms and input from alumni. With topics ranging from battered women to the batterers themselves, the conference provided attendees with wide spectrum of educational opportunities to help them offer more effective treatment and intervention to clients.

“This conference brought community members together to look at the difficult issue of domestic violence,” said Kathy Hodges, director of the Coalition for Family Peace and a member of the conference planning committee. “This was an opportunity to learn what is needed to move toward more comprehensive prevention and intervention services.”

Training Throughout the State

Jordan Institute Training Projects and Programs

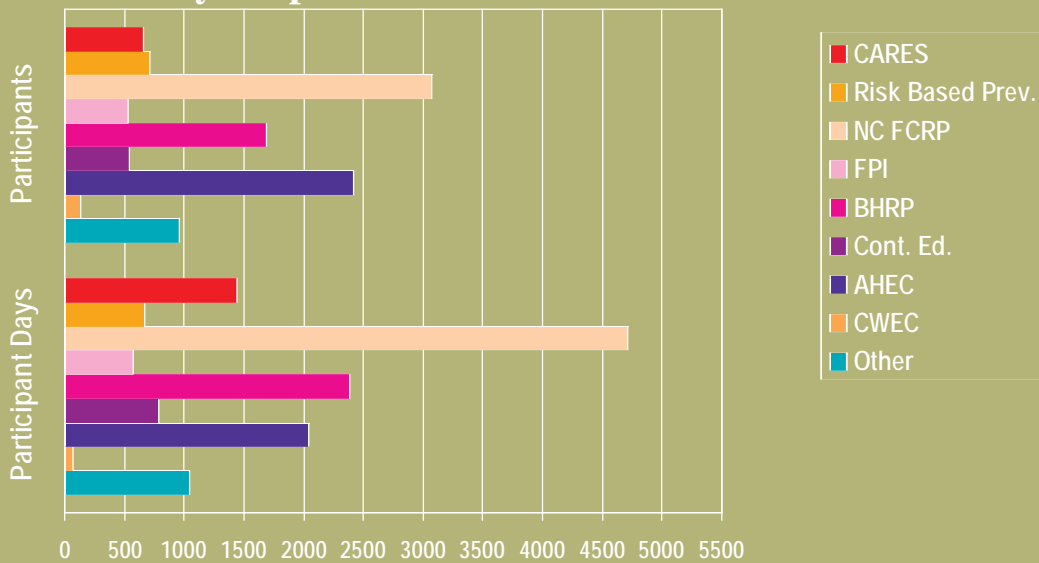
Center for Aging Research and Education Services	(CARES)
Risk Based Prevention and Intervention Project	(Risk Based Prev.)
North Carolina Family & Children's Resource Program	(NC FCRP)
Family Partnership Initiative	(FPI)
Behavioral Healthcare Resource Program	(BHRP)
SSW Continuing Education	(Cont. Ed.)
Area Health Education Centers	(AHEC)
Child Welfare Education Collaborative	(CWEC)

A total of 93 of the 100 counties of North Carolina have been represented at Jordan Institute trainings, plus 3 other states and one other country.

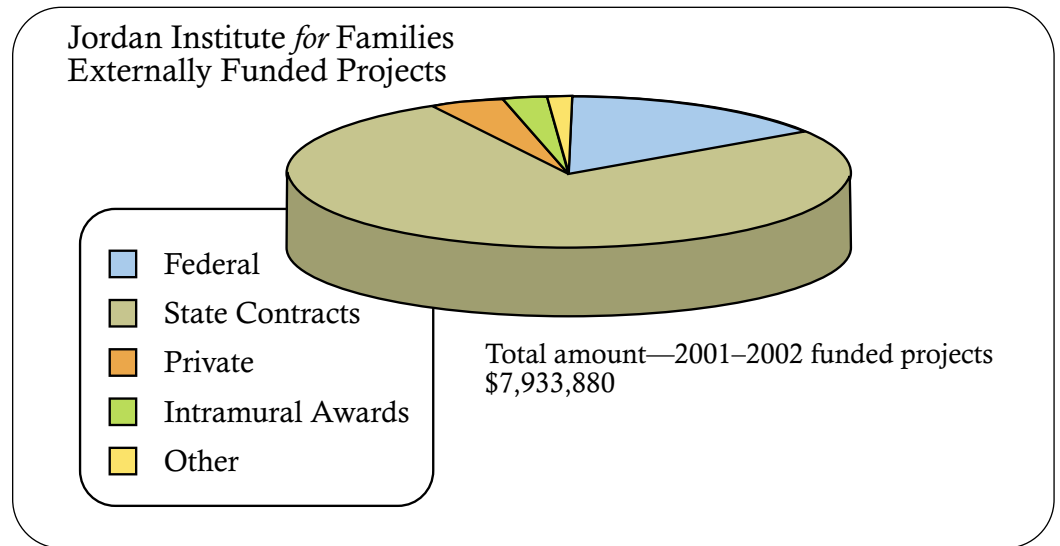
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Total Training Events	366
Total Training Days	582
Where Events Occurred	93 Counties
	3 States
	1 Country
Total number of Participants	10,216
Total number of Participant Days	13,367

How Many People Did We Train?



Our Funding



People

The heart of any successful organization is its people. The Jordan Institute is no exception. Our reputation is the culmination of committed, knowledgeable and innovative contributors. The Jordan Institute is the collective result of more than 100 researchers, trainers, and educators—many, recognized authorities in their areas of specialization. Their work is enabled and enhanced by dedicated professionals who assist with administration and communication.

Jordan Institute Administration

Nancy Dickinson	Executive Director
Cindy Justice	Administrative Secretary
Miki Kersgard	Information & Communication Specialist
Dan Farrell	Editorial Assistant
MaryBeth Rubano	Special Projects Manager
Brett Perry	Continuing Education Manager
Gary M. Nelson	Associate Director, Program Development and Training Initiatives
Dennis Orthner	Associate Director, Policy Development and Analysis
Marie Weil	Associate Director, Community Interventions
Irene Nathan Zipper	Associate Director, Family Partnership Initiatives

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Angela Jordan	Marjorie Tate
Deloris Jordan	John Turner
Larry Jordan	Fred Whitfield
Michael Jordan	

Technical Advisory Board

A Technical Advisory Board provides conceptual and methodological leadership for Institute activities. This Board consists of:

- ① Scholars from campuses in the UNC system
- ② Representatives from public and private sector organizations serving families
- ③ Scholars from higher education institutions (outside of the UNC System)
- ④ Representatives from key public and nonprofit organizations throughout the State

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Donald B. Bailey	Frank Porter Graham Child Development Institute
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Desmond K. Runyan	UNC-Chapel Hill
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Margaret Zahn	NC State University