

**North Carolina State University
College of Humanities and Social Sciences**

CENTER FOR FAMILY AND COMMUNITY ENGAGEMENT

**FIRST FIVE YEARS
2008-2013**

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CENTER FOR FAMILY AND COMMUNITY ENGAGEMENT
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1. INTRODUCTION

The Center for Family and Community Engagement is a public service and research center at North Carolina State University. In September 2008, the university's Board of Trustees approved the establishment of the center. Now that the center has completed its first five years of operation, it is timely to review the center's goals and what it has accomplished in meeting these goals and to look ahead to its future directions.

2. DESCRIPTION OF CENTER

The mission of the Center for Family and Community Engagement is to advance safe, healthy, and productive families and communities. The center fosters family-community-academic partnerships that are relevant and responsive to families and communities. The center builds these partnerships by supporting community engagement, offering training and technical assistance, and providing evaluation and research. The center works with interdisciplinary partners on the local, national, and global levels to improve family and community health and well-being.

All the work of the center concerns the scholarship of engagement, defined as:

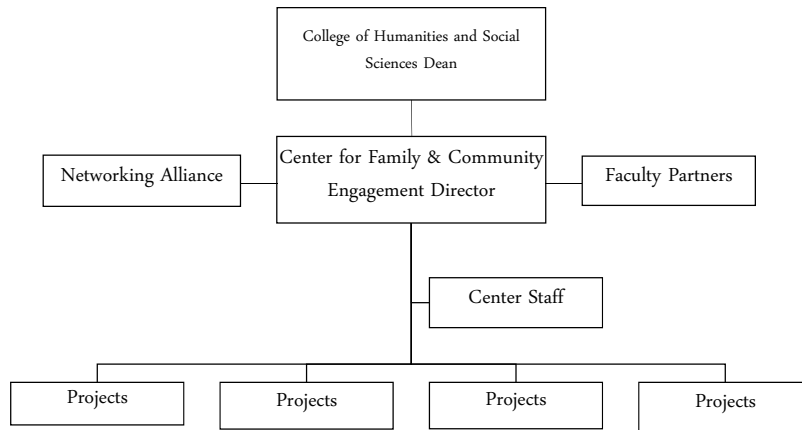
The collaborative generation, refinement, conservation, and exchange of mutually beneficial and societally relevant knowledge that is communicated to and validated by peers in academe and the community. (Task Force, 2010, p. 15)

This approach fits well within the university as a research-intensive and land-grant institution to better the lives of the people of North Carolina. See Appendix A for the center's publications and presentations.

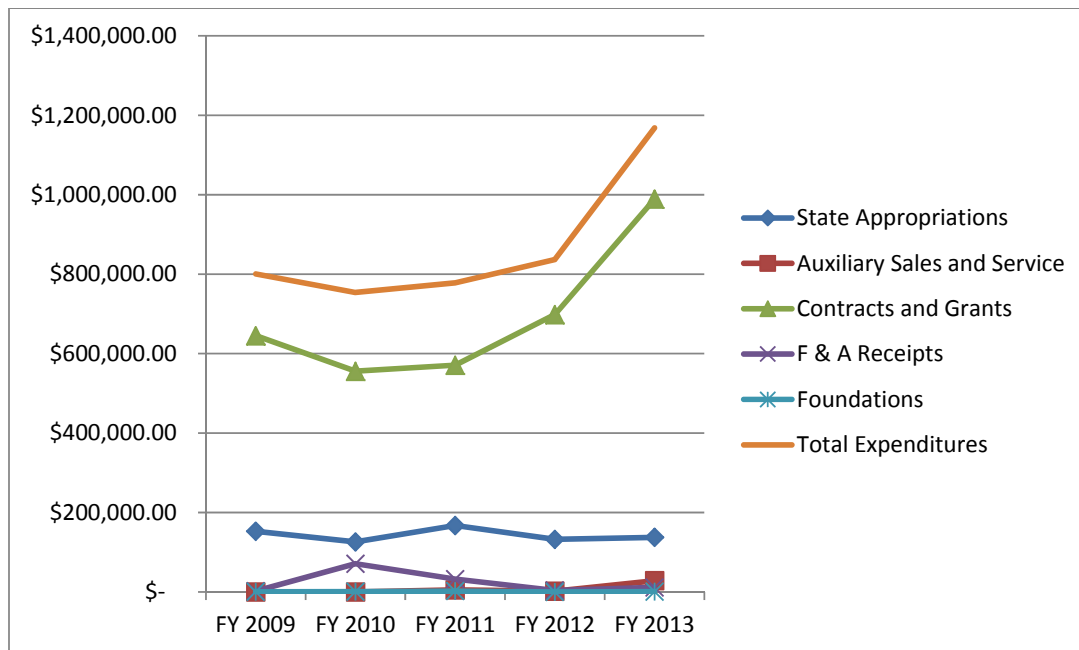
The center, based in the College of Humanities and Social Sciences (CHASS), is positioned to promote interdisciplinary collaboration on campus and with the community. These collaborations are promoted by the center's advisory council called the Networking Alliance, which has community and academic members, and by the center's faculty partners, who work on specific projects.

Center for Family & Community Engagement

August 2013



The center's revenues come primarily from contracts and grants. As seen in the figure below, expenditures from contracts and grants have risen over the five-year period. Other main sources of funds come from state appropriations and facilities & administration receipts (F&A or overhead).



A strategic goal of the university is to enhance local and global engagement through focused strategic partnerships. The center's approach and work fully aligns with this goal. The most extensive and long-term focus of the center has been engaging children, youth, and their families in decision making and planning that affects their lives. The center is now

increasingly focusing on youth leadership development and health and well-being, areas which relate to and extend beyond family engagement.

3. FOCUS: FAMILY ENGAGEMENT

3.1 North Carolina Family Group Conferencing Project

In 1998, the North Carolina Division of Social Services (NCDSS) and the center's founding director joined forces to support child welfare workers in adopting an inclusive planning model called "family group conferencing." This practice model brings together family members of all ages, extended family, and other informal supports such as godparents and neighbors to create and implement plans. The work in North Carolina built upon the center director's prior work in Canada on family group conferencing (Pennell & Burford, 2000). NCDSS funded a four-year project enabling the university to work with 13 counties who volunteered to test the model. The project was guided by a statewide advisory council with family, community, agency, and university partners. To increase the project's sensitivity to cultural and safety issues, focus groups were held with African Americans, Cherokee, and Latino (Waites, Macgowan, Pennell, Carlton-LaNey, & Weil, 2004); abused women and women's advocates (Pennell & Francis, 2005); and men and women using substances (Pennell, 2005).

Impact. The pilot project demonstrated the feasibility of participatory planning with families involved with child welfare (Pennell & Anderson, 2005). It provided practice guidance on carrying out the model in safe and effective ways and means of measuring model fidelity (Pennell, 2004, 2006). It also supported North Carolina legislation and policy authorizing a participatory approach called child and family team meetings (CFTs). These meetings were a key strategy in the state's child welfare reform referred to as Multiple Response System. The term child and family teams originated in the mental health field (Stroul & Friedman, 1986), and in North Carolina, child-and-family-serving agencies together decided to adopt this terminology in order to emphasize their commitment to a system of care wrapped around children and their families (North Carolina Collaborative, 2007). The North Carolina Family Group Conferencing Project served as the springboard for the North Carolina Family-Centered Meetings Project.

3.2 North Carolina Family-Centered Meetings Project

From 2002-2012, NCDSS funded the North Carolina Family-Centered Meetings Project at NC State University. The project team worked with state agencies to develop practice guidance and deliver training on CFTs to service providers from different organizations across the state. The project used a number of strategies to support good CFT practice. These strategies included orienting child welfare workers and their community partners to CFTs, providing training on how to organize and facilitate CFTs (Poindexter, Reikowsky, Koss, & Pennell, 2010), encouraging the inclusion of children and youth at CFTs, and addressing safety considerations such as domestic violence (Pennell & Koss, 2010). To assist training participants with transferring learning to their work places, the project provided ongoing

consultation and online forums. This technical assistance and learning support was tailored to requests from counties and emerging needs in the field. To increase understanding of family and youth perspectives, the project gradually introduced a co-training model that paired a family or youth partner trainer who had experienced receiving services with an agency trainer who had experience delivering services (Allen-Eckard, Latz, & Coppedge, 2010). The trainers also partnered with other organizations in developing and delivering curricula. A prime example was joint training with the North Carolina Commission of Indian Affairs regarding tribal notifications of children entering care.

Impact. Workers from all 100 North Carolina counties attended the formal training events, and the counties averaged 71 attendees over the 10-year period (see Appendix B). Some of the participants arrived with reluctance to the workshops, but by the end of the trainings, most *agreed* or *strongly agreed* that they were glad that they attended. The vast majority of participants also stated that they intended to use what they learned in the training on returning to their jobs, a transfer-of-learning indicator (Salas, Tannenbaum, Kraiger, & Smith-Jentsch, 2012). For events co-trained by family and agency partners, survey respondents after the workshops reported that the co-training provided insights on how to collaborate with families and that as a result, their relationships with families had improved. During the life of this project, the training team supported social services' expansion of CFTs beyond child protection to encompass the full range of child welfare services from in-home services to foster care to adoption. The project further encouraged cross-system collaboration and family-agency training partnerships, including through the System of Care/CFT Training Project.

3.3 System of Care/Child and Family Team Training Project

In order to encourage CFT collaboration across systems, Bladen County Department of Social Services with the support of NCDSS in 2006 funded the System of Care/Child and Family Team Training Project. The North Carolina Family-Centered Meetings Project developed the curriculum in collaboration with a family advocacy organization, North Carolina Families United, and the University of North Carolina at Greensboro, Center for Youth, Family and Community Partnerships. The pilots were carried out by trainers from all three groups. The collaborative effort was facilitated by Resources for Change. Advice on the curriculum was provided by the System of Care Child and Family Team Curriculum and Training Group. This group had representation from parents, youth advocates, social services, mental health, public health, juvenile justice, public instruction, and universities. The group was affiliated with the State (later North Carolina) Collaborative for Children, Youth and Families dedicated to encouraging coordinated services and family-agency partnerships.

Impact. The resulting products—the CFT curriculum and a training video—continue to be used to encourage cross-system collaboration. The collaboration also supported the establishment in 2007 of the Family Agency Collaborative Training Team (FACTT) to provide leadership in the recruitment of family trainers and to support partnership efforts between system and family partner trainers. FACTT is co-chaired by a family trainer and agency trainer from the center. This group has been instrumental in providing training on the co-training model called “Heart to Heart.” The project encouraged the introduction of CFTs in schools through a state-funded program called Child and Family Support Teams (Gifford et al., 2010) and through a

demonstration of CFTs in schools without this state funding. The latter was the School-Based Child and Family Team Project based at North Carolina State University.

3.4 School-Based Child and Family Teams Project

From 2006 to 2008, the School-Based Child and Family Teams Project developed and delivered curricula on school-based CFTs and carried out the evaluation of this training program. Funding support came from the North Carolina State Board of Education and North Carolina Department of Public Instruction. The project worked with selected schools in Alamance-Burlington, Duplin County, Scotland County, and Cherokee County. The evaluation examined how to use CFTs in school settings, prevent academic failure and out-of-home placement, and address a range of special needs related to such matters as disabilities and homelessness (Pennell, 2008).

Impact. The project supported the schools in developing and implementing CFT programs that emphasized the inclusion of children, youth, and their families in planning; fit the local school and community context; and encouraged the participation of community organizations and public agencies. The relationships formed through this project continue to support school-based CFTs and involvement of schools in CFTs held by child welfare. The center includes school personnel in its CFT trainings or provides training directly to schools.

3.5 CenterPeace for Youth Project

With additional funding from the College of Humanities and Social Sciences at NC State University, the center developed and delivered curricula on family engagement for youth involved with both child welfare and juvenile justice. Four community forums were held in the spring of 2011. These well-received training events galvanized the involvement of a wide range of organizations. The events helped those familiar with CFTs to identify how to expand their practice to include restorative justice approaches bringing together both those offending and those affected by the offending.

Impact. The training modules were incorporated into NCSU social work curricula. The process also helped to inform a commissioned report and national conference of the Center for Juvenile Justice Reform at Georgetown University (Pennell, Shapiro, & Spigner, 2011).

3.6 Family-Centered Practice Project

Beginning in sfy 2013, NCDSS increased the funding to the center so that it could offer training not only on CFTs but more broadly on family-centered practice that is participatory and culturally inclusive. The purpose of the Family-Centered Practice Project is to provide training that assists DSS and their partners in applying a family-centered approach. Family is broadly defined to encompass the immediate family, relatives, and other close supports. The aim is to increase the capacity of families and their communities to promote optimal child and youth development and to reduce child abuse and neglect. The trainings are directed to county DSS workers as well as their partners including children, youth, and their families;

resource parents; community organizations such as mediation centers, and public agencies such as schools and mental health. Under this contract, the center also undertook training on cultural competency, family preservation, and family support. The center expanded its application of co-training and used this approach in curricula such as on father engagement and military families.

Impact. The Family-Centered Practice Project has only been in operation for somewhat over one year. Nevertheless, the expansion beyond the focus on CFTs under the North Carolina Family-Centered Meetings Project has led to extending the center's networks and its capacity to respond to emerging issues while still remaining grounded in family engagement.

3.7 National and International Collaborations

Work in North Carolina on family engagement is informed and reinforced by national and international collaborations, and the center has made substantial contributions to these exchanges. Nationally, the center contributed to the development and testing of model fidelity measures (Washington, DC—Burford, Pennell, & Edwards, 2011; Pennsylvania—Rauktis, Fitzpatrick, Jung, & Pennell, 2012) and to practice guidance and policy in different fields (e.g., child welfare—American Humane Association, 2010; juvenile justice—Pennell, Shapiro, & Spigner, 2011; domestic violence—Pennell & Kim, 2010; education—Pennell & Rikard, 2013).

International collaborations connect the center to wider movements on family engagement, restorative justice, indigenous practices, women and children's rights, and responsible fatherhood. These collaborations include Australia and the United Kingdom (Pennell, Burford, Connolly, & Morris, 2011), Canada (Pennell & Burford, 2009), New Zealand (Pennell, Maxwell, & Nash, 2012), and Israel (Hall, Pennell, & Rikard, in process). The center has been working with an international team in Guatemala to increase family group solutions in response to the country's overreliance first on intercountry adoptions and now on institutional care of children (Rotabi, Pennell, Roby, & Bunkers, 2012). This project has already led to the piloting of family group conferencing in courts and institutions in Guatemala and to the incorporation of the model into academic curricula (Roby, Pennell, Rotabi, Bunkers, & de Uclés, under review).

4. FOCUS: YOUTH LEADERSHIP DEVELOPMENT

The family engagement work and two recent projects have supported the center in moving into youth leadership development. The work to date has focused on foster youth. The underlying assumption is that youth who have experienced trauma and displacement can increase their sense of self-efficacy by taking charge of their lives with the support of caring adults and in concert with peers. The strategies for youth leadership development include the center's seeking youth perspectives via focus groups, surveys, and councils/ forums; providing training to youth; offering co-training by youth and agency partners; and more broadly supporting their capacity for successful launches into adulthood.

4.1 North Carolina Family-Centered Meetings Project

To become better attuned to issues facing foster youth, the North Carolina Family-Centered Meetings Project conducted focus groups with young people living in DSS care. After listening to their experiences, the center created a new curriculum specifically for foster youth on how to participate in CFTs and make the best use of the planning forum.

Impact. The youth taking part in the workshops reported that the training helped them to learn how to manage their posture and body language, use communication skills to speak up for themselves, access their support systems of peers and adults, and plan rather than react. As one foster youth simply stated, “Because of this workshop I think I will definitely think before I act.” The curriculum was used by the center’s U.S. Children’s Bureau funded project and continues to be delivered by the Family-Centered Practice Project.

4.2 Fostering Youth Educational Success Project (Fostering YES)

The U.S. Children’s Bureau funded the center in conjunction with the Department of Social Work to carry out the Fostering Youth Educational Success Project in Cumberland County during 2011-2013 (Pennell & Rikard, 2013). The objectives of the project were to develop a planning infrastructure that included youth voices, to formulate data-driven policies and procedures, and to pilot and refine curricula supporting educational success. Early in the project, a Youth Advisory Council and Project Advisory Council were initiated and met regularly to guide the work. Formation of the Youth Advisory Council was possible because of hosting by Cumberland Social Services’ independent living program (LINKS) and coordination by a foster care alumna with whom the youth readily identified and whom they trusted. Focus groups and then surveys with foster youth were used to ascertain their views on facilitators of and barriers to their educational success. To determine the foster youth’s experience of school and placement moves, the center linked de-identified Social Services and Schools administrative data for youth in care three months prior to the start of the project. Using mapping technology, these data were analyzed to determine the transportation costs related to the youth’s movement away from their school of origin (Rikard & Pennell, 2012). Evaluation findings were incorporated into training curricula that were well received by foster youth, kin and licensed caregivers, school educators, service providers, and university students. The impact was heightened by using a co-training model of a youth or family partner trainer and an agency partner trainer. The advisory councils reviewed research on different approaches to supporting the educational achievement of foster youth and then formulated plans for educational liaison.

Impact. Over the course of the 17-month project, structures were put in place to sustain the work in the county and expand outward across the state. The LINKS coordinator was designated as the educational liaison with a counterpart in schools. To expedite tracking of foster youth’s placements and removals and their CFTs, Cumberland Social Services developed automated forms over the project period. Data from the first roll-out of these forms were sent to the center, and preliminary analyses were made of the predictors of school and placement moves. Findings were reported to the North Carolina Educational Stability Task Force, which coordinates a cross-system assessment of foster youth’s education and serves as a platform for policy

development. The curricula developed by Fostering YES continue to be used in the Family-Centered Practice Project.

4.3 Youth Leadership Café

What was learned from Fostering YES Project led to the submission of a funding application called the Youth Leadership Café to the North Carolina State University, Office of Extension, Engagement, & Economic Development. The project is funded for sfy 2014. The project's goal is to develop the youth-family-community partnerships that support the leadership of current and former foster youth. The center and SaySo (Strong Able Youth Speaking Out), a substitute care advocacy agency, will co-host the café to encourage conversational leadership and democratic engagement. Participants will include foster youth, family trainers, and agency and community stakeholders. The relaxed setting is intended to help the group form social connections, identify issues and resources, and formulate an action plan, including steps for sharing what is learned. After the café, the center will send to participants a summary of the action plan and within two months, re-contact participants to check on progress in implementing the plan. The center with youth and community partners will share lessons learned through multiple formats including social media, conference presentations, and co-training by partners who bring relevant personal and work experience.

Impact. This project is in progress.

5. FOCUS: HEALTH AND WELLBEING

Family engagement and youth leadership development both contribute to health and wellbeing. Three other projects specifically focus on health and wellbeing. These projects concern fathering in the context of family violence, wellness of student veterans, and community health advisors to reduce cancer disparities.

5.1 Strong Fathers Project

With funding from NCDSS, the Strong Fathers started in 2009 and offers a psycho-educational group on fathering to men who have abused their partners and whose families are receiving child welfare services. The goal is for the men to learn how to relate in safe and supportive ways to their children and the mothers of their children. The curriculum was developed by the Center for Child and Family Health (Ake III, Bauman, Briggs, & Staroneck, 2009). Family Services, Inc. began delivery of the 20-week program in Winston-Salem in 2009, and the Center for Child and Family Health started holding groups in Durham in 2012. The center at NC State University is responsible for evaluating the program's outcomes.

Impact. A qualitative analysis of the men's self-assessments found that the men who stayed with the group were pushed by their determination to become better men and fathers and pulled by their yearning to be close to their children (Pennell, Sanders,

Rikard, Shepherd, & Starstoneck, 2013). An analysis of NCDSS child maltreatment data for the first 53 enrolled men indicates that the group has a positive impact (Pennell, Rikard, & Sanders, in press). The families of the 53 men saw a dramatic decrease in child protection findings from the pre to post-enrollment periods. In the year prior to enrollment, 18 families had at least one finding; after enrollment, only 4 families had at least one finding. Thus, 49 (92%) of the 53 families did not have a post-enrollment finding.

5.2 Wellness and Student Veterans at North Carolina State University

In syf 2010, the center piloted a method for assessing the wellness of student veterans on campus. The project was funded by a Scholarship and Research Award from the College of Humanities and Social Sciences. With the permission of Jane Myers at the University of North Carolina at Greensboro, the survey used the adult version of the Five Factor Wellness Inventory. Consultation for the project was provided by Mary Koss at the University of Arizona and Vet Centers in Raleigh, NC, and Tucson, AZ. The Student Veterans of America, NCSU Chapter, encouraged participation in the survey and later distributed a summary of the findings to their membership. The survey distributed to 362 students at the end of spring semester had a low return rate. The 51 participants in the study sample responded to most or all items, and their overall wellness scores tended to be higher than norms, except for their sense of spirituality, that is, their overall sense of purpose, meaning, and optimism toward the future. Women respondents had significantly lower average scores than the men (Pennell, 2011).

Impact. The project pointed to further areas for study and helped to develop the center's understanding of issues affecting veterans. This assisted the center in designing and implementing Fostering YES in Cumberland County with a high presence of military-affiliated families.

5.3 Cancer Disparities Reduction Collaborative

In sfy 2014, a Faculty Partner with the center, Marcie Fisher-Borne, was awarded a grant from the American Cancer Society to examine the impact of community health advisors on reducing cancer disparities. Interviews and focus groups with community health advisor field staff and coordinators will be conducted in eight southern states. The participants will be asked about their perceptions of the program's achievements and implementation facilitators and barriers.

Impact. Project is in progress.

6. LOOKING AHEAD

The center has been effective in sustaining focused strategic partnerships on family engagement within and beyond North Carolina. These partnerships are long-term, extensive, and growing; they have had a substantial impact on practice and policy; and they have

contributed to methodological developments in training and evaluation. Renewed funding of the Family-Centered Practice Project will sustain this focus, and national and international collaborations will enrich and extend thinking on family engagement within different settings.

The more recent center focus on youth leadership development emerged out of the partnerships on family engagement, in particular the emphasis on including youth in decision making over their lives. The Fostering YES project helped the center to move into infrastructure building with foster youth and their community supports to promote educational achievement. The Youth Leadership Café will develop the youth-community-university partnerships beyond one county to encourage leadership in a relaxed and participatory setting. The Family-Centered Practice Project will sustain this focus, and the center's involvement with restorative justice, children's rights, and other democratic approaches will inform this focus.

The evolving focus on health and wellbeing is likely to take the center in new and positive directions. The three projects in this focus area—Strong Fathers, Student Veterans, and Cancer Disparities Reduction Collaborative—may eventually branch into distinct focus areas. Strong Fathers has the closest links to the family engagement work because it looks at how to connect fathers to their children and partners in safe ways. Its funding, dating back to 2009, has been the most long-term of the three projects. The Student Veterans' project, although quite brief, has benefitted the center by extending its networks and tested a wellness instrument with veterans. The Cancer Disparities Reduction Collaborative takes the center into a new health area while retaining its emphasis on community engagement.

The center has been effective in obtaining external funding on a consistent and sustained basis. Its contracts demonstrate long-term relationships with state agencies which has supported interdisciplinary work. Team members have ensured dissemination through different means to make its scholarship accessible to a wide range of groups in the community and academe. In carrying out its work, the center has engaged students in high-impact and varied public service and research opportunities. To support student involvement, the center plans to continue to offer financial assistance and help them to meet academic requirements.

The center has fostered a culture of inclusion and co-leadership by appointing a range of key stakeholders on its advisory council and by supporting a co-training model. Reinforcing this culture will require ongoing stakeholder guidance and staff development. Factors that may enable the expression of this culture are the center's mission, guiding principles, and commitment to developing cultural understanding through its training, research, and publication. The application of the scholarship of engagement serves to bind together the center's public service and research.

Particularly affirming of the center's stance of inclusion and co-leadership are its two recognitions:

Opal Mann Green. In 2013, the Center for Family and Community Engagement was awarded the Opal Mann Green Engagement and Scholarship Award. The university award recognizes the contributions of the center and its partners to supporting safe, healthy, and productive families and communities and to generating societally relevant scholarship.

SaySo. In 2013, a North Carolina association of youth in substitute care, SaySo, awarded a Certificate of Appreciation to the center in recognition of its partnering approach.

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- Rikard, R. V., & Pennell, J. (2012, October). Integrating GIS & cost analyses: Mapping school transportation for foster youth. In N. Persaud (Chair), multipaper session, *An examination of cost analysis from different perspectives, sectors, and programmes*, at 26th Annual Conference of the American Evaluation Association, Minneapolis, MN.
- Roby, J., Pennell, J., Rotabi, K., Bunkers, K., & de Uclés, S. (under review). Contextual adaptation of family group conferencing model: Early evidence from Guatemala.

- Rotabi, K. S., Pennell, J., Roby, J. L., & Bunkers, K. M. (2012). Family group conferencing as a culturally adaptable intervention: Reforming intercountry adoption in Guatemala. *International Social Work, 55*(3), 402-416. doi: 10.1177/0020872812437229
- Salas, E., Tannenbaum, S. I., Kraiger, K., & Smith-Jentsch, K. A. (2012). The science of training and development in organizations: What matters in practice. *Psychological Science in the Public Interest, 12*(2), 74-101.
- Stroul, B. A., & Friedman, R. M. (1986). *A system of care for severely emotionally disturbed children and youth*. Washington, D.C.: Georgetown University Child Development Center, CASSP Technical Assistance Center.
- Task Force on the Scholarship of Engagement. (2010). *Integrating learning, discovery, and engagement through the scholarship of engagement*. Raleigh: Office of Extension, Engagement, and Economic Development, North Carolina State University. Retrieved from <http://www.ncsu.edu/extension/documents/SET2010.pdf>
- Waites, C., Macgowan, M. J., Pennell, J., Carlton-LaNey, I., & Weil, M. (2004). Increasing the cultural responsiveness of family group conferencing. *Social Work, 49*(2), 291-300.

APPENDICES

Appendix A: Publications and Presentations

2013-2014 (to date)

Peer Reviewed Publications

Journal Articles

Pennell, J., Rikard, R. V., & Sanders, T. (in press). Family violence: Fathers assessing and managing their risk to children and women. *Children and Youth Services Review*.

Pennell, J., Sanders, T., Rikard, RV, Shepherd, J., & Starsoneck, L. (2013). Family violence, fathers, and restoring personhood. *Restorative Justice, 1*(2), 268-289. doi: 10.5235/2050472.1.1.2.1.

Peer Reviewed Presentation – National or International Forums

King, J., & Kearney, C. (2013, November). Family strong: Supporting military families through child and family teams. National Federation of Families for Children's Mental Health, Washington, DC.

Other Publications

Reports

Pennell, J. (with Rikard, RV, Guerrant, M., & Sanders, T.). (2013, August). *Strong Fathers Project subcontract: Annual report to the North Carolina Division of Social Services, fiscal year 2012 – 2013*. Raleigh, NC: North Carolina State University, Center for Family and Community Engagement.

Presentations – National or International Forums

Hall, J., & Pennell, J. (2013, October). Child and family team meetings and restorative justice for foster youth. In T. Gal & B. Faedi Duramy (Chairs), *Promoting the participation right of children across the globe: From social exclusion to child-inclusive policies*. International retreat conducted at University of Haifa, Faculty of Social Science, School of Criminology, Israel.

2012-2013

Peer Reviewed Publications

Journal Articles

Casstevens, W. J., Coker, J., & Sanders, T. (2012). Mentored self-help: A promising approach to exploring voices. *Ethical Human Psychology and Psychiatry, 14*(6), 110-124.

Parcel, T., & Pennell, J. (2012). Child and family teams building social capital for at-risk students. *Journal of Sociology and Social Welfare, 39*(2), 75-91.

Rotabi, K., Pennell, J., Roby, J., & Bunker, K. (2012). Family group conferencing as a culturally adaptable intervention: Reforming intercountry adoption in Guatemala. *International Social Work, 55*(3), 402-416. doi: 10.1177/0020872812437229.

Chapters in Edited Volumes

Beck, E. & Pennell, J. (2012). Decentralization and privatization: The promise and challenges of restorative justice in the United States. In E. Zinsstag & I. Vanfraechem (Eds.),

Conferencing and restorative justice: International practices and perspectives (pp. 137-151). Oxford, United Kingdom: Oxford University Press.

Pennell, J., Maxwell, G. M., & Nash, J. (2012). Restorative justice and youth offending. In M. Weil, M. S. Reisch, & M. L. Ohmer (Eds.), *Handbook of community practice* (2nd ed., pp. 567-583). Thousand Oaks, CA: Sage.

Other Publications

Reports

Pennell, J., & Rikard, R. V. (2013, June). *Fostering Youth Educational Success: Final evaluation report*. Grant Number 90CO1075/01, US Department of Health and Human Services, Administration for Child and Families, Children's Bureau.

Pennell, J. (with Allen-Eckard, K., King, J., & Latz, M.). (2012). *North Carolina Family-Centered Meetings Project: Annual report to the North Carolina Division of Social Services, fiscal year 2011 – 2012*. Raleigh, NC: North Carolina State University, Center for Family & Community Engagement.

Pennell, J. (with Allen-Eckard, K., King, J., & Latz, M.). (2012). *North Carolina Family-Centered Meetings Project: Annual report to the North Carolina Division of Social Services, fiscal year 2011 – 2012: Summary*. Raleigh, NC: North Carolina State University, Center for Family & Community Engagement.

Pennell, J. (with Rikard, RV, & Sanders, T.). (2012, October). *Strong Fathers Project Subcontract: Annual report to the North Carolina Division of Social Services, fiscal year 2011 – 2012*. Raleigh, NC: North Carolina State University, Center for Family and Community Engagement.

Presentations – National or International Forums

Roby, J., Pennell, J., Rotabi, K., de Uclés, S., & Bunkers, K. (2012, July). *Reuniones de grupo familiar en Guatemala: Introducción para altos funcionarios*. Presentation to High Officials, Guatemala City, Guatemala.

Roby, J., Pennell, J., Rotabi, K., de Uclés, S., & Bunkers, K. (2012, July). *Reuniones de grupo familiar en Guatemala: Orientación para coordinadores y comunidades*. Training for Practitioners, Guatemala City, Guatemala.

Presentations – State or Local Forums

Sanders, T., & Pennell, J. (2012, November). *Family violence: Engaging fathers in peacemaking*. Presentation to Peace Studies Seminar, North Carolina State University, Raleigh, NC.

2011-2012

Peer Reviewed Publications

Journal Issue

Pennell, J., Burford, G., Connolly, M., Morris, K., & Collins, J. (Eds.). (2011). Taking child and family rights seriously: Family engagement and its evidence in child welfare. Special issue of *Child Welfare*, 90(4).

Journal Articles

Burford, G., Pennell, J., & Edwards, M. (2011). Family team meetings as principled advocacy. *Journal of Public Child Welfare*, 5(2-3), 318-344.

Pleasant, A., McKinney, J., & Rikard, R. V. (2011). Health literacy measurement: A proposed research agenda. *Journal of Health Communication*, 16(sup3), 11-21.

Rikard, R. V., Thompson, M. S., Head, R., McNeil, C., & White, C. (2011). Problem posing and cultural tailoring: Developing an HIV/AIDS health literacy toolkit with the African American community. *Health Promotion Practice*. doi: 10.1177/1524839911416649.

Thompson, M., Rikard, R.V., Head, R., McNeil, C., & White, C. (2012). HIV health intervention in the African-American community: Collaborative partnership bridging people and culture. *Journal of Higher Education, Outreach, and Engagement*, 16(2), 79-106.

Wichinsky, L., Thomlison, B., & Pennell, J. (2011). Exploring organization culture and climate in community coalitions. *Community Development*, 43, 1-14.
doi:10.1080/15575330.2011.567418

Chapters in Edited Volumes

Pennell, J., & Crampton, D. S. (2011). Family services for child abuse and maltreatment. In M. P. Koss, J. W. White, & A. E. Kazdin (Eds.), *Violence against women and children: Navigating solutions* (Vol. 2, pp. 27-45). Washington, DC: American Psychological Association.

Peer Reviewed Presentations—National or International Forums

Rauktis, M. E., Pennell, J., & Reinhart, S. (2011, August). *Family group decision making: Strengthening practice through measuring and monitoring fidelity*. Panel presentation at 2nd National Child Welfare Evaluation Summit, U.S. Children's Bureau, Washington, DC.

Other Publications

Monograph

Pennell, J., Shapiro, C., & Spigner, W. (2011). *Safety, fairness, stability: Repositioning juvenile justice and child welfare to engage families and communities*. Washington, DC: Georgetown University Center for Juvenile Justice Reform.

Reports

Pennell, J. (with Allen-Eckard, K, King, J., & Latz, M.). (2011). *North Carolina Family-Centered Meetings Project: Annual report to the North Carolina Division of Social Services, fiscal year 2010 – 2011*. Raleigh, NC: North Carolina State University, Center for Family & Community Engagement. Retrieved from

http://cface.chass.ncsu.edu/documents/NCFCMP_Annual_Report_2010-2011.pdf

Pennell, J. (with Allen-Eckard, K, King, J., & Latz, M.). (2011). *North Carolina Family-Centered Meetings Project: Comprehensive annual report to the North Carolina Division of Social Services, fiscal year 2010 – 2011*. Raleigh, NC: North Carolina State University, Center for Family & Community Engagement.

Pennell, J. (with Rikard, R.V.). (2011, October). *Strong Fathers program findings*. Raleigh, NC: Center for Family and Community Engagement, North Carolina State University. Retrieved from <http://cface.chass.ncsu.edu/SFdetails.php>.

Pennell, J. (with Rikard, R.V., & Ryder-Burge, A.). (2012, February). *Strong Fathers: Community Guidance*. Raleigh, NC: Center for Family and Community Engagement, North Carolina State University.

Newsletter Articles

King, J. (2012). Who should be at my CFT? *Fostering Perspectives*.

Poindexter, W. (2012). CFTs and Foster Parents. *Fostering Perspectives*.

Rikard, R. V. (2011, October 7). Health Literacy from a Sociologist's Perspective. National Health Literacy Blog Series: Engaging the Patient. Retrieved from <http://engagingthepatient.com/2011/10/07/health-literacy-from-a-sociologists-perspective/Presentations - National or International Forums>

Burford, G., & Pennell, J. (2012, June). Holding the course on family engagement: A roundtable on family engagement at the intersection of child protection and domestic violence. Roundtable at the annual *FGDM and other family engagement approaches*, American Humane Association, Orlando, FL.

O'Connor, K., Pennell, J., Staroneck, L., & Zechman, E. (2011, October). *Strong Fathers*. Webinar presentation, FRIENDS National Resource Center for Community Based Child Abuse Prevention (Service of the U.S. Children's Bureau).

Pennell, J. (2012, May). In the context of family violence, fathers assessing parenting effectiveness. Panel presentation with G. Burford & K. Morris, Working with risk in practice: Family engagement, at *Beyond the risk paradigm: Restoring the client's place in human service intervention*, Monash University, Prato, Italy. (organized by University of Melbourne, School of Social Work)

Pennell, J. (with Rikard, R.V.). (2012, February). *Strong Fathers: Dads engaging responsibly*. Webinar presentation of K. Niedt, F. Mederos, & J. Pennell and chaired by S. Taggart, *Addressing intimate partner violence: Child welfare approaches to engaging fathers*. Washington, DC: U. S. Children's Bureau.

Rauktis, M., Crampton, D., Pennell, J., Burford, G., & Merkel-Holguin, L. (2012, June). Measuring fidelity of various family engagement approaches: Past, present and future. Panel presentation at the annual *FGDM and other family engagement approaches*, American Humane Association, Orlando, FL.

2010-2011

Peer Reviewed Publications

Journal Articles

Pennell, J., Edwards, M., & Burford, G. (2010). Expedited family group engagement and child permanency. *Children and Youth Services Review*, 32, 1012-1019. doi: 10.1016/j.chldyouth.2010.03.029

Poindexter, W. T., Reikowsky, R. C., Koss, M. P., & Pennell, J. (2010). Supporting family-led processes within a social work agency: Lessons learned. *Protecting Children*, 25(2), 19-26.

Chapters in Edited Volumes

Pennell, J., & Koss, M. P. (2011). Feminist perspectives on family rights: Social work and restorative justice processes to stop women abuse. In E. Beck, N. P. Kropf, & P. B. Leonard (Eds.), *Social work and restorative justice: Skills for dialogue, peacemaking, and reconciliation* (pp. 195-219). New York: Oxford University Press.

Peer Reviewed Presentations - National or International Forums

Burford, G., & Pennell, J. (2011, March). Family engagement in context: Evaluation considerations. In symposium, chaired by J. Fluke, with co-panelists D. Baumann & K. Hodges. *Child welfare and children's mental health decision making*, 24th Annual Children's Mental Health Research and Policy Conference, Tampa, FL.

Griffith, P., Koss, M. P., & Pennell, J. (2011, June). *Violence against women and restorative justice*. Plenary panel at the Third National Conference on Restorative Justice, Raleigh, NC.

Ryder-Burge, A., Kearney, C., Pennell, J., Starsoneck, L., & Zechman, R. (2010, October). *Strong Fathers evaluation: Collaborative research for a safe community*. Panel presentation at the 11th Annual National Outreach Scholarship Conference, North Carolina State University, Raleigh, NC.

Sobrero, P. M., Pennell, J., Cowling, E., Malecha, M. J., & See, T. (2010, October). *Scholarship of engagement issues within departments, units, and colleges*. Panel presentation at the 11th Annual National Outreach Scholarship Conference, North Carolina State University, Raleigh, NC.

Other Publications

Monograph

Pennell, J., Shapiro, C., & Spigner, W. (2011). *Safety, fairness, stability: Repositioning juvenile justice and child welfare to engage families and communities*. Washington, DC: Georgetown University Center for Juvenile Justice Reform. Retrieved from <http://cjjr.georgetown.edu/pdfs/famengagement/FamilyEngagementPaper.pdf>

Reports

Pennell, J. (with Allen-Eckard, K., King, J., & Latz, M.). (2010). *North Carolina Family-Centered Meetings Project: Annual report to the North Carolina Division of Social Services, fiscal year 2009 – 2010*. Raleigh, NC: North Carolina State University, Center for Family & Community Engagement.

Pennell, J. (with Allen-Eckard, K., King, J., & Latz, M.). (2010). *North Carolina Family-Centered Meetings Project: Annual report to the North Carolina Division of Social Services, fiscal year 2009 – 2010: Summary*. Raleigh, NC: North Carolina State University, Center for Family & Community Engagement.

Pennell, J. (with Ryder-Burge, A.). (2011, January). *Wellness and student veterans at North Carolina State University: Survey results, spring 2010*. Raleigh, NC: North Carolina State University, Center for Family and Community Engagement.

Presentations – National or International Forums

Kearney, C., & Pennell, J. (2011, March). *Hopes, concerns, and safety: FGCs and women abuse*. Webinar for The Resource Center for Family-Focused Practice, The Center for Human Services, University of California Davis Extension.

2009-2010

Peer Reviewed Publications

Journal Article

Allen-Eckard, K., Latz, M., & Coppedge, A. (2010). What do families want? Family voices in the training room. *Protecting Children*, 25(1), 11-21.

Chapter in Edited Volume

Pennell, J., & Kim, M. (2010). Opening conversations across cultural, gender, and generational divides: Family and community engagement to stop violence against women and children. In J. Ptacek (Ed.), *Restorative justice and violence against women* (pp. 177-192). New York: Oxford University Press.

Peer Reviewed Presentations - National or International Forums

Pennell, J., Sobrero, P., & Cowling, E. B. (2009, September). *Scholarship of engagement and cultural challenges within an academic context*. Panel presentation at the 10th Annual National Outreach Scholarship Conference, University of Georgia, Athens, GA.

Other Publications

Bibliography

Burford, G., Connolly, M., Morris, K., & Pennell, J. (2010/original 2009). *Annotated bibliography on engaging the family group in child welfare decision making*. Kempe Center for the Prevention and Treatment of Child Abuse & Neglect, School of Medicine, University of Colorado. [originally posted by the American Humane Association]. Available at: <http://www.ucdenver.edu/academics/colleges/medicalschoo/departments/pediatrics/subs/can/FGDM/Documents/Research%20Annotated%20Bibliography%202012%20Printable%20Version.pdf>

Reports

North Carolina State University. (2010). *Report of the Task Force on the Scholarship of Engagement*. Raleigh: Office of Extension, Engagement, and Economic Development.

Pennell, J. (with Coppedge, A., & King, J.). (2009). *North Carolina Family-Centered Meetings Project: Annual report to the North Carolina Division of Social Services, fiscal year 2008 – 2009*. Raleigh, NC: North Carolina State University, Center for Family & Community Engagement.

Pennell, J. (with Coppedge, A., & King, J.). (2009). *North Carolina Family-Centered Meetings Project: Annual report to the North Carolina Division of Social Services, fiscal year 2008 – 2009: Summary*. Raleigh, NC: North Carolina State University, Center for Family & Community Engagement.

Pennell, J. (with Ryder-Burge, A.). (2009). *Strong Fathers Project Subcontract: Annual report to the North Carolina Division of Social Services, fiscal year 2008 – 2009*. Raleigh, NC: North Carolina State University, Center for Family and Community Engagement.

Newsletter Articles

Poindexter, B. (2009). If no one can, then perhaps everyone can, *MRS!* 5 (1).

Poindexter, B. (2009). Which hat goes where, when, and how? *Facilitation Focus*, Center for Family and Community Engagement.

Videos

Pennell, J., & Kearney, C. (2010). *Family meetings toolkit* (sections on key elements, safety, strengths, and family private time). New York State, Center for Development of Human Services.

North Carolina Family-Centered Meetings Project. (2009). *Keeping it real*. Raleigh: North Carolina State University.

Presentations and Workshops - National or International Forums

Burford, G., Morris, K., & Pennell, J. (2010, June). *International findings on family engagement in child welfare*. Plenary panel at the annual conference of the American Humane on Family Group Decision Making, Burlington, VT.

Latz, M., & Meadows, E. (2010, June). *One family's story: How North Carolina is partnering with families to promote better child and family team practices*. Annual conference of the American Humane on Family Group Decision Making and Other Family Engagement Approaches, Burlington, VT.

Pennell, J. (2010, April). *Old problems, new solutions: Family violence and restorative responses*. Plenary presentation at the Victims Week Workshop, Florida Atlantic University, Boca Raton, FL.

Pennell, J. (2010, April). *Sexual assault*. Panel presentation at the Crime Victims Week and Child Abuse Prevention Events, Florida Atlantic University, Boca Raton, FL.

Pennell, J. (2010, May). *Women abuse and FGDM*. Web-ex presentation, University of Pittsburgh, School of Social Work.

Pennell, J. (2010, June). *Family group conferencing and domestic violence*. Keynote presentation at the international conference of the Ontario Association of Children's Aid Societies, Toronto, Canada.

Pennell, J., & Rautkis, M. E. (2010, June). *Measuring fidelity to key FGC practices from multiple perspectives*. Discussion group at the annual conference of the American Humane on Family Group Decision Making, Burlington, VT.

Presentations and Workshops – State or Local Forums

Allen-Eckard, K., & Meadows, E. (2010, April). *The synergy of family professional collaboration*. Workshop for Public Health and Children with Special Needs Family Council, Raleigh, NC.

Allen-Eckard, K., Meadows, E., & Jones, L. (2010, April). *Family parent trainers-moving beyond the pop up parent role*. Workshop to 2010 North Carolina Foster and Adoptive Parent Conference, Charlotte, NC.

Brazel, J., Eisemann, J., Pennell, J., & Severin, L. (2010, February). *Balancing research and writing time with other responsibilities*. Panel presentation to Assistant Professors' Learning Community, Sponsored by Office of Faculty Development, Association of Women Faculty, African American Faculty-Staff Organization, Multicultural Faculty Group, and Office for Diversity and Inclusion. North Carolina State University, Raleigh.

Meadows, E. (2010, April). *Breaking down the barriers/Building a family-driven system*. Keynote Presentation for the Craven County Department of Social Services Conference, New Bern, NC.

Meadows, E. (2010, March). *Strength based child and family teams*. Workshop for the Chatham County Collaborative, Agency and Family Partners Pittsboro, NC.

Meadows, E. (2010, May). *Transitions and child and family teams*. Presentation for the Chatham County Collaborative, Agency and Family Partners, Chapel Hill, NC.

Pennell, J. (2010, April). *Funding the scholarship of engagement*. Presentation at the Meet the Researcher series and Engagement Brown-Bag Luncheons, College of Humanities and Social Sciences, North Carolina State University, Raleigh.

Sobrero, P., Pennell, J., & Cowles, E. (2010, February). *Scholarship of engagement and cultural challenges within an academic context*. Presentation to NCACES All Specialists Meeting, North Carolina State University, Raleigh.

2008-2009

Peer Reviewed Publications

Journal Articles

Taliaferro, J.D., DeCuir-Gunby, J., & Allen-Eckard, K. (2009). 'I can see parents being reluctant': Perceptions of parental involvement using child and family teams in schools. *Child & Family Social Work, 14*, 278-288. doi:10.1111/j.1365-2206.2008.00594.x

Chapters in Edited Volumes

Crampton, D. S., & Pennell, J. (2009). Family-involvement meetings with older children in foster care: Intuitive appeal, promising practices and the challenge of child welfare reform. In

B. Kerman, M. Freundlich, & A. N. Maluccio (Eds.), *Achieving permanence for older children and youth in foster care* (pp. 266-290). New York: Columbia University Press.

Pennell, J. (2009/2004). Family group conferencing in child welfare: Responsive and regulatory interfaces. In C. Hoyle (Ed.), *Restorative justice: Critical concepts in criminology* (Vol. III). Oxon, United Kingdom: Taylor & Francis. Originally published in *Journal of Sociology and Social Welfare*, 31(1), 117-135.

Pennell, J. (2009). Widening the circle: Countering institutional racism in child welfare. In S. Strega & S. A. Esquao. [J. Carrière] (Eds.), *Walking this path together: Anti-racist and anti-oppressive child welfare practice* (pp. 78-95). Halifax, Nova Scotia, & Winnipeg, Manitoba: Fernwood.

Peer Reviewed Presentations—National or International Forums

Pennell, J. (2008, October). *An international and inclusive review of family group decision making*. Presentation to the 2008 Outreach Scholarship Conference, Pennsylvania State University, State College, PA.

Other Publications

Journal Article

Pennell, J., & Burford, G. (2009). Introduction: Principled diffusion of family group conferencing in Canadian child welfare. In J. Schmidt & M. Sieben (Eds.), *Family group conferencing policy and practice in Canada: Our evolving experience* [Special issue]. *Protecting Children*, 23(4), 3-8.

Encyclopedia Entry

Pennell, J. (2008). Family group conferencing. In C. M. Renzetti & J. L. Edleson (Eds.), *The encyclopedia of interpersonal violence* (Vol. I, pp. 238-239). Thousand Oaks, CA: Sage.

Reports

Pennell, J. (with Allen-Eckard, K., Gasman, S., Kirk, R., Latz, M., Poindexter, B., & Wakefield, A.). (2008). *School-based child and family teams project: Annual report to the North Carolina Department of Public Instruction, fiscal year 2007 – 2008*, Vols. 1-3. Raleigh, NC: North Carolina State University, Center for Family & Community Engagement.

Pennell, J. (with Allen-Eckard, K., Gasman, S., Kirk, R., Latz, M., Poindexter, B., & Wakefield, A.). (2008). *School-based child and family teams project: Summary report to the North Carolina Department of Public Instruction, fiscal years 2006-2007 and 2007- 2008*. Raleigh, NC: North Carolina State University, Center for Family & Community Engagement. Available at http://cface.chass.ncsu.edu/documents/06-08DPIAR_2YrSummaryReport_8-28-08jp.pdf

Pennell, J. (with Coppedge, A., & King, J.). (2009). *North Carolina Family-Centered Meetings Project: Annual report to the North Carolina Division of Social Services, fiscal year 2008 – 2009*. Raleigh, NC: North Carolina State University, Center for Family & Community Engagement.

Newsletter Articles

Pennell, J. (2008, July). Benefits of child and family team meetings: What the research says. MRS Newsletter: Information in Support of North Carolina's Multiple Response System, 1(3), 4-5.

Presentations—National or International Forums

Allen-Eckard, K. (2009, April). Family group decision making: supporting family leadership. Workshop to People Places, Charlottesville. VA.

Pennell, J. (2008, September). *Widening the circle to stop family violence*. Seminar to Hampshire Family Group Conference Program, Hampshire Children's Services, Winchester, United Kingdom.

Pennell, J. (2008, November). *Family group conferencing*. Presentation to Masters WIMBA Class, Collaborative Consultation & Larger Systems, University of Massachusetts Boston, Graduate College of Education, Department of Counseling and School Psychology.

Pennell, J., Sherry, M., Longtin, S., & Taylor, E. (2009, April). *Family group decision making and domestic violence*. Workshop to Children's Aid Society and George Hull Center, Toronto, Ontario, Canada.

Presentations – State or Local Forums

Allen-Eckard, K., Latz, M., & Soto, M. (2008, August). *Working with Hispanic/Latino families in child and family teams*. Workshop to 2008 Multiple Response Systems Institute, Greensboro, NC.

Gasman, S. & Henderson, S. (2008, October) *How to get children and youth onboard for child and family teams*. 87th Annual Social Services Institute: Decisions 2008. Raleigh, NC.

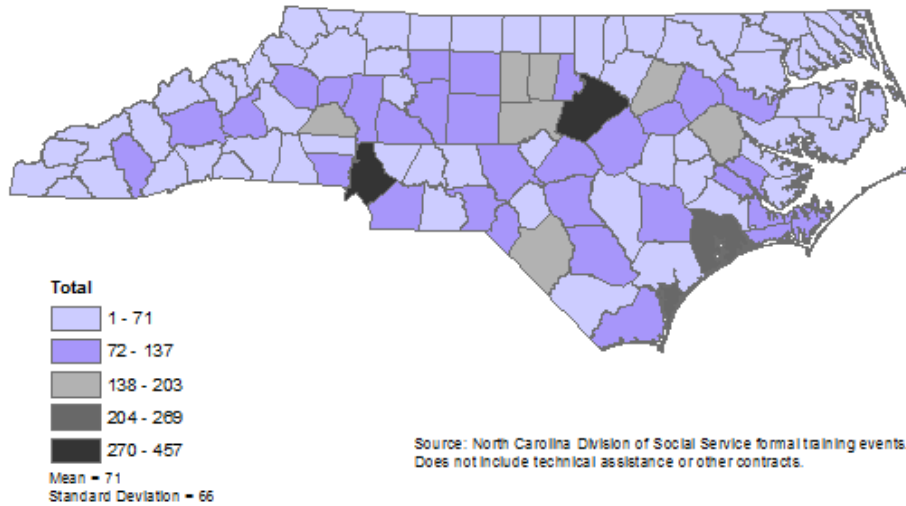
Gasman, S. & Poindexter, W. (2009, May) Foster care to adoption: defining and engaging family in child and family team meetings. 11th Annual North Carolina Foster and Adoptive Parent Association's Conference: *Awakening the Aloha Spirit. Changing Tides, Changing Lives*. Charlotte, NC

Latz, M., & Soto, M. (2009, February). *Latino families and the child and family team process*. Workshop to Eastern Carolina University, NC Child Welfare Education Collaborative, Greenville, NC.

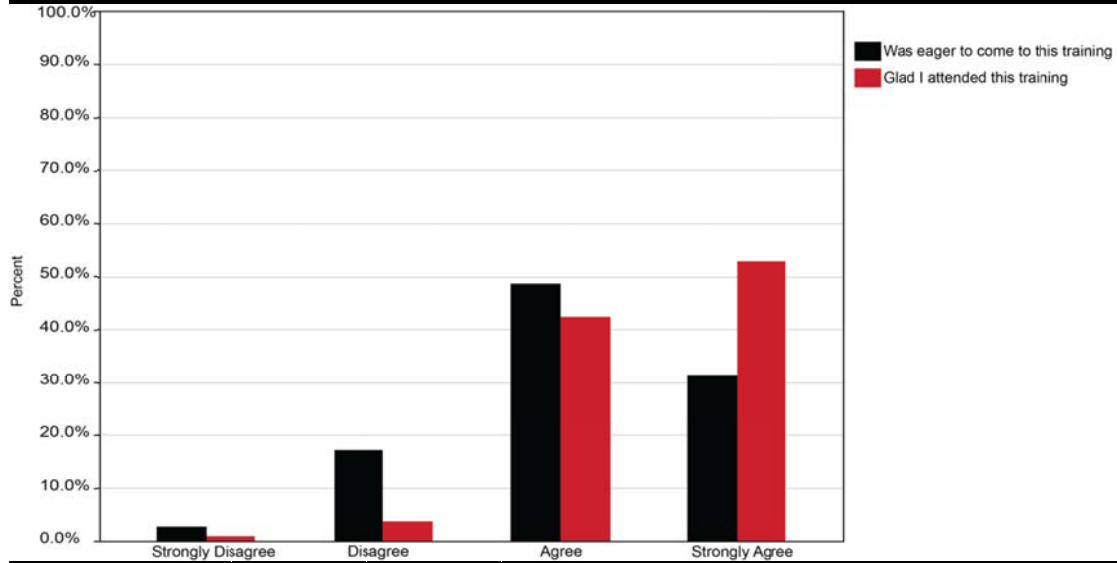
Pennell, J., & Inglis, S. (2008, September). *Family group conference & domestic violence*. Oxfordshire Family Group Conference Program, Oxfordshire Children's Services, Oxford, United Kingdom

Appendix B: North Carolina Family-Centered Meeting Project, 2002-2012

Work Location of Participants Completing a Training Event (SFY 2002-2012)

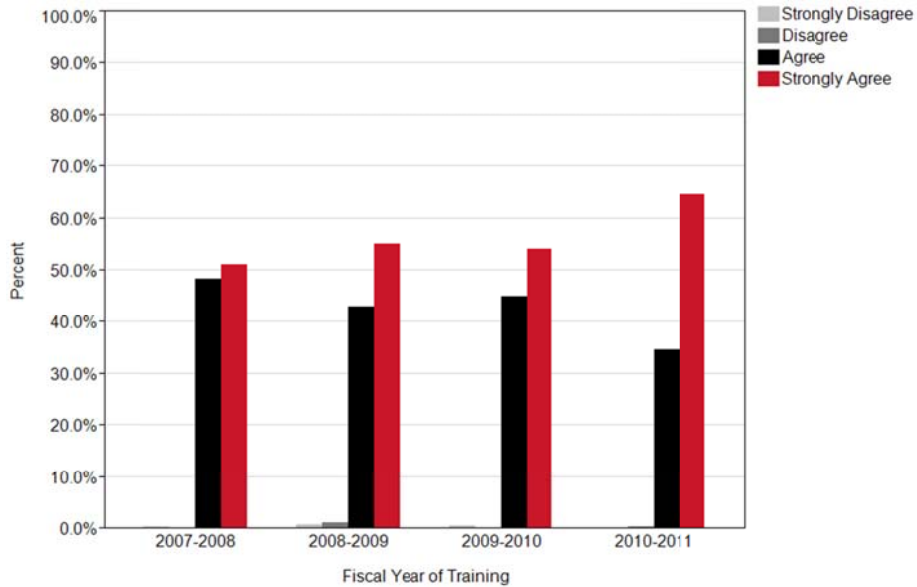


**Comparison of Responses to Two Questions:
Prior to Attending this Training, I was Eager to Come & Now That the Training is
Over, I'm Glad I Attended (SFY 2002-2012)***



**Note:* Formal North Carolina Division of Social Service curricula.

I intend to use what I learned in training on my job*



**Note:* Beginning in January 2008, participants responded to the question, "I intend to use what I learned in training on my job" for formal North Carolina Division of Social Service curricula.