



Volume 20, Issue 1

SPRING 2006

BUILDING COMMUNITY AND ADMINISTRATIVE PRACTICE IN THE 21ST CENTURY

The ACOSA Update!

IN THE WINDY CITY: ACOSA Sets Course for Another Year

Dear Update Readers:

For those unable to join ACOSA at the Council on Social Work Education Annual Program meeting in Chicago - and there were many who really wanted to be there, but the weather had other plans - the Windy City most certainly lived up to its name. The rain and fog kept many planes grounded, not to mention many presenters looking forward to sharing their work. Beyond the initial ACOSA "In the Field" pre-APM event, few seemed willing to brave the freezing (-30 wind chill) winds.

In this first issue of the new ACOSA year, we will recap some of the programs and presentation that many had to miss due to weather and scheduling concerns. This issue of *ACOSA Update!* will highlight reports from the Puerto Rican Community field pre-APM event, the ACOSA Awardees, the ACOSA Symposium Presentation on "Evidence-Based Macro Practice" and an important paper on workforce development under welfare reform.

Next year, the changing structure and time

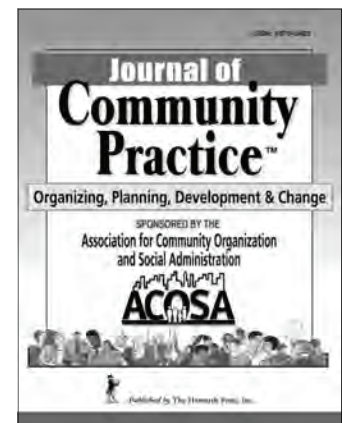


frame for the CSWE-APM and its symposia will transition from its long-standing winter schedule to the Fall, and a more topical foci will drive the APM program and symposia. The ACOSA calendar has long-followed the CSWE-APM with our annual meeting, election, and awards paralleling this annual event.

As we move forward into this new CSWE landscape, I want to encourage you to share your news, ideas, and opinions in our quarterly news publication. - Tracy Soska, Ed.

Inside This Issue!

Call for Papers on "Working but Poor"	2
ACOSA 2006 Award Winners	3
Evidenced Based Macro Practice	4-5
ACOSA Chicago Puerto Rican Tour	6
Post Graduate Certificate in Nonprofit Management	7
Employer-Linked Job Training: Promises & Pitfalls	8-9
Hurricane Relief Fundraiser	10
The University of Pittsburgh and Its Piano	11
Grassroots Efforts to Make Community Smoke Free	13
Where Have All the Peace Supporters Gone?	14
Janet Finn Receives Marie Weil Award for 2005	15



Contact the Editors!
Journal of Community Practice
 Phone: 313-577-8969
 Fax: 313-577-8770
 Email: jcp@wayne.edu

CALL FOR PAPERS

Working But Poor: Next Steps for Social Work Strategies and Collaborations

Special Editor: Sondra J. Fogel, PhD
School of Social Work, University of South Florida

SUBMISSION DEADLINE
SEPTEMBER 15, 2006

Increasingly, many low-income working individuals and families confront significant challenges in their ability to remain economically self-sufficient. A substantial portion of these individuals, referred to as "working but poor," or "the working poor," rotate in and out of social service agencies seeking assistance in coping with everyday challenges emerging from insufficient social and/or financial capital.

For this special focus, *Families in Society* is soliciting manuscripts, essays, and case studies containing research, policy, or practice interventions relating to individuals and families. Practitioner challenges and agency strategies to work with service requests from affected clients or consumers are especially welcome, as are empirical research and program evaluation reports. For additional information on this special focus visit:
www.familiesinsociety.org/new/workingpoor.htm

All submissions will be formally reviewed by peers, the special editor, and the journal editor. Instructions for submitting manuscripts can be found online at www.familiesinsociety.org/writing.asp

FAMILIES IN SOCIETY

The Journal of Contemporary Social Services

www.familiesinsociety.org

Families in Society is published by the Alliance for Children and Families. www.alliance1.org

Sample topics of interest:

Theoretical Developments Unique to the Vulnerable Working Poor

Research pertaining to psychological, social or behavioral interventions intended to assist these individuals and families.

Labor and Economic Challenges

Strategies to increase use of the Earned Income Tax Credit (EITC), efforts to promote a living wage and secure employment for youth, TANF recipients, older adults, and individuals with physical or mental challenges. Efforts to increase literacy and work skills among diverse groups.

Policy and Programs

Public policy, advocacy efforts, and/or program implementation with proven success at the local, state or national level addressing the needs of consumers. Examples include affordable housing, workforce development, and nutrition programs.

Health and Healthcare

Analysis and policy recommendations for addressing the magnitude of employed individuals who are uninsured, underinsured, or impaired from work-related conditions.

Regional Approaches to Rural or Urban Issues

Strategies to reach growing numbers of illegal and migrant workers and their families in order to provide services and basic assistance. Comparative analysis of regional approaches to meet the basic needs of the working poor.

Community, Business, and Education Partnerships

Evaluations of innovative collaborations between diverse coalitions intended to enhance the social, political, educational, and financial outcomes of this group.

2006 ACOSA Award Winners Feted at APM

Career Achievement

MICHAEL SHERRADEN & IRVING SPERGEL



Michael Sherraden (left) is the Benjamin E. Youngdahl Professor of Social Development and founding Director of the Center for Social Development at the George Warren Brown School of Social Work, Washington University in St. Louis.

Irving Spergel (right) is George Herbert Jones Professor Emeritus at the School of Social Service Administration, University of Chicago.

Emerging Scholar

PHILIP YOUNG P. HONG



Philip Young P. Hong (left) is Assistant Professor at the School of Social Work, St. Louis University. Professor Steve Wernet (right) nominated Philip for the award.

Student Recognition

MARIA GLISSON & LATONYA WASHINGTON



Maria Glisson (right) is an MSW student at the University of Illinois at Chicago, Jane Addams College of Social Work. Alice Johnson Butterfield (left) nominated her for the award.



LaTonya Washington (right) is a BSW student at the University of Alabama School of Social Work. She is pictured with her nominator, Paul Stuart, Professor and Director of the Doctoral Program at UA.

Outstanding Practitioner

BARBARA PEPPEY

Barbara Peppy is the director of the Healthy Peninsula Project in Blue Hill, Maine where she develops and supports grassroots efforts in 10 communities around health promotion and prevention programs. Ms. Peppy was unable to attend the ACOSA Awards Recognition event at APM.

Evidence-Based Macro Practice: Addressing the Challenges and Opportunities *by Sondra Fogel, PhD*

At the 2006 COSA Symposium, Dr. Maria Roberts-DeGennaro from San Diego State University, led an exciting panel presentation with a diverse group of social work educators. These educators were invited to discuss the process of evidence-based practice and implications for using this practice paradigm in community and administrative practice. Dr. Eileen Gambrill from the University of California at Berkeley, Dr. Ramon Salcido from the University of Southern California, and Dr. Bruce Thyer from Florida State University, presented their perspectives of this sweeping paradigm shift in social work practice. They provided examples as to how the process of evidence-based practice (EBP) can improve services and how this approach can be integrated into the social work curriculum.

Before proceeding with a review of this session, a bit of history is necessary in order to appreciate how this presentation evolved. At the 2005 ACOSA Symposium at the APM in New York, there was a spirited discussion about the emergence of EBP in social work and its place in the education of macro practitioners. Surfacing from this debate were questions about what EBP is, its domain oriented to the clinical realm of social work practice, whether EBP supports qualitative approaches to building evidence, and what curriculum modifications need to be instituted to integrate this paradigm into practicum and classroom courses. Not surprisingly, there were no clear answers, and more questions were raised. In response to the controversy regarding this practice paradigm, Dr. Maria Roberts-DeGennaro (first-elected Chair/President of ACOSA) initiated and spearheaded the development of a proposal for a Symposium Presentation on "Evidence-Based Macro Practice" at the 2006 COSA Symposium.

Dr. Roberts-DeGennaro conducted a search aimed at identifying prominent scholars working in this area. When contacted, these scholars accepted the opportunity to speak at the COSA Symposium Presentation entitled, "Evidence-Based Macro Practice: Addressing the Challenges and Opportunities." Over 30 people crammed into the small room to hear these educators discuss this important movement that is occurring in social work practice.

While each speaker approached the topic in different ways, there were consistent themes. In order to gain a



firm understanding of the process and philosophies of this practice paradigm. In order to gain a firm understanding of the process and philosophies of this practice paradigm, Gambrill and Thyer encouraged everyone to read the seminal works on evidence-based practice (such as *Evidence-based medicine: How to practice and teach EBM*, 2nd ed., by Sackett, D.L., Straus, S.E., Richardson, W.S., Rosenberg, W., & Haynes, R.B., and the third edition of this book by Straus, S., Richardson, W.S., Glasziou, P., & Haynes,

R.B.). The increased use of the term *evidence-based practice* in numerous books and journals has created confusion about the meaning of the term. All the speakers provided examples of how EBP is relevant to macro practice situations, such as working with students in course related experiences, individuals, groups, communities, and organizations, as well as in policy arenas. Each speaker acknowledged the influence and importance of computerized databases, such as the Campbell Collaboration, as resources for systematic reviews of research in several fields of interest to social work. The presenters reminded participants that much of social work practice—how and when to choose and use many of our interventions—has yet to be grounded in reliable and replicable studies.

Dr. Gambrill focused on the ethical and philosophical underpinnings of social work practice and the similarities of these to the practice paradigm of evidence-based practice. The same process of EBP for working with individuals and families is applicable to working with organizations and communities. These steps are: 1) convert information needs into answerable practice questions; 2) search with maximum efficiency for the best evidence to answer the questions; 3) critically appraise this evidence; 4) apply the results to practice/policy decisions; and 5) evaluate the effectiveness and efficiency of carrying out these steps and seek ways to improve them. As examples of the benefits from using the practice paradigm of EBP, Dr. Gambrill suggested it improves the transparency of plans of action so that intervention decisions can be based on a

“...much of social work practice—how and when to choose and use many of our interventions—has yet to be grounded in reliable and replicable studies.”

(Continued on page 5)

Evidence-Based Practice...

(Continued from page 4)

review of research and practice experience. It also promotes the principle of self-determination with the client, and increases the social worker's awareness of biases in some sources of information. EBP can be used in macro practice to improve service outcomes. While the number of stakeholder views and the scope of sources for investigating evidence may be greater for community and administrative practitioners, the value and contributions gained from engaging in this process have the potential to answer many important client concerns.

Dr. Salcido provided an engaging overview of how he has been able to incorporate EBP concepts into the community, organization, planning, and administration concentration in the School of Social Work at USC. Building on the definition of EBP as a process for systematically collecting information from available sources and using this information to inform policy decisions, he shared his experience of engaging students in conducting a neighborhood analysis using Census data to highlight trends and needs of area residents. It was a challenge for some students understand the rationale for systematically searching for evidence. However, as they immersed themselves in class projects/assignments, they underwent a transformative process in building critical thinking skills.

Dr. Thyer provided numerous resources and reasons for using the paradigm of evidence-based practice. He offered examples of policies and practices that, despite available evidence suggesting their lack of effectiveness, continue to be supported and promoted by practitioners and policy makers. This should raise the level of concern about how and why services are provided. He gave an overview of the beginnings of EBP and emphasized reading the aforementioned works. He outlined the development of international schools and collaborations that are working to train scholars in the methodology of EBP. Dr. Thyer did not question whether or not macro practitioners should use the paradigm of evidence-based practice, but rather asked the question—why not use it?

ACOSA member Dr. Rick Hoefler from the University of Texas at Arlington, had this reaction to the presentation: “Who can be against it? Macro practice has traditionally been grounded in linking action to evidence. We are concerned with doing effective practice on behalf of oppressed populations. And how do we know what is effective? By looking at evidence. Community and administrative practice (of whatever type) starts with an analysis of

the situation (needs and strengths), moves to seeking and implementing solutions, and then determines how much, if at all, the implemented activities or programs have changed the initial situation. This approach seems akin to evidence-based practice to me.”

While questions were raised about the implementation of an EBP approach in a community or organizational context and how one asks the right practice question before searching for evidence, the audience seemed in support of at least trying to think about ways in which to incorporate this paradigm into their practice and/or classroom. The audience left this presentation with a better understanding of

the breadth of the process and philosophies of EBP, the use of systematic reviews to generate knowledge about evidence related to practice interventions and policy decisions, and the abundance of print resources and websites disseminating knowledge, as well as providing guidance to those interested in conducting a systematic review of research related to their area of practice.

In closing, Dr. Roberts-DeGennaro suggested that this is a great opportunity for macro practitioners, educators, and other scholars to conduct systematic reviews of evidence in their area of expertise and consider submitting the reviews for publication in professional journals (such as the *Journal of Community Practice*, *Administration in Social Work*, *Journal of Policy Practice*) or to the Campbell Collaboration for inclusion in the Campbell Database of Systematic Reviews. (Guidelines for preparing review are at: [www/Campbellcollaboration.org/guidelines.asp](http://www.Campbellcollaboration.org/guidelines.asp))

This ACOSA Presentation contributed to building knowledge about the process and philosophies of EBP in facilitating the identification of effective strategies for change, transforming human service organizations into “learning organizations”, and promoting new strategies to improve services. Now, the challenge is: How can we use the practice paradigm of evidence-based practice in the context of macro practice situations?

“Community and administrative practice (of whatever type) starts with an analysis of the situation (needs and strengths), moves to seeking and implementing solutions, and then determines how much, if at all, the implemented activities or programs have changed the initial situation. This approach seems akin to evidence-based practice to me.”

ACOSA Chicago Puerto Rican Community Tour

by Michele Kelley, ScD, MSW, Karen Gray, PhD & Robyn Wheatley, MPH

On a cold and rainy February 16th, twenty-eight visitors from Universities around the country (including Connecticut, San Francisco, and New Orleans etc.) and Israel flew into Chicago for a national conference one day early so they could see the wonderful work this community is doing first hand. Organized locally by Dr. Michele Kelley, UIC Professor and friend of the Puerto Rican Cultural Center, the visitors began their afternoon with a greeting by Maddi Amill of the Puerto Rican Federal Affairs Administration.

They had an authentic Puerto Rican “white tablecloth” catered lunch at a pre-opening of the beautiful new

Nellie’s Puerto Rican Restaurant. Alderman Billy Ocasio was called out of town to accompany Mayor Daley to an emergency meeting regarding the federal budget, but community leader and visionary Professor José López addressed the group. In presenting a critical analysis of community development over the last 30 years since the Division Street Riots, Professor López offered insights into the difference between “ghettos” and “slums.” He focused on how a community-building vision and participatory democracy approach offer a means to stabilize a poor community and transform despair to hope. He quoted Columbia University psychiatrist Dr. Mindy Thompson Fullilove, who described the phenomenon of “root shock” as the “destruction of one’s emotional ecosystem.” This is in line with renewed interest in the importance of local ecology and neighborhoods on human health and development. It is for these reasons that the model of community development and organization in the Puerto Rican community has always focused not on a single issue, but on a simultaneous building of community, including sense of belonging, positive cultural identity, shared history, and indigenous institution and resources.

Paso Boricua is a mile long redevelopment of W. Division Street on Chicago’s Near Northwest Side. This community has not waited for others to bring culturally sensitive programming to the population. Instead they have formed award winning programs that have been the subject of



Puerto Rican Federal Affairs Administration

documentaries and scholarly publications. The ACOSA visitors asked questions and made observations along each step of the tour, while stopping to get out of the rain and to share perspectives with colleague or friends.

Among the innovative programs visited were: Café Teatro Batey Urbano, an alternative youth space for “identity recovery” where high school and college youth gather to reflect and support each other with cultural programs that employ the arts as well as community action to address neighborhood issues. The visitors heard a performance of *Bomba* on conga drums. A young woman delivered a passionate spoken word performance regarding the threat of gentrification on identity and community. Many theories of positive youth development applied to what was witnessed: sociopolitical development and empowerment, social learning theory and Freirian methods of cooperative learning and praxis.

Next, the group visited Dr. Pedro Albizu Campos Puerto Rican High School (P.A.C.H.S.). The approach used by this award winning school was evident in the stu-



Youth performance at the Batey Urbano

dents who remained after school to study and engage in various activities. One young woman, who transferred to the school from a nearby public high school, spontaneously offered her opinion to the visitors, describing the school as a sanctuary, and teachers like “parents.” Cultural history and social identity is reinforced at the school, along with academic skills. The programs foster self-reliance and collective responsibility as students learn of Puerto Rican, Latin American and African - American examples of strength and persistence in the face of adversity. A phrase from a famous poem can be found on a community mural, which captures the ethos: “Vivir y Ayudar y Vivir” (Live and Help to Live). The following day, community members Alejandro Molina and Michael Rodriguez Muñiz presented the participatory democracy project to the group and their colleagues at the ACOSA annual meeting. For more information, visit the community website at <http://www.prc-cngo.org>

NJ Post-Grad Certificate in Nonprofit Management

The efforts of a two year collaboration between the Social Work Department at Kean University in Union, New Jersey; the National Network of Social Work Managers; and, the New Jersey Chapter of NASW are about to come to fruition with the establishment of the New Jersey Institute for Nonprofit and Social Work Management. Current research suggests that one-third to one-half of nonprofit executives will retire within the next five years and the majority of these nonprofits do not have succession plans in place. Social workers with direct service experience would seem to be the likely successors, however, there are limited numbers of social workers with management training, and as a result, nonprofits are looking elsewhere for new leaders.

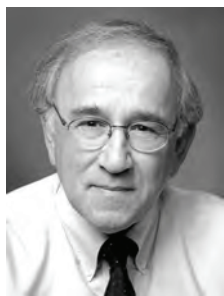
In 2004, the New Jersey-based Center for Nonprofit Corporations found that the need for leadership development was high on the list of challenges faced by their organizations; those organizations with strong leadership will be best positioned to succeed. Regrettably, the study also found that 28% expected their chief executive officer to retire within the next five years. A similar 2003 study by the United Way of New York City found that 45% of nonprofits responding expected their leaders to retire within five years, and only 33% had a succession plan in place for executive leadership. Without a plan in place and

unprepared staff taking over as leaders, these nonprofits are at a risk of losing services and stability. When questioned as to why leadership training and professional development are not provided, respondents cited difficulty in finding training opportunities as one of the main reasons.

In direct response to this need, Kean University has developed The New Jersey Institute for Nonprofit and Social Work Management, providing a specialized management certificate training program designed for practicing social workers based upon the foundations of social work values, ethics, skills and knowledge. With a primary focus on social workers, this program will be the only one of its type in the nation. The Institute will offer a post-graduate Certificate in Social Work Management to practicing social workers with a BSW or MSW degree. The curriculum will also provide continuing education credits to applicants not possessing a social work degree, and to social workers who do not wish to pursue the post-graduate certificate. Additionally, technical assistance to nonprofit agencies, website support and a statewide, annual conference on best practices will be offered. For additional information, contact **Irwin Nesoff, DSW**, Social Work Department, Kean University at inesof@kean.edu or visit the Institute web site at www.njnonprofit-insitute.org

ACOSA Founding Member Honored

Michael J. Austin, PhD has been named the Milton and Florence Krenz Mack Distinguished Professor of Nonprofit Management at the School of Social Welfare, University of California, Berkeley. Based on a \$1.9 million gift from the San Francisco Mack family, the School has created an endowed chair, three graduate fellows in nonprofit management, and seed funds to launch a new Center on Nonprofit Management.



For the past fourteen years, Austin has served as Director of the Bay Area Social Services Consortium (BASSC), a collaboration among eleven Bay Area county social service agencies, five schools of social work and two philanthropic foundations. BASSC conducts applied research on questions identified by the heads of social service agencies, engages in the analysis of policy implementa-

tion, and operates an executive development program. He also consults widely with nonprofit Jewish communal organizations on issues of strategic planning, team-building and management practice. He has written over 80 journal articles, 17 books, 55 research reports, and 17 book chapters. He serves on the editorial boards of 7 journals and is Associate Editor of *Administration in Social Work*. He received ACOSA's Career Achievement Award in 2005.

Austin plans to conduct research on the role of "knowledge management" in the nonprofit sector and partnership development between nonprofit and public sector organizations. Austin noted, "This generous gift recognizes our 42 year history in educating practitioners to engage in macro practice by providing fellowship resources for our students and research resources to expand our work in nonprofit management. My mind is spinning with the array of possibilities."

THE PROMISES AND PITFALLS OF EMPLOYER-LINKED JOB TRAINING by Kate Cooney, Ph.D.

In the wake of the 1996 welfare reform legislation and the 1998 Workforce Investment Act (WIA), there is a renewed focus on utilizing community-based organizations (CBOs) for employment training and placement. There is a growing awareness that sustained labor market attachment requires more than just pushing disadvantaged workers into the labor market (Handler & Hasenfeld, 1997; Hagen, 1998; Lambert, 1999; Peck & Theodore, 2000; Carré, 2004; Sutton, 2004). Successful workforce development programs also need to consider the quality of jobs and the skills needed by employers. Innovative job brokering strategies are emerging to link training to jobs, including: the establishment of training in “demand” industries, employer designed curriculum, industry advisory boards, highly developed skills assessment tools, and trial job placements with firms in collaboration with community based organizations that provide supportive services (Zandniapour & Conway, 2002; Rademacher, 2002; Pindus et al., 2004).

This article examines ethnographic data from a three-year qualitative, exploratory, case study in a welfare-to-work program to explore the promise and pitfalls of linking training to jobs in the context of the research on employer-linked strategies in the broader workforce investment industry. The organization, which I call Social Service Corp. (SSC), is a large nonprofit organization with a long standing mission of providing vocational rehabilitation with disadvantaged populations. To facilitate the matching of welfare recipients to entry-level employers, SSC engaged two job brokering strategies: establishing employer job tracks, and arranging subsidized on-the-job training. The aim of the study is to provide a window into the organizational issues that can arise for community based organizations experimenting with these new strategies for workforce development when working with disadvantaged workers.



The data show that existence of employer job tracks impacted the training in to ways: first, job tracks led to restructuring of the content of job training within the SSC worksites so that it was more focused on specific skills, and secondly, the data also suggest that the existence of the employer job track increased morale and motivation for clients during their tenure in the training sites. For example, on the first count, the training program in the SSC cafeteria set up a job track with a prestigious local hospital. To prepare the clients training in his kitchen, the SSC Chef “*told them [he] could customize [his] training for them.*” Chef remembered proudly how this training in specific skills paid off; the first “*two clients I sent over there topped the class! They knew more than what they were being taught over there.*” (Interview, 3/28/01). Similar overhauls were made to the janitorial training and bank training as employer links were made.

To the second point, the data show that those placed in training sites without job tracks were overwhelmingly nervous and unsure about their job prospects. Mira, a client in the clerical training, like many others in the sites without job tracks, described being fearful that she “*wouldn’t find a job*” or that an employer would “*hire me for 1 month, maybe 2 months and then lay me off*” (WtW client, Interview 2/19/01). I hypothesize that the low morale and high anxiety may be linked to the inability to visualize the successful transition into a job due to the lack of an employer link. These statements are sharply contrasted with those interviewed from the work sites that did have a real job track. In the custodial training program, for example, which had a job track to the local school district, the clients knew where their training was leading them and were enthused about the prospect of well paying, secure work. As Linda related, “*When I went to orientation, I heard about the school board and I thought, OOOoooooh, the school board!*” (WtW client, Fieldnotes 2/26/01). Similarly, Marisol told me that “*In this place [SSC], I feel more comfortable, I get a good job, they find me a job cleaning the school.*” Marisol had been in a different organization where she said, she didn’t “*see the progression*” from the training to a job (WtW client, Fieldnotes, 3/02/01).

(Continued on page 9)

Kate Cooney is an Assistant Professor in the Macro Department at the Boston University School of Social Work. Due to flight cancellations related to weather in Chicago, she was unable to present this article as planned at the CSWE meeting in February. For a copy of the full article, please email Dr. Cooney at kcooney@bu.edu.

EMPLOYER-LINKED JOB TRAINING

(Continued from p. 8)

While job tracks and employer links can sharpen training content and generate higher client morale, as discussed above, the data from this case study also highlight a major pitfall of employer linking strategies: the disconnect between the promises of the employer linkage approach as perceived by staff and clients and the realities of the actual placement experiences. For example, for those hired out of the SSC training program through the employer-links to continue on at the jobs, there were often further credentialing hoops. At the school district, the janitors were required to have a high school equivalency degree (GED) within two years of their hire date, or face dismissal. Even with two years in which to complete it, the GED requirement foiled the dream of long-term employment for many SSC graduates. To be hired at the bank (a job track that featured an 8 week on-site training and trial job placement), clients must pass a written assessment to be eligible for a job interview. For the 22 welfare-to-work clients in the cohort followed at the bank training, only nine passed the assessment allowing them to be eligible for an interview and only two had been offered a job at the time of graduation (Fieldnotes, 10/05/01).

Job conditions and employer practices are further factors that can compromise the job links. The job seekers training in the SSC manufacturing industry were not able to connect directly with employers and instead had to go through temporary agencies. These temp agencies typically give new hires the most unsavory hours for a probationary period (“first they get stuck with the ugly hours that no one wants”) but are told that after a period of 4 months that things would improve (Job Developer, Interview, 8/30/01).

While job tracks can be instrumental for developing specific skills linked to employer needs in the labor market and for increasing client motivation to meet program requirements, as these data show, they can also be fraught with ongoing difficulties. The SSC data reveals that specific hard skills (such as being able to pass a GED or a diagnostic test) can also be crucial to job retention. The SSC case also suggests that an organization involved in workforce development training must be willing to renegotiate employer links and possibly even shift sectors based on the job or industry conditions on the ground. Investment in the

“..it is crucial that we invest in programs that open doors to sustainable, rewarding employment.”

development of practitioner-friendly regional databases on entry level job growth, retention, and wages in local industries could go a long way toward reducing the learning curve faced by workforce development organizations introducing job brokering strategies into their repertoire.

As disadvantaged populations increasingly rely on the labor market for self sufficiency, it is crucial that we invest in programs that open doors to sustainable, rewarding employment. Welfare reform created a network of CBOs partnering with the federal government to provide workforce development. Employer linkage strategies are one way that the sector can increase their organizational capacity in employment and training. However, programs must be given the flexibility to invest in the hard skill training necessary to fully maximize these emergent strategies. The SSC case highlights the challenges faced by organizations partnering with employers, signaling that interventions on the demand-side to restructure entry level positions are also important.

References

- Carré, F. (2004). What kind of labor market awaits low-income workers? *New England Journal of Public Policy*, 20, 75-79.
- Daugherty, R. H. & Barber, G. M. (2001). Self sufficiency, ecology of work, and welfare reform. *Social Service Review*, 75, 662-675.
- Hagen, J. L. (1998). Welfare law: ‘tough on work.’ *Families in Society*, 79, 596-605.
- Handler, J. T. & Hasenfeld, Y. (1997). *We the poor people: Work, poverty, & welfare*. New Haven: Yale University Press.
- Lambert, S. J. (1999). Lower-wage workers and the new realities of work and family. *The ANNALS of the American Academy of Political and Social Science*, 562, 174-190.
- Peck, J. & Theodore, N. (2000). ‘Work first’: Workfare and the regulation of contingent labour markets.” *Cambridge Journal of Economics*, 24, 119-138.
- Pindus, N. M., O’Brien C., Conway M., Haskins, C., & Rademacher, I. (2004). *Evaluation of the sectoral employment demonstration program*. Washington, D.C.: The Urban Institute.
- Rademacher, I. (2002). *Working with value: Industry-specific approaches to workforce development: A synthesis of findings*. The Aspen Institute, February.
- Sutton, S. A. (2004). Corporate–community workforce development collaborations. In E. Meléndez (Ed.) *Communities and workforce development* (pp.439-471). Kalamazoo: W.E. Upjohn Institute for Employment Research.
- Zandniapour, L. & Conway, M. (2002). *Gaining ground: The labor market progress of participants of sectoral employment development programs*. The Aspen Institute Economic Opportunities Program, February.

HURRICANE RELIEF FUNDRAISER

In a social work macro practice class, at Shippensburg University, eight students and a professor decided to aid the Hurricane Katrina victims by organizing a fundraiser called the "Bingo Bash." Through hard work and collaboration, \$690 was raised.



It is often difficult for social work students to apply macro concepts without being able to experience the work itself. In a recent article in *the Journal of Community Practice* (2005), the Editors discuss the importance of the field experience in the teaching/learning relationship. It is a challenge of the profession and a need of students to experience quality and meaningful examples of macro practice.

Students Perspective

Five weeks of planning went into the details of the event, with the team meeting twice a week. The first step of the process was thinking of an innovative idea that would spark the community's interest. It was decided that an afternoon bingo event would appeal to the local community as well as the campus students. Team members assumed different roles in order to distribute the work load. A large issue at the outset of the planning was finding a venue to hold the event. The final decision was made to host the bingo at the Cumberland Union Building on Shippensburg University's campus at one o'clock in the afternoon, with hopes of attracting the student body to the event to watch football on a big screen television. Contact was made with the director of Habitat for Humanity (HFH), to donate the proceeds of the event to the local chapter of HFH.

Much team member effort was dedicated to finding donations to be given out as prizes for the bingo winners at the event. A prize solicitation letter was drafted and copies were given to local businesses, such as restaurants, retail stores and supermarkets for prizes such as gift cards and merchandise. In order to publicize our event to a large audience, we also organized a press release which was sent to local media groups. All proceeds from the event, including the sale of the food and baked goods, were donated to hurricane relief efforts via HFH.

The team examined the learning experiences of planning, preparing, performing and evaluating a community function. Data were collected using a group questionnaire. Surveys were distributed to the students performing the function.

The majority of students strongly agreed that they learned a great deal about organizing skills and the program reflected real world social work. Several stated they did not realize how many small details go into planning a community function. The majority of students agreed or strongly agreed that macro learning was accomplished by practice. There should always be an alternative plan in preparation for the failure of some aspect of the greater plan.

The results of the experience demonstrate that with the cooperation of a determined set of students, a successful task can be completed in macro practice. By dividing the tasks evenly, they were able to accomplish specific goals that were set forth. Although the attendance for our event was far below what we expected, we were able to raise a sizeable amount of money for charity.



Throughout the course of our planning and implementation of the bingo event, we learned a lot about how to organize a fundraiser using macro skills.

Overall, we found that both local and corporate businesses are willing to donate gifts/money if approached with a good cause. One of the most significant lessons learned is the importance of advertising an event to as large of an audience as possible. Without advertising efforts, a fundraising event is not as successful as it could be.

Organizing this event proved to be an effective tool for teaching us the importance of communication and planning as a group. Without the right attitude and commitment of group members, this event would have never gotten off the ground. By acting as a team, students were effective in our time management strategies, consultation techniques, and proved that while working together, they could achieve large goals through macro practice.

Reference

Moxley, D. P., Alvarez, A.R., Gutierrez, L.M., & Butterfield, A.K. (2005). Teaching community practice, educating community practitioners. *Journal of Community Practice*, 13, 1-7

The University of Pittsburgh and Its Piano: The Early Roots of Intergroup Work and Community Practice

(In researching the history of the piano that has long graced the Faculty/Staff Lounge at Pitt's School of Social Work, Emeritus Professor Edward Sites not only uncovered the beginnings of social work's first program in community practice, which started at the University of Pittsburgh, but recognized the importance of music to social work practice historically and presently. Reprinted with permission - Editor.)



The School of Applied Social Sciences at the University of Pittsburgh (as the current School of Social Work was then known) claims many leadership contributions to both social work education and social work practice. The School's first dean of modern times, Wilber I. Newstetter, was himself a pioneer in several major developments in social work. In 1936, he wrote a paper "Community Organization Work and other Special Services."¹ At least as early as 1939, Dean Newstetter began teaching a course in "Intergroup Work" (Community Organization). In 1941, Newstetter wrote a paper "Teaching Community Organization in Schools of Social Work."² The culmination of this work was his seminal paper "The Social Intergroup Work Process" in 1947.³ Newstetter is credited with conceptualizing community organization and introducing it to the profession.

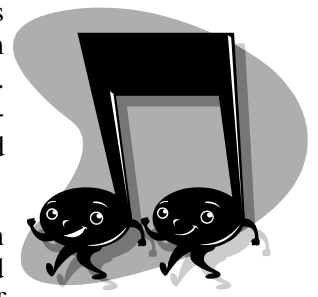
Aside from the historic importance of this new concept of "intergroup work" for social work, it is also of interest because it reveals the thread of thinking in group work which was developing at about the same time and from which community organization was derived. Certainly the advocacy and organizing activities of social work did not begin with Newstetter's paper. These activities were well established by the late 19th century. What Newstetter added were such marks of a profession as a theory base and a formal curriculum.

Social group work as a formal, theory-based practice component of social work was likewise closely linked with Newstetter and the University of Pittsburgh. Indeed, the progressive and interdisciplinary Newstetter was a leader in the movement. In 1935, he presented a paper at a conference of the National Conference of Social Work

in Montreal, Canada entitled "What is Social Group Work?"⁴ In 1936, he wrote a paper "The Group Work Field."⁵ Without going into too much detail here, John Dewey and the progressive education movement of which he was a part had been studying and adapting group dynamics and processes in education. However, these educators interested in the application of group theory to education were not well received among professional educators. Newstetter's paper had the effect of an invitation into social work where the "group workers" found a compatible theoretical home and a collegial welcome. This began group work at the University of Pittsburgh where papers on the topic were published early as 1938.⁶

In the early years, group work was clearly identified with the Settlement House Movement. Students preparing for professional social group work practice often learned skills and activities which could be used in working with children and adults to bridge language, communication and cultural differences while teaching values and basic developmental skills. Folk dancing, for example, was a common tool appropriate in a highly diverse community like Pittsburgh. And so it was, that in the social group work studio on a 32nd floor of the Cathedral of Learning such nationally prominent University of Pittsburgh Social Group Work faculty as Gertrude Wilson⁷, Gladys Ryland and Gisela Knopka included folk songs and folk dancing in their social group work courses and the William Knabe and Company Mignonette Upright Piano (serial number 128005) currently in the School of Social Work became an historical fixture. This premium piano was manufactured in January, 1942, and was acquired by the School for use in the social group work curriculum. A generation of social work faculty and students gathered around this instrument in powerful song.

The Knabe piano was quite an instrument. Knabe pianos had already been considered "top of the line" for over a century by that time. President Rutherford B. Hayes installed a Knabe piano in the White House in 1879; Peter Ilyich Tchaikovsky played a Knabe piano in the official inaugural concert of New York's Carnegie Hall in 1891; and Knabe pianos were the offi-



(Continued on page 13)

Youth Grassroots Efforts to Make Community Smoke-Free

by Christine Taggart & Michele Kelley

In the summer of 2003, a handful of residents of a community located in the Western suburbs of Chicago, gathered together determined to make their community smoke-free by



passing a clean indoor air ordinance. Many of them had backgrounds in public health and the health services professions, thus, their passion primarily stemmed from the looming health statistics.

Secondhand smoke is the third leading preventable cause of death in the United States.¹ Exposure to secondhand smoke among infants, children, and youth has become a focus of increased concern as it has been linked to the development of asthma, Sudden Infant Death Syndrome, increased risk of lung cancer as adults, and other upper respiratory infections.² It has been estimated that, each year, 3,000 lung cancer deaths and 35,000 coronary heart disease deaths among adult nonsmokers in the United States can be attributed to exposure to secondhand smoke.³ There is concern about the harmful effects of secondhand smoke on exposed workers, especially employees of restaurants and bars, many of whom are adolescents and young adults. Due to the health risks associated with this toxin, communities are increasingly applying pressure on their local policymakers to enact clean indoor air policies.

Recognizing that children and adolescents are the most vulnerable populations subjected to secondhand smoke, the coalition organizers began recruiting youth to participate in the campaign efforts during the summer of 2004. Adolescents are seen as being disproportionately affected by problems occurring in their communities.⁴ From a developmental perspective, participation by adolescents in various activities, including civic activities, is seen as a normal part of their development.⁵ The more an adolescent participates in extracurricular activities, the less alienation the youth will experience, the stronger will be his or her self-esteem, and personal realization will be possible.⁶ Additionally, it has been found that adolescents with a positive self-concept showed more political knowledge and action, and better understood the need for political discussions in urgent situations than youth lack-

ing this positive self-concept.⁷ Adolescents who participate in health coalition efforts may also gain awareness and knowledge of the health issue of concern and share it with their families and peers.⁸

Since 2004, the youth in this particular community coalition have engaged in various political activities that have been instrumental to the advancement of the ordinance through the local governmental process. Some of these activities have included canvassing the community and surrounding neighborhoods to poll residents on their views of an ordinance, as well as to initiate discussion on the harmful effects of secondhand smoke. The youth have also distributed yard signs and flyers throughout the community at critical points during the campaign for the ordinance. Most notably, the youth have used their own voices at Village Board meetings and through the editorial column in the local newspapers to tell their personal stories of problems with secondhand smoke and their passions for change in their community.

After almost three years of continuous community organizing complete with a defeat of the ordinance in the Spring of 2005, a newly elected Village Board of this community is once again discussing passing and implementing a clean indoor air ordinance.

A draft of a village-prepared ordinance is currently being circulated for comment, with hopes that an ordinance will once again be voted on in the Spring of 2006.



Awareness of the effects of secondhand smoke on the residents of the community, especially the youth, has increased remarkably since the beginning of the campaign, as can be evidenced by occurrences, such as a recent newsletter article written by a community business leader who has grown concerned about the health of the community and its youth.⁹ One must wonder if this may be due to the increased presence of this often marginalized group in discussions of policies that will affect their health. It is hoped that youth will continue to be involved in community coalitions to not only recognize the many contributions that they can make to these efforts, but also to acknowledge the various positive developmental and health benefits that this population may experience as a result of their civic participation.

(Continued on page 13)

Smoke-Free...

(Continued from page 12)

References

1. American Cancer Society. (2006). The Facts about Second-hand Smoke. Accessible at http://www.cancer.org/docroot/COM/content/div_TX/COM_11_2x_The_Facts_about_Secondhand_Smoke.asp?sitearea=COM Accessed on: March 31, 2006
2. American Academy of Pediatrics Committee on Environmental Health. (2003). In: Etzel RA, ed. *Pediatric Environmental Health. 2nd edition*. Elk Grove Village, IL: American Academy of Pediatrics.
3. Centers for Disease Control and Prevention. (Feb. 2004). Tobacco Information and Prevention Source (TIPS) Second-hand Smoke Fact Sheet. Accessible at: http://www.cdc.gov/tobacco/factsheets/secondhand_smoke_factsheet.htm Accessed on: March 30, 2005.
4. Pittman, K. (2004). University of Chicago, Chapin Hall conference: "Adolescence and the Transition to Adulthood" Audiocast. November 8-9, 2004. Retrieved February 2005 from <http://www.about.chapinhall.org/conferences/NovATA/presentations.html>
5. Winter, N. (2003). Social capital, civic engagement and positive youth development outcomes. Document prepared for The Edna McConnell Clark Foundation. Retrieved November 2005 from <http://www.policystudies.com/Civic%20engagement.pdf>
6. Oser, F., Ulrich, M., & Biedermann, H. (2000). Youth and citizenship: participatory experiences and individual competencies. Submitted to the Federal Office for Education and Science, Berne, Switzerland. Retrieved February 2005 from <http://www bbw.admin.ch/html/pages/services/publikationen/pdf/participation-e/pdf>
7. Oser, F., Ulrich, M., & Biedermann, H. (2000). Youth and citizenship: participatory experiences and individual competencies. Submitted to the Federal Office for Education and Science, Berne, Switzerland. Retrieved February 2005 from <http://www bbw.admin.ch/html/pages/services/publikationen/pdf/participation-e/pdf>
8. Taggart, C. & Kelley, M. (2006). Youth participation in a local campaign for a clean indoor air ordinance: Lessons learned. Unpublished research. Manuscript in preparation.
9. Maychruk, L. (2006). Letter from the Editor. *The Buzz*, business newsletter, March 2006 issue.

Authors: *Christine Taggart, MPH, PhD* student, and coalition member; *Michele Kelley, ScD, MSW, MA*

The Pitt SSW Piano

(Continued from page 11)

cial piano of the Metropolitan Opera in New York for many years.

Music was a prominent feature of social work not only in Pittsburgh. Solidarity Forever, the international anthem of organized labor, was written in 1915 around the piano at Hull House in Chicago. Negro spirituals, union organizing songs, women's suffrage songs, civil rights songs, and many other folk songs are part of the heritage of social work. The Pitt School of Social Work piano has resounded in protest, joy, thanksgiving, oppression, and freedom. The piano, mandolin, guitar, ukulele, accordion, and other popular instruments (including many jazz instruments and the musical literature associated with them) were integral to this movement. In recent years, some schools of social work have used this repertoire of music to teach courses on social welfare history and social welfare policy.

Lift every voice and sing.⁸

- Edward W. Sites, Ph. D., Professor. March 6, 2006
Edward Sites is Professor Emeritus at the University of Pittsburgh School of Social Work where he has directed the Title IV - CWEL Program for Pennsylvania.

References/Endnotes

- ¹Newstetter, Wilber I. (1936). Community Organization Work and other Special Services. Pittsburgh: University of Pittsburgh. University of Pittsburgh Archives, Wilber I. Newstetter collection, Box 2.
- ²Newstetter, Wilber I. (1941). Teaching Community Organization in Schools of Social Work. Pittsburgh: University of Pittsburgh. University of Pittsburgh Archives. Wilber I. Newstetter collection, Box 14.
- ³Newstetter, Wilber I. 1947. Proceedings of the National Conference of Social Work. New York: Columbia University Press, 205-217.
- ⁴Newstetter, Wilber I. (1935). What is Social Group Work? Proceedings of the National Conference of Social Work. Chicago: University of Chicago Press, 291-299.
- ⁵Newstetter, Wilber I. (1936). The Group Work Field. Pittsburgh: University of Pittsburgh. University of Pittsburgh Archives. Wilber I Newstetter collection, Box 2.
- ⁶Wilson, Gertrude. (1938). The Interplay of the Insights of Casework and Group Work. Pittsburgh: University of Pittsburgh.
- ⁷Wilson, Gertrude and Ryland, Gladys. (1949). Social Group Work Practice: The Creative Use of the Social Process. Boston: Houghton Mifflin, Company.
- ⁸Johnson, James Weldon and Johnson, J. Rosamond. (1900). Lift Every Voice and Sing.

Where Have All the Peace Supporters Gone?

by Sondra Fogel, PhD

For some of us, it does not seem too long ago that mass demonstrations, public speeches, and grass-roots efforts mobilized politicians and a nation to address racial discrimination, gender inequities, and to end a war. In fact, many of us may be, or know, people who actively participated in at least one of these major social movements. While sweeping legislation has been enacted to address some of the injustices pervasive in this country, the institution of war remains untouched. In fact, over the years, the Mall in Washington, DC, has become peppered with striking structures and artfully sculpted depictions of the experiences and sacrifices of those valiant heroes who fulfilled their pledge to this country. This is where this story begins.



On a typical day at the Mall, there are families and military veterans sharing accounts of events long ago along side of these various war memorials. So when the son asked his father in front of the Viet Nam War Memorial, “So what did you do?”, the answer was not as one expected. The father said, “I tried to stop it.” That is when Michael Knox, Ph.D., Distinguished Professor at the University of South Florida, (www.usfcenter.org) made the decision to do something to recognize the contributions of those who promote peace and to build a symbol of this commitment. As Michael now saw, the Mall was covered with structures that honored the intentions and actions of war, but there was no place, no recognition of or memorial to the many citizens like him who oppose the use of war as a means of solving international conflicts.

Through extensive research, numerous conversations and reliance on his community organization training, Michael recently established the US Peace Memorial Foundation, Inc, a tax-exempt 501(c)(3) public charity. The Foundation has two focused objectives. The first goal is to build a structure; a symbol, on the Mall or in DC, that demonstrates to all in our country and visitors from around the world that in this democratic nation, supporting peaceful alternatives and opposing war is socially acceptable. The second objective is to build a registry—a list of role models, ordinary citizens who found their voice to demonstrate in some way their opposition to a war, as well as those who have devoted their life to anti-war efforts. Organizations and web-sites will also be included in this list. Go to the Foundation web-site: www.uspeacememorial.org and click on the Peace Registry tab to find an impressive, growing list of individuals and what they did to support peace efforts. The web-site provides much more in-depth information about the purpose, goals, and objectives of this organization.

Congratulations to ACOSA Officers & Board Members

The following members were elected to leadership positions in ACOSA

- ✓ **Tracy Soska**—University of Pittsburgh, Vice Chairperson — 2006-2008
- ✓ **Elizabeth Beck**—Georgia State University, Board Secretary — 2006-2009
- ✓ **Joyce Hermoso** — Catholic University of America — 2006-2009
- ✓ **Irene R. Quiero-Tajalli**—Indiana University — 2006-2009
- ✓ **Rick Hoefler**—University of Texas at Arlington — 2006-2009
- ✓ **Yossi Korazim-Korosy**—Interdisciplinary Forum for Community Development, Israel — 2006-2009

THANK YOU FOR YOUR LEADERSHIP IN ACOSA!

Janet Finn Receives 2005 Marie Weil Award: Best Article in the *Journal of Community Practice*



The 3rd Annual Marie Weil Award was presented at this year's CSWE APM, to the paper judged by a panel of reviewers as the best article in the *Journal of Community Practice*. The article selected from Volume 13, Issue 3 (2005) is entitled: *La Victoria: Claiming Memory, History, and Justice in a Santiago Población*. The author is Janet L. Finn, Professor of Social Work and Director of the MSW Program at The University of Montana.

Dr. Finn is the author/editor of numerous articles on gender, culture, and community and three books - *Tracing the Veins: Of Copper, Culture, and Community from Butte to Chuquicamata*, *Just Practice: A Social Justice Approach to Social Work* (co-authored with Maxine Jacobson), and *Motherlode: Legacies of Women's Lives and Labors in Butte, Montana* (co-edited with Ellen Crain). When not in the classroom, Janet divides her time between western Montana and Chile, documenting struggles for social justice and stories of women's lives.

Haworth Press, Inc., provided a \$1,000 honorarium to Dr. Finn. All papers published in the *Journal of Community Practice* are eligible for this prestigious recognition. ACOSA sends its congratulations to Dr. Finn!

Essential Publications for Community Organizers, Planners, and Policymakers!

Save 10% on 1 book, 15% on 2 books, or 20% on 3 books! (Use code BK123 when ordering online.)

COMMUNITY ACTION RESEARCH

Benefits to Community Members and Service Providers
Edited by Roger N. Reeb, PhD

Detailed examination of empirical research that demonstrates the benefits of community action research for the 'at risk' community as well as the volunteers and paraprofessionals who implement community services.

\$22.95 soft. ISBN-13: 978-0-7890-3047-4 / ISBN-10: 0-7890-3047-0.
\$39.95 hard. ISBN-13: 978-0-7890-3046-7 / ISBN-10: 0-7890-3046-2.
Available Fall 2006. Approx. 169 pp. with Index.

COMMUNITY COLLABORATIVE PARTNERSHIPS

The Foundation for HIV Prevention Research Efforts
Edited by Mary M. McKay, PhD,
and Roberta L. Paikoff, PhD

Exploration of ways to develop, design, and evaluate strong community partnerships to support youth health prevention efforts in the United States and around the world.

\$35.95 soft. ISBN-13: 978-0-7890-3254-6 / ISBN-10: 0-7890-3254-6.
\$59.95 hard. ISBN-13: 978-0-7890-3253-9 / ISBN-10: 0-7890-3253-8.
Available Winter 2006/2007. Approx. 425 pp. with Index.

COMP AD

New Book!

MAKING BUSINESS DISTRICTS WORK

Leadership and Management of Downtown, Main Street, Business District, and Community Development Organizations

Edited by David Feehan, and Marvin D. Feit, PhD

"THIS BOOK WILL BE USED FOR YEARS TO COME. It may well become the most opened text in the downtown manager's library."

—John R. Mullin, PhD, FAICR, Dean of the Graduate School, Director of the Center for Economics, and Professor of Landscape Architecture & Regional Planning, UMass Amherst.

\$39.95 soft. ISBN-13: 978-0-7890-2391-9 / ISBN-10: 0-7890-2391-1.
\$64.95 hard. ISBN-13: 978-0-7890-2390-2 / ISBN-10: 0-7890-2390-3.
Available Spring 2006. Approx. 432 pp. with Index.

coming soon!

YOUTH PARTICIPATION AND COMMUNITY CHANGE

Edited by Barry N. Checkoway, PhD,
and Lorraine M. Gutierrez, PhD

\$21.95 soft. ISBN-13: 978-0-7890-3292-8 / ISBN-10: 0-7890-3292-8.
\$39.95 hard. ISBN-13: 978-0-7890-3291-1 / ISBN-10: 0-7890-3291-0.
Available Summer 2006. Approx. 243 pp. with Index.

FOR MORE INFORMATION
LOG ON TO:

www.HaworthPress.com/focus/SocialWork
and view excerpts, reviews, and complete contents!

Over 400 Pages!

New Book!

Take 20% Off Your Journal Subscription!
(Use code JRL20 when ordering online.)

FIND OUT MORE

about these and other Social Work Journals Online at
www.HaworthPress.com/focus/SocialWork

Journal of Community Practice™ (ISSN: 1527)

Administration in Social Work™ (ISSN: 1547)

Journal of Aging & Social Policy™ (ISSN: 0031)

Journal of Family Social Work™ (ISSN: 1039)

Journal of Health & Social Policy™ (ISSN: 1045)

Journal of Offender Rehabilitation™ (ISSN: 1076)

Journal of Policy Practice™ (ISSN: 1508)

Journal of Prevention & Intervention in the Community™ (ISSN: 1005)

Social Work With Groups™ (ISSN: 1009)

FREE SAMPLE COPIES AVAILABLE:

To request sample copies of journals, e-mail orders@HaworthPress.com or find the journal in our QuickSearch online catalog and order a complimentary sample copy.

FREE SITE-WIDE ACCESS:

Site-wide online access is available with every library print subscription.

FREE TABLE-OF-CONTENTS SERVICE:

To receive our table-of-contents e-mail service (complete with abstracts), go to www.HaworthPress.com/TOC.



The Haworth Press, Inc., 10 Alice Street, Binghamton, NY 13904-1580 USA • Tel: 1-800-429-6784 | Fax: 1-800-895-0582
Outside US/Canada Tel: 1-607-722-5857 | Outside US/Canada Fax: 1-607-771-0012 • E-mail: orders@HaworthPress.com | Web: www.HaworthPress.com



ACOSA
20560 Bensley Avenue
Lynwood, IL 60411
Tel (708) 757-4187
Fax: (708) 757-4234

**Evidence-based
practice is a topic that
came out of the ACOSA
Symposium and is
featured in this issue.**

**ACOSA
Network**

If would like to add to the ACOSA dialogue on Evidence-Based Practice, please share your experiences and thoughts with the ACOSA Update! We hope to feature more articles on evidence-based community and administrative practice, as well as build our web resources in this area.

Contact the Editor: Tracy Soska at tsssw+@pitt.edu

ACOSA Update!

Editor	Tracy Soska - University of Pittsburgh Phone: 412-624-3711; tsssw+@pitt.edu
Production & Distribution	Alice K. Johnson Butterfield, University of Illinois at Chicago, akj@uic.edu
Practitioner Perspective	ACOSA Update! Is always looking for practitioner perspectives
Social Administration	Dick Boettcher - Ohio State University Boettcher.1@osu.edu
International Perspectives	Yossi Korazim-Korosy, Israel korazim@netvision.net.il
Contributing Columnist Wanted	ACOSA Update! Is looking for contributing columnists who will make or ensure regular contributions in the following areas: community organizing, field education, policy and technology.

The Association for Community Organization and Social Administration

ACOSA is a registered 501c3 membership organization for community organizers, planners, activists, administrators, policy practitioners, students, and professors. ACOSA members represent a variety of disciplines and professional fields which strive to strengthen community organization and social administration in practice and education. *ACOSA Update!* is published quarterly by the Association for Community Organization & Social Administration (ACOSA).

ACOSA Officers

Chair:	Mary Rogge— University of Tennessee at Knoxville ROGGE@utk.edu
Treasurer	Charles Trent —Yeshiva University trent@yu.edu
Secretary	Elizabeth Beck - Georgia State University ebeck@gsu.edu

ACOSA Administration

Coordinator of Operations & Administration	Alice K. Johnson Butterfield/ACOSA 20560 Bensley Avenue Lynwood, IL 60411 Phone: 708-757-4187 Fax: 708-757-4234 Acosa@voyager.net or aki@uic.edu
Membership Records	William H. Butterfield billb@en.com