The PREVENTION CONNECTION
NEWSLETTER

# National Senior Service Corps, *Montana Style*

*By Jackie Girard, State Program Specialist*
*Corporation for National Service*

When we think about some of our nation's most difficult problems—poverty, illiteracy, teen violence, alcohol, tobacco and other drug abuse and more—it's inviting to throw up our hands and indulge in the view that there's nothing we can do, that we have no control. Sometimes it seems that we, as individuals, can't possible have an effect . . . or worse, that the problems are so profound that they would be impossible to overcome, no matter what kinds of resources were devoted to them. It's true that we *are* beyond the time that sound bites can help. Coming up with new slogans, no matter how catchy, won't do much good druing times when needs are higher than they've ever been.

Even so, as the State Program Specialist for Montana, I see hope. I believe that as a nation we are experiencing a revitalization of the traditional community service ethic. In record numbers, citizens are giving of themselves, of their time and energy. At least part of the reason for that is the work of the Corporation for National Service. Through its three core programs—AmeriCorps, Learn and Serve America, and the Senior Corps—Americans from a wide variety of backgrounds are investing in their communities by giving something back. The Corporation for National Service provides a vehicle through its *Call to Service*—a challenge to *all* Americans to have faith in their power to make the world a better place.

For the purposes of this article, I will focus on Senior Corps programs. It won't be difficult: directors all over the state are doing a superb job of mobilizing older Americans in service to their communities.

### *National Senior Service Corps*

The National Senior Service Corps creates opportunities for seniors to serve their communities, as partners and as members of a common team. Volunteer opportunities are structured to tap deep wells of experience and talent. Senior volunteers engage in challenging, vital work, in an effort to meet real community needs.

Many seniors choose to devote their energies to children and youth. The benefits of intergenerational efforts are bi-directional. Both age groups have a chance to form relationships with members of a very different generation, and from these relationships receive guidance, affection, wisdom, support, and friendship. The youth develop a sense of community responsibility and learn that personal sacrifice can contribute to a greater good. Seniors, in turn, remain necessary and integral parts of their communities.

In Montana, more than 5,000 senior volunteers currently participate in twenty active Senior Corps Programs scattered throughout the state, in our cities and in some of our smallest towns. (See pages 10 and 11.) During the last two years—in Montana alone—seniors volunteering their time to literacy and mentoring

**Continued on Page 3**

Corporation for National Service

## Intergenerational Programming

Intergenerational Programming ..... 1-7
Promising Programs ..... 8, 12-15, 18
Homevisiting ..... 8
Montana Senior Corps ..... 9-11
HEAD START ..... 12
CIP ..... 16
Reader's Corner ..... 17
Professor Prevention ..... 19

*A joint publication of the* ***Montana Prevention Resource Center*** *and the* ***Addictive and Mental Disorders Division of the Montana Department of Public Health and Human Services****.*

**Volume IV** **Issue 2** **Summer 2000**

***Montana Prevention Resource Center***
P.O. Box 4210
Helena, MT 59604
Web Site: www.mt.gov/prc

**Co-coordinators**
***Jan Lombardi***
(406) 444-1928
jlombardi@state.mt.us

***Vicki Turner***
(406) 444-5986
vturner@state.mt.us

***Mandi Shulund***
Administrative Support
(406) 444-9772

***Erika Newman***
VISTA Leader
(406) 444-3925

***Catie Snider***
VISTA
(406) 444-9654

# The Jan and Vicki Column

As staff to the Prevention Resource Center, our focus is to support youth through the five goals of the Interagency Coordinating Council on State Prevention Programs. Understanding that each community's needs and solutions are unique, we have a particular interest in supporting each community's prevention vision.

This issue of the Prevention Connect highlights the ways many of our Montana communities are recognizing the talents and wisdom of their aging populations and the growing role of seniors in prevention. Intergenerational programs that connect citizens of more than one generation are a terrific means to fulfill community needs. Research has proven that youth benefit from the mentoring and tutoring by seniors, but both generations benefit.

Featured in this issue are some of the many ways older Montanans are contributing their time to youth in an effort to reduce risks and build protective factors in the family, school, and community…and within the youth themselves. Read on: we believe you'll be as touched and impressed by these efforts as we are!

(Note: Please see the five ICC goals on page 13.)

*Vicki & Jan*

# *Notes From the Edge*

## *Intergenerational Mentoring*

*By Mary Haydal, Executive Director*
*Miles City Retired and Senior Volunteer Program (RSVP)*

Intergenerational mentoring has been a part of the Miles City RSVP for the past ten years. During that time, extraordinary changes have occurred—for the children and youth who have participated and for the seniors who have volunteered. It has been our experience that when different generations are bound by a common cause, the synergy created not only binds a community, but helps solve problems and create solutions as well. Let me give you some examples.

— Not long ago, Sandy*, age five, was so brutally abused by her mother that she wound up in the hospital. By the time a nurse called RSVP to see if a "grandma" would visit, the situation was desperate. Sandy needed surgery to repair the damages to her body, but she couldn't have it until she would eat and respond to those around her. The doctors and nurses had been giving her plenty of special attention, bringing her gifts and trying to coax eye contact, but the child had simply shut down.

Grandma Betty* was asked to visit for an hour a day, but she ended up staying much longer than that . . . sometimes for hours, several times a day. She stroked Sandy, sang songs and repeatedly told her that she was loved. Grandma Betty brought Sandy *Happy Meals* and special little gifts. It wasn't long before the child began to respond. Soon Sandy was talking, laughing and eating. And when the time came for surgery, Grandma Betty was there to send the little girl off and greet her when she returned. Finally, Grandma Betty helped Sandy get ready to move into a new home with relatives in another state. Sandy had begun to hope and looked forward to her new life. The last thing she asked was if her new grandma could come, too.

— Grandpa Joe stood by the door of the 5th grade room. His knees and hands were shaking. After all, he only had a fourth grade education himself. Bitterly, he cursed himself for saying he'd take the job as a volunteer teacher's aide. But a promise was a promise. He'd go in once and help, then never return. But at the end of that first session, the little boy Grandpa Joe had

***Continued on Page 4***

**In the interest of confidentiality, names have been changed.*

***The Prevention Connection***

***Sherrie Downing***
Editor
(406) 443-0580
Fax: (406) 443-0869
E-mail: sdowning@imine.net
or
SLDowning@aol.com

***Karen von Arx Smock***
KD Graphics
Freelance Design & Production
Phone/fax: (507) 894-6342
E-mail: KDVonArx@aol.com

## National Senior Service Corps

*Continued from cover*

programs have served over 9,957 children and youth.

The Senior Corps has three programs:

— ***Foster Grandparent Program***—FGP offers seniors 60 and older opportunities to serve as mentors, tutors, and loving caregivers for children and youth with special needs.

— ***Retired and Senior Volunteer Program*** — RSVP offers people 55 and older worthwhile service opportunities in their communities. RSVP volunteers provide hundreds of services in public and non-profit organizations, from schools to police departments to hospitals.

— ***Senior Companion Program***—SCP volunteers 60 and older provide assistance and friendship to individuals at risk of premature institutionalization. By performing simple chores, providing transportation for medical appointments or shopping, and by offering friendly contact. Senior Companions help the frail elderly remain independent.

Senior volunteers are valuable resources, and through their combined efforts, make a real impact on real community needs. Nationwide, more than half a million seniors offer health services to 5 million clinic patients, counsel 80,000 abused or neglected children, provide in-class support to 13,000 students, help thousands of other seniors live independently, and offer hundreds of thousands of hours of community service.

Senior Corps programs are increasingly broadening their focus to embrace the benefits to volunteers as well as the measurable, positive changes that occur as a result of the services provided. The emphasis is on "getting things done," and services are being considered in the light of quantifiable impact. Specifically, the Senior Corps is using the *Programming For Impact* approach, through which energies and resources are deliberately focused on high priority community needs. The results are gauged and measured—not only qualitatively or anecdotally—but through impact data that makes it clear, even in this bottom line society, that the investment of time and funds is justified..

During the past year and a half I've had the privilege of offering technical assistance to Montana's National Senior Service Corps programs. Throughout that time, I've been continually amazed at the *can-do* attitude of senior volunteers. I've watched Senior Corps volunteers put their experience to work in ways that benefit themselves, their peers and the new generations of Americans. Luckily for all of us, these men and women—children of the Great Depression, warriors of the Pacific, Asia, Africa, Europe and the home front—are busy proving that they still have a lot to offer. Δ

*If you are interested in becoming a volunteer and/or would like more information, call your local Senior Corps program or the State Office for the Corporation for National Service at (406) 449-5404 or www.nationalservice.org*

# *Accomplishments*

*By Kathy Chaffee, Foster Grandparent Director*
*Saint Vincent Hospital and Health Care, Billings, Montana*

As a Foster Grandparent Director, I am responsible for the nuts and bolts of running the program. One of my most important tasks is recruiting workstations and seniors for the Foster Grandparent Program. This process involves compliance with a number of regulations, for both the senior volunteers and the workstations that supervise them. Generally it takes two or three weeks to recruit and establish a workstation. It takes roughly the same amount of time to get the senior volunteer trained and in place.

We've always tallied numbers: seniors serving, children served, and hours spent. Of course, we've always stated need as well. And as it has in social service programs everywhere, "impact" has become an important component to compliance. These days, we're being asked to demonstrate results. "Impact," which we define as measurable change to a measurable community problem, can be expressed in terms of numbers and percents. We use a variety of tools and instruments to determine impact, including test scores, evaluations, pre- and post test scores and teacher surveys. Though we are just learning how to gather the numbers we need to establish impact, indications are that they'll be compelling. The process takes a lot of time and involves what feels

***Continued on Page 4***

***Interagency Coordinating Council for State Prevention Programs (ICC)***
P.O. Box 4210
Helena, MT 59604-4210
(406) 444-5986
Fax: (406) 444-1970

**Chair:** ***DeAnn Thomas***
Flathead Care

**Vice-Chair:** ***Pat Haffey***
Commissioner
Department of Labor and Industry

**Members**

***Kirk Astroth***
Chair
MT Children's Trust Fund

***Laurie Ekanger***
Director
Dept. of Public Health and Human Services

***William Snell***
Executive Director
In-Care Network, Inc.

***Nancy Keenan***
Superintendent
Office of Public Instruction

***James Oppendahl***
Director
MT Board of Crime Control

***Rick Day***
Director
Department of Corrections

***Joe Mazurek***
Attorney General
Department of Justice

***Donald Clayborn***
Coordinator
Office of Indian Affairs

## Notes From the Edge

*Continued from Page 2*

spent time with threw his arms around his knees and made Grandpa Joe promise to return. He did . . . again and again. What surprised Joe was how much he and the boy could learn from each other. He had discovered that he had something far more valuable than education to give: love, attention and time.

— Sophia is a warm, smiling woman from Poland. It is hard to believe that someone so beautiful and loving suffered egregiously during World War II. Sophia was only a teenager when German soldiers separated her from her beloved family. Her happy, carefree days as a child in her beloved Poland were over for good—she never saw her family again. For the next several years, Sophia remained a prisoner of war.

Sophia shares her story with middle and high school students. When she does, history comes alive. You can hear a pin drop when she describes a cannon ball coming through her house and blowing away half of the couch where she was sitting. She tells of being threatened with death by a guard after she fainted from exhaustion and hunger.

The first few times Sophia told her story, she went home very upset: reliving the war hurt, but she's determined to share her experience with every student who will listen. The young people with whom she shares her story gain a perspective they could never get from history books, but Sophia has learned, too. Dealing with her fears and facing her pain has helped heal wounds that lasted for decades.

Who benefits more from intergenerational efforts . . . the volunteers or the children? I'm not sure there is an answer. I do know that the results of these efforts are lasting and that they are important. If you are interested in volunteering at least one hour a week, please call your local school, the Retired and Senior Volunteer Program, or the Foster Grandparent Program. Trust me: a child eagerly awaits what *you* have to share. Δ

***Generations United***

*Generations United maintains the nation's largest resource library and database of intergenerational programs. GU has also been designated as the national clearinghouse for intergenerational Learn and Serve programs. Each year they respond to hundreds of requests for information from around the country.*

*For more information contact Paul Inyang at 202-662-4283 or by e-mail at* ***pinyang@cwla.org.***

## Accomplishments

*Continued from Page 3*

like pounds of paperwork. I love working with people, and sometimes there's so much "bookwork" to do that I can begin feeling pretty sorry for myself.

Then I look around at what we're accomplishing. Even though these indicators are intangible, and don't lend themselves well to measurement by percent or number, they do indicate that we're on the right track. These accomplishments remind me of why I started working with this program in the first place, and why I've stayed with it in spite of the long hours and the paperwork. At its core, this program was designed to enable *people* to make a difference for *people* by pairing seniors on limited incomes with children who have special needs.

The beauty of the program is that it works. Let me share some "accomplishments" from the seniors' standpoints. Each of the quotes below was taken directly from senior evaluation forms.

*— It's wonderful to see progress with the children.*

*— If you want a blessing, be a Foster Grandparent.*

*— I don't know who is helping who.*

*— He was eight years old and couldn't read . . . six months later he could read better than I do.*

*— When I was in the hospital, the entire class came to visit*

*— When his dad died in an accident, he asked if I would help with his homework.*

*— She asked me if I could be her "Montana Gram."*

*— The class asked me about where I was born and what is like to be an Iris (Irish) . . . I told them maybe I would rather* ***be*** *an Iris.*

*— I help them write their own plays and stories about themselves.*

*— I live to do this*

**And here, in their own words, are what these very special children have to say about their Foster Grandparents,**

*— I like to hug her . . . cause I love her.*

*— Did you know she can play hop scotch?*

*— He is awesome.*

*— They're really nice if you are having trouble, they don't give up.*

*— They go with us on trips.*

*— . . . because they help.*

*— I think I will pass because he helped me.*

*— He knows all his colors and how to count!*

***Continued on Page 6***

The opinions expressed herein are not necessarily those of The Prevention Resource Center and the Addictive and Mental Disorders Division of the Montana Department of Public Health and Human Services.

The Prevention Resource Center and the Addictive and Mental Disorders Division of the Montana Department of Public Health and Human Services attempt to provide reasonable accommodations for any known disability that may interfere with a person participating in this service. Alternative accessible formats of this document will be provided upon request. For more information, call AMDD at (406) 444-1202, 1-800-457-2327 or the Prevention Resource Center at (406) 444-5986.

# Grandparents As Parents

Between 1980 and 1997, the number of children living with grandparents increased from 2.3 million to 3.9 million. These grandparents have assumed parenting roles for many reasons, most of which revolve around problems experienced by their own children. Increasing numbers are providing permanent care as a result of divorce, substance abuse, child abuse and/or neglect, abandonment, teenage pregnancy, death, HIV/AIDS, unemployment, incarceration and mental health problems.

Grandparenting and parenting roles traditionally differ widely in the kinds and levels of responsibility involved. Grandparents cannot be "grandparents" to a child they are parenting, and this may cause role confusion in the family.

***Grandparent caregivers can be divided into three basic types: "custodial," "living with," and "day care" grandparents.***

- ***"Custodial" grandparents have legal custody of their grandchildren. They provide daily care and make decisions on behalf of the grandchildren. Typically, severe problems existed in the child's nuclear family.***
- ***"Living with" grandparents provide daily care, but do not have legal custody. The child's parent may or may not live in the home. These grandparents focus on providing an economically and emotionally stable environment for the child, and often on helping the parent. Because the grandparent does not have legal custody, he or she has no way of protecting the child from an unsuitable or dangerous parent.***
- ***"Day care" grandparents focus on helping the child's parent and fulfilling their own needs. These grandparents tend to be least affected by their care-taking because the children return home at the end of the day. Their function is more closely aligned with the traditional conception of "grandparent."***

## Difficulties

Much of the research focuses upon the difficulties surrounding the grandparents' caregiving role. A number of factors come into play: health issues, economic difficulties, and isolation from the traditional social network, to name a few. Additionally, grandparents must deal with the trauma that precipitated their role as caregiver. An adult child's problems require parents to cope with the loss of their own hopes and expectations as well as with the grandchild's grief.

Many older grandparents are coping with serious, frequent, and/or progressive health problems . . . and irrespective of health is the issue of stamina. Others report feeling so emotionally and physically drained that they fear being unable to meet the demands of parenting. Older grandparents also worry about what will become of their grandchildren if something happens to them. Many, if not most, report a loss of time for themselves

Economic difficulties are common. Because many of the elderly are already living on low or fixed incomes, taking on the care of a grandchild can put their economic future in jeopardy. Some are forced to make job-related sacrifices, while others—who had been comfortably retired—deplete their funds when they take on the responsibility of a grandchild. Although an increasing number of support groups and a growing body of information exist, there remains a lack of government support. Many grandparents are denied benefits provided to foster parents because of their blood relationship to the child, even though they may be in desperate need of financial assistance. This compounds economic difficulties, and, in a sense, penalizes grandparents for their willingness to care for grandchildren.

Once children leave home, older adults may replace their role and responsibilities as a parent with an expanded social network. Social resources are often a determinant of developmental well-being as people age, but raising a grandchild can isolate grandparents from the traditional social network. Taking on a parental role affects lifestyle and relationships with family and friends. The extent is generally dependent upon the level of care provided, Grandparents may

***Continued on Page 7***

***The Demographics of Grandparents as Parents***

*The National Center for Health Statistics (Saluter, 1996) reported that about 5.4 percent of children under the age of 18 live in the home of their grandparent or grandparents, and that black children are more likely (13 percent) to live with a grandparent than white (3.9 percent) or Hispanic children (5.7 percent). While nearly half the grandparent households with a grandchild include the child's mother, about a million families in the United States are made up of grandparents raising their grandchildren without either one of the children's parents (Takas, 1995).*

*About 1 in 20 children under 18 lives in a home headed by a grandparent without parents present. Grandparents serving as surrogate parents represent all socioeconomic and ethnic groups. Most families headed by grandparents live in an urban setting and have less than a high school education, and more such families live in the south (57 percent) than in all other areas of the United States combined (Turner, 1995).*

*http://www.kidsource.com/kidsource/content2/grandparents.3.html*

## Accomplishments

*Continued from Page 4*

***And from the workstations:***

- *I am pleased with the Foster Grandparents. I think it is an excellent program.*
- *In my classroom, the Foster Grandparents have had a very positive impact.*
- *His very presence is an "up lift."*
- *Her radiant personality is a benefit to all.*
- *I really like the idea of the one-on -one.*
- *How many more Fosters can we get?*
- *The Foster Grandparents have a significant impact on the children. It is one more person they can count on in their lives.*
- *They plant seeds of wellness and love through quality childcare and parent support.*
- *I am so pleased that the Foster Grandparents gift us with their time and nurturing.*

The impact? Well, there's no doubt in my mind that the numbers will show impact—that most of the children working with Foster Grandparents will dramatically improve their reading and academic performance. And what is being accomplished? I'd say plenty!

# *Close Encounters of the Mentoring Kind:* OPINION

## An interview with Bill Mathews, Missoula Flagship Schools Coordinator

*By Greg Oliver, Missoula City-County Health Department*

The following includes highlights from an interview with Bill Mathews, Missoula Flagship Schools Coordinator. Work with Missoula's school-based mentoring programs has yielded the following experiences and insights.

- **For mentoring to be effective, you need frequent meetings over time; close, supportive relationships; and program structures that promote these conditions.**
- **The key to creating effective mentoring relationships lies in the development of trust, which takes a substantial amount of time. Programs must provide the time and resources to adequately screen, train and support mentors.**
- **Kids don't seem to care about the mentor's race or age. What they want is attention and love.**
- **The most effective recruitment strategy seems to be word-of-mouth.**
- **The coaching/sports link can provide the best or the worst connection for a kid. In the worst-case scenario, an adult coach is involved to gratify his own ego, rather than to help meet kids' needs. Given that scenario, coaches can do more harm than good. Sports associations must be encouraged to realize that coaches should be trained to understand the developmental needs of the specific age group they're involved with.**

Our program brings senior citizens to the school for lunch, then provides them with the opportunity to spend the afternoon with a class. Usually a senior is paired with a student, and they spend time talking. They might touch on what it was like when the senior was in school, for example. From that first involvement, many things can and do spin off—letter writing, exchanging birthday cards, monthly meetings, tutoring, special program presentations, or a sharing of skills such as knitting or woodcarving. Sometimes the kids turn the tables and teach the seniors computer skills.

It is surprisingly easy to link existing school curriculum with the needs and/or abilities of the community's senior citizens:

- **Paint a senior's house (but select a small house you can finish in one weekend)**
- **High school/elementary mentoring programs can be very successful with the right supervision and support. Effective screening, training and ongoing support of the high school students is essential.**
- **Each class in a local elementary school spent a week delivering Home Delivered Meals. It was a great way to get parents involved with the school and to allow kids to meet homebound seniors. Many relationships developed from that causal contact.**
- **One class adopted a senior housing project. They sent birthday cards and planned special holiday activities.**

Reaching at-risk kids needs to be one-to-one to have impact. The key is in identifying a youth's interests and positive skills, then selecting the right mentor to help build on them. One particular example comes to mind. Until we discovered his interest in music, a young man was floundering in school. Once he'd been paired with a young adult who agreed to jam with him at lunch, things began to improve in school.

Sometimes it doesn't take much to make a difference. The thing to remember is that most at-risk kids have not had good school experiences. We need to help these kids focus on the positive. I will always remember one student's comment when asked why he was doing better: "*They respected me. I need to respect them back.*" Δ

# Connections

*By Julie Riley, Extension Agent, Powder River Extension Office, Broadus, Montana*

> The Lakota believe that if the old do not stay connected to the young, the culture will disintegrate. Only when all ages are welcome into the great hoop of life can a culture be a healthy one," writes Mary Pipher, Ph.D., author of *Another Country: Navigating the Emotional Terrain of our Elders*.

Youth-In-Action (YIA), a community service group of adult and youth volunteers, has developed a very successful after-school program in Broadus. YIA was started in response to the Governors' Summit on Youth held in 1998; the local Extension Office serves as lead agency. YIA views youth—and all other age groups—as resources and partners. Consistent with this view, YIA created a structure through which all age groups can contribute. Youth have been involved in writing grants, teaching activities, and by serving as reading volunteers. Retired seniors have helped with group activities, structuring the program and reading with children.

The after-school program makes a deliberate effort to connect people from all age groups. Children in kindergarten through fourth grade travel to the Congregational Church on Tuesday afternoons to participate in the literacy-based, after-school program. The fall program ran for eight weeks and had 100 youth and 30 adults participating. The spring program will run for five weeks, and has 80 youth and 20 adults participating. Volunteers range in age from fifth grade to eighty-nine.

"The after-school literacy program is an extension of what we are doing at school," explains Sarah McGill, Broadus Elementary Reading Specialist and volunteer. "This program also provides a great place for latch-key kids to go after-school, gives them something worthwhile to do, promotes self esteem, and helps youth develop leadership roles and responsibilities."

During the after-school session, volunteers work one-on-one with youth, reading, writing and visiting about what the youth have read. The reading portion is based on the *America Reads* program, offering one-on-one tutoring sessions designed to help young readers. Unexpected connections are springing up in the most surprising places: the mayor reads with a second grader, an accountant reads with a first grader, while a fifth grade boy reads with a kindergartener.

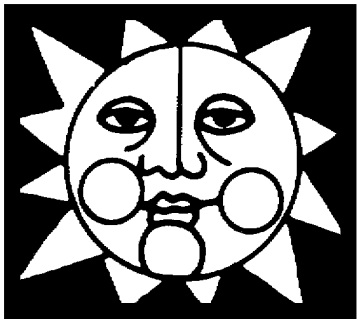
"I've been able to get to know so many little kids," says Meghan Phillippi, youth coordinator. "The relationships extend beyond the program, too. When we see participants or volunteers at school or around town, we know who they are and take time to visit with them."

Small group activities follow the reading portion of the after-school program. Kids fly kites, make bubbles, discuss books, or work on craft projects. This spring we've implemented an *Each One Teach One* philosophy: each child is given the opportunity to teach an activity to the rest of the group. In the kindergarten group, one little boy led his friends on a scavenger hunt, while a third grade girl taught her friends how to make yarn dolls.

"I have the sweetest little girl to work with. She says the most interesting things," says Esther Barnhart, 89-year old poetess and volunteer. "It's nice for the different ages to get together." Δ

> "You don't give back to the same people who give to you. Not at all. You give to different people and they in turn will give to someone entirely different. Not you. That's the sloppy economy of gift and love."
>
> —*Who Will Run the Frog Hospital* by Lorrie Moore

*—Julie Riley job shares her Extension Agent position with Mary Rumph in Powder River County, in Broadus, Montana. Together, they have created a strong community and youth development program.*



## Grandparents As Parents

***Continued from Page 5***

become isolated from other members of the family, who may in turn resent the new roles. A case in point may be other grandchildren, who perceive the "live-in" grandchild as being favored.

### *Benefits*

According to research by Jendrek, a majority of caregiving grandparents report experiencing a greater purpose for living. Providing care helps some grandparents feel young and active. Research by Burton, et al., (1995) also notes rewards, including the chance to raise a child differently, to nurture family relationships, continue family histories and to receive love and companionship.

Research has also shown that these transitions have dramatic effects on children. In a recent study by Solomon and Marx using national data, children in grandparents' care were compared with children in two-parent and single parent homes. Children being raised solely by grandparents were healthier than children living in single-parent home, as well as those in homes where remarriage had occurred. Additionally, such children had fewer behavioral

***Continued on Page 8***

## Grandparents As Parents

*Continued from Page 7*

problems and showed better social adaptation. These children did perform at lower levels academically, however, though the cause was unknown.

There are other benefits of "kincare." Research by Bell and Garner (1996) report a potential reduction of trauma among children who are placed in the care of someone they know and trust, as compared to an unknown foster family. Grandparents who raise their grandchildren, for example, can "support the transmission of a child's family identity, culture, and/or ethnicity" while keeping children connected to siblings. Finally, such care-giving relationships can strengthen the ability of extended families to provide one another with support. Δ

Source: This article was based upon "Grandparents as Parents," an article in the *Fall 1999 Montana Parent Educator Network Newsletter* published by the MSU Extension Service. To read the article in entirety, please refer to: ***http://www.montana.edu/wwwhd/family/mpenfll99.html***

# *Homevisiting—Opening Doors for Families*

*By Jo Ann Dotson, Bureau Chief, DPHHS: Family and Community Health Bureau*

Homevisiting has a rich tradition among health care providers. Nurses and doctors once routinely visited patients in their homes, due in part to the scarcity of hospitals and clinics and lack of transportation. It is likely that they were also aware that a family's health is tied to its surroundings and environment. A healthcare provider visiting a home can make observations about a variety of conditions (e.g., opportunities for infection or environmental hazards), and make sure that the family has the resources and skills to meet a patient's health needs. The healthcare provider can also offer education and support in a setting where the family feels comfortable and in control. As hospitals and clinics became more readily available, homevisiting became less common among medical doctors, focusing almost exclusively on the homebound, the infectious, and the seriously ill.

Nurses have been left with the responsibility of visiting homes, assessing a family's abilities to care for loved ones, and making sure that medical and nursing regimes are understood and adhered to. One of the many advantages of home visiting is the ability to serve the individual client as well as the family as a whole. In our society, extended families are frequently unavailable, and young parents often face challenges without the advice and support of their elders.

The success of home visiting programs depends upon the expertise of the visitor, and the visitor's ability to guide and mentor the family in care and parenting techniques. A home visitor must also be able to work with a family in an environment where he or she is only a visitor, and the family is in its element.

According to the David and Lucile Packard Foundation Future of Children Report entitled, "Home Visiting: Recent Program Evaluations" (Vol. 9 Number 1 – Spring/Summer 1999) over half a million children nationwide are enrolled in home visiting programs. Program goals include promoting good parenting skills, preventing abuse and neglect, promoting child development and school readiness, and often, focusing on maternal education, employment, and efforts to delay subsequent pregnancies. While these efforts often target low-income families, home visiting services are also being used to serve families from all economic strata, all racial and ethnic groups, and all levels of need. The challenge of addressing myriad needs for multiple families in the home setting is one that has forced the health care community to carefully examine the benefits of this age-old approach to health care.

In recent years, Montana has experienced the "blossoming" of home visiting programs, as have virtually all states in the nation. In the 1980s, Montana's Initiative for the Abatement of Mortality in Infants (MIAMI) encouraged community-based services to ensure that pregnant women could access health care early and continuously. The home visit rapidly became the service delivery method of choice, enabling nurses, social workers and dieticians to visit high-risk pregnant women in their homes. In this environment, home visitors could assess a woman's ability to access health care, and could also employ their knowledge of risk factors and how to moderate them, communicate information environmental risks and hazards and the community resource available.

The success of the MIAMI program led to the extension of public health home visiting services that reached into early childhood through the *Follow Me Program*, which also used public health nurses to visit families with children with special health care needs and/or children at risk for poor outcomes. In the mid-1990s, the Partnership Project, aimed at working with families in which abuse and neglect had

***Continued on Page 13***

***In 1990, the Government Accounting Office issued a report entitled, "Home Visiting: A Promising Early Intervention Strategy for At-Risk Families." That report supported home visiting as an effective service delivery strategy, and made the following notations:***

1) ***home visiting can be an effective service delivery strategy, but few studies have compared the cost-effectiveness of home visiting to other early intervention strategies;***
2) ***characteristics that strengthen program design and implementation include developing clear objectives, planning service delivery carefully, and matching visitors' skills to the services provided; and***
3) ***the federal commitment to such projects could be better coordinated and focused.***

# *The Foster Grandparent Program:* A Win-Win Situation

*By Darby Bigford, Director, Cascade County Foster Grandparent Program*

Foster Grandparent volunteers are part of a generation born on both sides of World War I. They lived through the Great Depression and were young adults during World War II. They know the ethic of hard work, and bring it to their volunteer assignments. In exchange for a tax-exempt stipend of $2.55/hour, transportation to and from the work site, a warm meal, an annual physical and volunteer insurance, Foster Grandparents spend twenty hours a week with children who have special needs. The Cascade County Foster Grandparent Program—and hundreds of other projects like it from Alaska to the Virgin Islands—mobilizes these very special individuals to tutor, mentor and give "grandparently" TLC to children and youth, while demonstrating that life is worth living to the maximum.

*As one workstation supervisor at the Cascade County Regional Youth Detention Center recently said, "The kids at our center can be especially challenging to work around each day…they need positive influences and consistency. Grandpa Chuck provides a stable and fun presence. He's always smiling, always joking with the kids, and he is always a positive role model. The youth know they can count on Chuck to be a friend—and he is. He never judges them for what they have done. In essence, he accepts them at face value. The staff has also grown to trust Chuck. He is the eyes and ears of our center. The children confide in him because he is not an authority figure. He can then alert us if one of the youth is at risk of hurting himself or others. We can tell Chuck genuinely enjoys coming to work with us each day, which is another reason that makes it nice to have him with us."*

***At Sunnyside School, two Foster Grandmothers were added to the first grade team. Their supervisor said, "Our grandmas—Maribelle and Anna—are a tremendous asset. They have given our children hours of one-on-one time in the areas of math and reading. Our students have made gains that otherwise would have been unattainable. Both ladies work very hard, are always on time, and are very conscientious."***

Testimonials like these contribute to creating the widespread community support and recognition our senior volunteers receive. The Great Falls community helps by showing financial support that provides approximately 28% of the program operations budget, which consists of cash and non-cash donations. That is 18% *above* the 10% match required by our federal grantor, the Corporation for National Service. Our volunteers have also been honored locally with the Golden Rule Award sponsored by the JC Penny Company in Great Falls, and the Great Falls Public Schools' Good Apple award.

There are over 200 Foster Grandparents in Montana – just like Chuck, Maribelle and Anna, they have histories to share, wisdom to impart and companionship to offer. They also help instill children in need with joy in life. Truly, the Foster Grandparent Program is a win-win situation! Δ

**A few advantages of the Foster Grandparent Program include:**

—Encourages a long-neglected segment of the community—low-income seniors—to volunteer

—Exposes children and youth to the companionship, emotional stability and expertise of seniors

—Brings senior volunteers into direct one-on-one contact with children and youth who have special needs

—Increases monthly income of senior volunteers by as much as 30% through a nontaxable stipend

—Gives status and meaning to the lives of seniors who might otherwise become isolated

—Provides unduplicated services to an array of organizations and institutions that focus on serving children and youth

***New Foster Grandparent Program***

*By Jerry Baxter, VISTA Volunteer*

*Funded on September 30, 1999, this brand-new Foster Grandparent Program will provide services to the children and youth of six western Montana counties: Flathead, Lake, Lincoln, Mineral, Sanders and Ravalli. The $200,000/year grant will fund fifty volunteer service years (VSYs), who will provide mentoring and tutoring services. According to Duane Lutke, Director of the sponsoring agency, Area VI Agency on Aging, there is a great deal of excitement about tapping the wisdom of seasoned citizens, who can share their experience in a variety of settings. Program staff and sponsors are also excited about having VISTA, Jerry Baxter, on board to help build the program.*

*Program Director Ophie Keene says that she would welcome referrals. Volunteers must be at least sixty years of age and must meet income eligibility requirements to participate. In exchange for twenty hours of service per week, volunteers receive a tax-free stipend of $204 per month, as well as supplemental insurance, physical examinations, transportation, meals, and ongoing training. Volunteers do not need professional credentials or formal training.*

*For more information, contact Ophie Keene, FGP Director at [800] 551-3191 or [406] 883-7296.*

# Montana Senior Corps Project Directory

### *Retired and Senior Volunteer Program (RSVP) Directors*

Pat Madler
Baker, MT
(406) 778-2358
*bakrsvp@midrivers.com*

Pat Vandell
Billings, MT 59104
(406) 245-6177
*yccoa@mcn.net*

Margaret Mason
Bozeman, MT 59715
(406) 587-5444
*rsvp1@mcn.net*

Michele Brennick
Butte, MT 59701
(406) 496-2011
*brennickml@butte.k12.mt.us*

Patty Atwell
Glendive, MT 59330
(406) 377-4716
*rsvp@midrivers.com*

Audrey Finlayson
Great Falls, MT 59404
(406) 454-6994
*volunteerpower@yahoo.com*

Alison Hecker
Havre, MT 59501
(406) 265-5464
*hcca@hi-line.net*

Bonnie Howell
Helena, MT 59624
(406) 447-1680
1-800-356-6544
*bhowell@rmdc.mt.net*

Linda Paulson
Kalispell, MT 59901
(406) 758-5712
*lpaulson@co.flathead.mt.us*

Mary Haydal
Miles City, MT 59301
(406) 232-0505
*rsvp@mcn.net*

Cari Hanson
NSSC Program Manager – RSVP
Missoula, MT 59802
(406) 542-5061
*hansonc@volunteermontana.com*

Shirlee Brillhart
Roundup, MT 59072
(406) 323-1403
*rdprsvp@midrivers.com*

Nancy Wallis
Wolf Point, MT 59201
(406) 653-6282
*rsvpnancy@hotmail.com*

### *Foster Grandparent Program (FGP) Directors*

Darby Bigford
Great Falls, MT 59403
(406) 454-6992
*toomanylbs@worldnet.att.net*

Linda Kelly-Nolan
Helena, MT 59624
(406) 447-1680
1-800-356-6544
*lnolan@rmdc.mt.net*

Cari Hanson
NSSC Program Manager - FGP
Missoula, MT 59802
(406) 728-7682
*hansonc@volunteermontana.com*

Kathleen Chaffee
Billings, MT 59101
(406) 237-3485
*kchaffee@svhhc.org*

Ophie Keene
Polson, MT 59860-2316
(406) 883-7284
*ophie@cyberport.net*

### *Senior Companion Program (SCP) Directors*

Cindy Baril
Helena, MT 59624
(406) 447-1680
1-800-356-6544
*cbaril@rmdc.mt.net*

Cari Hanson
NSSC Program Manager – SCP
Missoula, MT 59802
(406) 728-7682
*hansonc@volunteermontana.com*

***Foster Grandparents Helping Incarcerated Youth***

*On the National Service web site is a research piece entitled,* ***Service Strategies and Programs to Help Incarcerated Youth; A Training Program for Volunteers.*** *This article discusses a Foster Grandparent Program in Puerto Rico that is bringing Foster Grandparents together with juvenile offenders. For details, refer to the National Service web site: www.nationalservice.org/research/fellows_reports/99/bolivar.pdf*

# *Programs For Impact:* The Challenges and the Rewards

*By Linda Nolan, Foster Grandparent Director*
*Rocky Mountain Development Council, Helena, Montana*

Once upon a time, social service program directors were simply asked *what* was being done… how many clients were being served or how many workshops were being offered. These days, funders are asking for *results*. Across the board, social service program directors are being asked to define *what happened* among the clients served, and to offer information about *measurable changes* that occurred as a result of our efforts. The Foster Grandparent Program is no exception.

Even though the vast majority of the workstation supervisors we deal with understand the value of impact programming, gathering data remains difficult. Our greatest struggle has been coming up with tools that would not be burdensome those supervising our volunteers, and yet which would yield the information we need in order to measure impact. As we've worked to get a "handle" on this, we have studied various tools and worked hard to craft some that made sense *for our programs*. Late this summer, a draft literacy program evaluation form was adopted and sent to all of Montana's Retired and Volunteer and Foster Grandparent directors.

**Continued on Page 11**

## Programming For Impact

***Continued from Page 10***

The premise that a stable adult influence is essential to the emotional and educational development of children and youth is at the heart of the Foster Grandparent Program, and there is no doubt that the need for volunteer tutors is extreme. Ideally, the Foster Grandparent works one-on-one with a small number of children, Students deemed "at risk" academically and/or emotionally are referred by teachers or other education professionals. The students served range in ability, and many may just need a little extra assistance in order to begin performing at appropriate levels. Foster Grandparents may also work with children and young adults who have developmental delays or who are at risk emotionally and socially. These Foster Grandparents deal with such conditions as ADHD, Downs Syndrome, cerebral palsy and/or various physical disabilities including visual or hearing impairments.

The Foster Grandparent Program sponsored by Rocky Mountain Development Council has 86 Foster Grandparents at 33 sites in seven counties. All told, 1,496 children are being served. There are an average of three Foster Grandparents per site, each of whom works with approximately 17 students per week. Foster Grandparents spend an average of 20 minutes four times per week with each student assigned. Impact evaluation currently deals with four broad areas:

**Literacy ..... 927 students (62%)**
**Math ..... 408 students (27%)**
**Life Skills ..... 129 students (8%)**
**Special Needs ..... 31 students (2%)**

Data has started coming in, and though it is still a little early to determine exact impacts, we do know that most teachers feel the students served have progressed at least one or two levels since fall. The teachers have also stated that this progress is largely due to the added support and individual attention these children have received from their Foster Grandparents.

Qualitative data can be easier to come by, and it is certainly heartwarming. Consider the following letter, sent by a supervising educator when she was asked to evaluate her experiences with a Foster Grandmother.

*March 16, 2000*

*Dear Ms. Nolan:*

*I recently received the forms to be used to evaluate the performance of our Foster Grandmother, Ceil Miller. While this document is comprehensive insofar as it goes, I would like to address the overwhelming value of the gifts that the Foster Grandparents bring to these young children.*

*To answer the survey, Grandma Ceil is punctual, reliable, dependable, well-groomed, adaptable and has a good attitude. But more than that, she gives the children a good role model. She builds their self-esteem. She works quietly with children who otherwise tend to be alone for a variety of reasons. She is a voice of approval, an adult who believes in the potential of each child. She is another teacher in the room, encouraging good manners, fair play and respect. The intrinsic value of Grandma Ceil's contributions, the life experience that she shares and her wisdom are incalculable benefits to the high-risk children we serve.*

*My classroom has been richer for having had Grandma Ceil with us this year. She provides a pool of calmness, experience and she sets a good example of unselfishness and cooperation . . . for all of us.*

*I thank you for providing us with Foster Grandparents. I appreciate Grandma Ceil and fully realize the good fortune we have in being able to include her in our Head Start family. My wish would be that every Head Start class could be endowed with a Foster Grandparent.*

*Sincerely,*

*Susan Gray*
*Helena Head Start #8*

The impact? I know that the numbers will justify what hearts have been telling us for years. Foster Grandparents make a real difference for children. Δ

### *Seniors in Schools: The Butte Schools RSVP*

*There's a new kid on the block in Butte. A new Retired and Senior Volunteer Program was funded in July 1999, and will provide services to the children and youth of Silver Bow County. The volunteers will serve as mentors and tutors in the schools and throughout the county in other youth programs. The goals of this program are:*

*—To provide children with on-going relationships with caring adults; and*

*—To create a variety of opportunities for individuals aged 55 and older to share their experiences, abilities and skills for the betterment of the community and themselves.*

*For more information, contact Michele Brennick, RSVP Director at [406] 496-2010 or at pamj@montana.com*

*(Note: there are no income eligibility requirements for RSVP volunteers.)*

# HEAD START

*By Mary Jane Standaert: Project Director, Head Start Collaboration Grant*

***The five goals of the Interagency Coordinating Council for State Prevention Programs are embodied in the Head Start philosophy and its implementation. All Head Start and Early Head Start programs promote child safety and healthy family functioning. They assist families in dealing with under-education, promote job skill building and help identify factors that contribute to abuse, violence and substance abuse.***

HEAD START

— began as an anti-poverty program for low-income preschoolers

— is a comprehensive family intervention program for families with children ages 3-5

— serves participants, 90% of whom come from homes living at or below the federal poverty line

— is almost totally federally funded, with local choices for supplemental, private, local government funding.

— is governed by a strong set of federal performance standards that cover education, disabilities, mental health, health, nutrition, parent involvement and social services.

— offers a wide range of health and dental screenings and follow-up care for children

— tracks well-child immunizations are helps keep them up-to-date

— offers individual educational planning for all children, with priorities in learning, enhancing self-esteem and establishing social competence

Traditionally, Head Start parents have provided the backbone of the program, serving as volunteers, job trainees and employees as well as in leadership positions on Parent Policy Councils and various committees. Parent education occurs in formal and informal ways. No matter what parents need help with, whether parenting, literacy or job skills, social service assistance or referrals, the overall focus is to enhance parents' ability to be competent, to care for their children and to move out of poverty. The emphasis is on parents helping themselves.

Head Start is delivered through various models. The majority of children are in part-day early childhood classrooms. Some are served through a Home Visiting program with monthly socialization for parents and children. Others are served in a Combination Model through which partial day classroom experiences are combined with home visiting. As a result of welfare reform, care and education trends have changed, and a new model has emerged. Head Start programs are now being funded to partner with child care providers or to creatively provide full- day, full-year care and education for low income preschoolers.

With the reauthorization of the Head Start program in 1994, Congress established a new program for low-income families with infants and toddlers as well as for pregnant women. Early Head Start was created in response to evidence from research and practice illustrating that early intervention through high quality programs enhances children's physical, social, emotional and cognitive development. Early intervention also helps parents to be better caregivers and teachers to their children and to meet their own goals, including economic independence.

These programs answer an undeniable need. As pointed out in "The Report of the Carnegie Task Force on Meeting the Needs of Young Children," many of the 12 million children under three and their families in the US today face a "quiet crisis." The numerous indicators of this crisis include:

— one in four infants and toddlers lives in a family with an income below the poverty line;

— nine out of every thousand infants die before the age of one; and,

— more than five million children under three receive child care from other adults while their parents work—much of that care of poor quality.

In Montana, we have five Early Head Start programs and twenty Head Start Programs. Some are located in a CAP agency, while others are independent. All are funded directly from the Federal Government, without state funding. All Head Start programs have annual reviews as well as a federal monitoring review

**Continued on Page 14**

**Reach for Health**

*Elementary schools throughout Montana are receiving a new health curriculum designed to help students take responsibility for their own well-being, as well as to assist schools in meeting newly-adopted state health enhancement standards.*

***Reach for Health** is a curriculum designed for students in second and fifth grades. It includes lessons on nutrition, physical activity and wellness, and covers such topics as safety and personal responsibility. The user-friendly guides, which can be integrated with lessons on other topics, include teacher information, lesson plans, and student handouts.*

*Funded by a DPHHS grant*, the Summit—*a Kalispell community health education and fitness center—developed* Reach for Health *over a two-year period. Several Kalispell-area schools, including West Valley Elementary and Russell School, pilot-tested the curriculum.*

Reach for Health *provides teachers with a useful tool to teach health enhancement. The curriculum is developmentally appropriate, encourages active learning and integrates the concepts of "health" and "physical education."*

*For more information about the curriculum, contact Lynda Blades, MPH, CHES, at 406-444-7324, or Brad Roy, PhD, FACSM, at The Summit, (406) 751-4510.*

*For more information, please e-mail lblades@state.mt.us*

# Family-Based Intervention

*Submitted by Trevor Kale, Funcational Family Therapy (FFT) Specalist*
*Youth Dynamics, Inc.—Miles City, Montana*

Functional Family Therapy (FFT) is an outcome-driven prevention/intervention model targeting maladaptive and delinquent youth aged 11–18. Target youth are at risk for and/or presenting delinquency, violence, substance use, Conduct Disorder, Oppositional Defiant Disorder and/or Disruptive Behavior Disorder.

FFT generally requires only eight to twelve hours of direct service time. Functional Family Therapists work in one- and two-person teams that provide in-home service. Interventionists include trained probation officers, mental health technicians, social workers, and degreed mental health professionals.

FFT credits its success to emphasizing and enhancing protective factors and reducing risk factors. It is organized into phases to effectively accomplish this. The process is broken down into three phases: the Engagement/Motivation Phase, the Behavior Change Phase and the Generalization Phase, with specific goals and skills attached to each phase. The flexible structure of FFT allows this service to be successfully implemented by a wide range of interventionists.

Clinical trials have shown FFT to be effective in treating and reducing a range of risk behaviors and disorders. It has also been shown to effectively interrupt the matriculation of the adolescents served into more restrictive services. Research supports the reduction of the target youth penetrating other social services, preventing further incidences of the presenting problem, and has been shown to prevent younger children in the same family from entering the system of care. There is support demonstrating that adolescents are prevented from entering the adult criminal system. In fact, positive outcomes have been generated within the entire spectrum of intervention. *

The FFT model was adopted and implemented by the Custer County Juvenile Probation District in December 1998. There is

***Continued on Page 15***

## Homevisiting

***Continued from Page 8***

occurred, began providing home-based services. Other programs, such as the Part C Program, provided home-based services for children with disabilities. Head Start, among their array of services geared to low-income children and their families, continued to develop services that included home visiting. At this time, state and local services providers are facing the challenge of coordinating the efforts of complimentary programs, and are learning effective evaluation techniques.

As need increases and resources decline, home visiting services have been limited. Health policy planners are encouraged to remember that home visiting, while effective and appropriate in many instances, should be part of a comprehensive package of services intended to enhance child health and welfare.

Research supports the fact that that targeted visiting to the neediest families (low income, unmarried women) is effective. Longitudinal studies of children have demonstrated that nurse visited mothers were less likely to abuse or neglect their children or to have rapid successive pregnancies. Children were followed into their teens, and were found to have fewer arrests and convictions, less substance use, and fewer sexual partners.

The home visit is time and resource intensive, but Deanna S. Gomby, Ph.D, in her summary article in the "*Future of Children*" monograph, summarized the importance of comprehensive services—including home visiting—as follows:

*"…home visiting services are not a silver bullet for all that ails families and children, but then no single program or service strategy can be. These research results should not dissuade us from action. Children continue to grow, and their families continue to want and need support and services. It is up to us to strengthen existing services and craft new approaches to meet the needs of families and children."* Δ

**References:** "Home Visiting." *The Future of Children*: Volume 3, Number 3. The Center for the Future of Children, The David and Lucile Packard Foundation. Winter 1993.

"Home Visiting: Recent Program Evaluations." *The Future of Children:* Volume 9, Number 1. The Center for the Future of Children, The David and Lucile Packard Foundation. Spring/Summer 1999

*"Home Visiting: A Promising Early Intervention Strategy for At-Risk Families."* Government Accounting Office (GAO), 1990.

**Five ICC Goals**

*—Reduce child abuse and neglect by promoting safety and healthy family functioning.*

*—Reduce youth use of tobacco, alcohol and other drugs by promoting alternate activities and healthy lifestyles.*

*—Reduce youth violence and crime by promoting the safety of all citizens.*

*—Increase the percentage of Montana high school students who successfully transition from school to work, post-secondary education, training and/or the military.*

*—Reduce teen pregnancy and sexually transmitted diseases by promoting the concept that sexual activity, pregnancy and child-rearing are serious responsibilities.*

*The 5 ICC goals guide the work of the Prevention Resource Center*

## HEAD START

*Continued from Page 12*

every three years. All programs have access to high quality training and technical assistance from the Head Start Quality Improvement Center out of Denver, and the Disabilities Quality Improvement Center located in Salt Lake or the Heads Up Network in Washington, DC. Head Start programs are encouraged to collaborate and partner in their communities to deliver appropriate and effective services. The focus of current funding is full day/full year services, training and advanced degrees, family literacy partnerships and working with state governments. Δ

*The short-term effects of Head Start are fairly well documented. Less evidence exists to prove long-term effects, but in my experience, the people who get results are not only committed and involved over long periods, but closely involved with multiple aspects of the program. Even so, the Head Start focus on helping families eradicate under-education, build job skills and identify factors that contribute to abuse, violence and substance abuse do support and promote long-*term *well-being among families.*

# *Update: Montana's MOST OF US Campaign*

*By Jeff Linkenbach, Ph.D., Project Director*

Montana's MOST OF US Campaign began as the first statewide application of the social norms model for prevention. The momentum of the Montana Social Norms Project at MSU-Bozeman continues to build through community support for the Most of Us Campaign aimed at substance abuse prevention.

The MOST OF US Campaign began with a three-year traffic safety grant to reduce alcohol-related crashes in young adults ages 18-24. In a nutshell, this unique approach gathers data and then generates media messages emphasizing the positive behaviors of a target group as a way to increase protective behaviors and reduce health risks.

Recent Accomplishments include:

— Two Montana Department of Public Health and Human Services (MDPHHS) agencies have contracted with MSU to operate MOST OF US Campaigns. The MDPHHS Addictive & Mental Disorders Division recently sent public service announcement campaign materials to all radio and television stations across the state. Printed materials have been sent to key community leaders for inclusion in local community newspapers or for use as posters, table tents or in other formats.

— The theme of the initial campaign is, *Montana Cares About Kids*. As stated by Project Director, Dr. Jeff Linkenbach, "Our focus groups and structured interviews revealed that Montana needed a general prevention message that could be used off and on for the next several years, and which would support several different types of prevention." *Montana Cares About Kids* will build upon positives by emphasizing qualities that make Montana communities, including widespread involvement in the lives of children.

— A mail survey has been sent to 3,000 randomly-selected parents of Montana teens, through which social norms data will be collected. This data will be utilized in developing a parent message later this spring.

— The MDPHHS—Tobacco Use Prevention Program is supporting a MOST OF US pilot project in a three county area with Center for Disease Control and Montana Tobacco Settlement Funds. The goal is to reduce youth tobacco use in youth between the ages of twelve and seventeen. This experimental campaign was launched in February in Missoula, Lake and Ravalli counties and will be evaluated by comparing these counties to a "control site." There is only a short period of time (four months) allotted to this project, so significant changes in behavior are not expected. However, formative data should become available, providing information about how to continue to steer the campaign and best use state resources in the future.

— The Montana Young Adult Alcohol – Related Crash Prevention Campaign has recently developed another public service announcement that will be sent to television and radio stations and DUI Task Forces in early May.

Stay tuned for future updates, or visit the MOST OF US web site at: http://www.mostofus.org/

## MARK YOUR CALENDAR

***Third Annual Social Norms Conference***
***July 26-29, 2000***
***Denver, Colorado***

**Registration materials for the Third Annual Social Norms Conference are available from The BACCHUS and GAMMA Peer Education Network. To be added to the mailing list or for more information contact:**

**BACCHUS c/o:**
**The BACCHUS and GAMMA Peer Education Network**
**P.O. Box 100430**
**Denver, Colorado 80250**
**303/871-0901 ph. 303/871-0907 fax**

**Conference registration materials will be available after March 15, 2000 on the Web: www.bacchusgamma.org**

# *Even Start: Family Literacy Programs Support Welfare Reform Goals*

*By Joan Morris, Title I/Even Start Specialist*
*Montana Office of Public Instruction*

Study after study reveals a link between low literacy levels and chronic, intergenerational welfare dependency. Parents who drop out of school and join the welfare roles often have children who do the same thing, beginning a cycle of under-education and poverty. People with strong basic education and literacy skills work more—and earn more—than individuals with low skill levels.

According to the National Institute for Family Literacy:

— Almost 50 percent of adult welfare recipients do not have a high school diploma or General Education Development (GED) certificate;

— Welfare recipients ages seventeen through twenty-one read, on average, at the sixth-grade level;

— Workers who lack a high school diploma earn a mean monthly income of $452, as compared to $1,829 for those with a bachelor's degree;

— Adult welfare recipients with low literacy skills work eleven weeks per year, on average, while recipients with strong literacy skills work twenty-nine weeks per year, on average.

Incorporating family literacy instruction with state welfare-to-work programs is one of the strategies used to help low-income families become self-sufficient. Successful family literacy programs that target more than one generation strengthen families, while making the adults more competitive in the job market. Combining parent and child learning also helps children become better prepared for school because parents learn how to help their children in school. Family literacy programs provide participants with the self-confidence, peer support, and family management skills that lead to employment and job retention.

Montana has five state-allocated, federal Even Start-funded family literacy programs, located in Browning, Butte, Lincoln County (Libby/Troy), Missoula, and Rocky Boy. Montana also has one Migrant Even Start site (Sidney), and one Indian Even Start (Poplar). The programs use existing community resources, such as local schools and other agencies (including such entities as Head Start, Families in Partnership and Child Care Resources) to target families residing in high poverty areas who have children seven years old or younger. Enrolled families must participate in all four program components, including:

— adult education or job skills training for parents or care givers;

— literacy-focused early childhood education;

— regular parent and child "together time;" and

— a parent group that provides life-skills education, peer support, and resources for effective parenting.

Although each project must have all four components, the way a community designs its program depends on the availability of resources and the needs of the families being served. Therefore, Even Start program models are widely varied. A few are completely home-based, but most combine center- and home-based services. Successful Even Start programs tailor services to fit families—they don't fit families to the program. Programs must remain flexible and accommodate the diverse and dynamic needs of all families involved. Literacy becomes a family legacy when parents value education for their children and themselves. Δ

*For more information regarding Montana Even Start Programs, contact Joan Morris, Montana Office of Public Instruction: 406/ 444-3083.*

## Family-Based Intervention

***Continued from Page 13***

currently one FFT specialist serving families in Custer and Rosebud counties. From January 1999 to January 2000, our program reached forty at-risk youth and their families at a cost of roughly $1,700 per case.

For the probation officer, FFT is an active intervention method as well as an alternative prevention tool. It is a valuable option when rendering service to an adolescent. Referrals are made for adolescents of probation as well as those who are not currently involved with the system, but are considered to be at risk. Parents, teachers, school administrators and counselors, as well as other mental health professionals, have all contacted the probation office to make use of this option in our community. Δ

*For more information, please contact Sonny Butts, Chief Probation Officer at [406] 232-3416.*

# *Community Incentive Program*
## Recipient Overview—Spring 2000

The Flathead Nation and Lake County: Extreme economic hardship and social deprivation plagues most families in this rural, isolated region. The devastation is illustrated in the alcohol, tobacco, and other drug use that reaches elementary school children. Key tribal and non-tribal leaders have united as the *Flathead Reservation and Lake County Coalition for Kids*. The Coalition's goal is to mobilize the community to address alcohol, tobacco and other drug abuse, amplify the success of current programs, establish new ones, and provide much needed coordination. Grade K-12 students are the targeted population; however, family and community programs are integrated into a plan with a common reduction campaign. Both tribal and non-tribal leaders believe it is time to move beyond historical barriers and to build a healthy community for present and future generations.

**Funding: Approx. $1,021,00 over three years ($386,700 in year one)**

The City of Great Falls: Great Falls has many strengths, however leaders find their families and adolescents not faring well. Trends in data indicate that adolescents are engaging in a number of high-risk behaviors and that families are struggling. In an effort to address this alarming trend, they have identified eight risk factors within three domains to be targeted in the City of Great Falls. To address these risk factors, the project goals are to:

(1) reduce the early onset of alcohol, tobacco and other drugs

(2) reduce the effects of negative family influences on youth

(3) reduce the level of problem behaviors in schools

(4) evaluate the impact of five best practice programs on the identified risk factors.

**Funding: Approx. $661,000 over three years ($272,308 in the first year)**

The Northern Cheyenne Nation: The greater Northern Cheyenne Reservation Community is a place where poverty is rampant, educational achievement, job opportunities and an economy are nearly non-existent. The Northern Cheyenne People live daily with the dynamics fostered by generations of dysfunction, steeped in alcohol, drug, physical, emotional, and sexual abuse. The mosaic and interwoven fabric of traditional culture continues to come further apart as the cycle continues and the issues at hand remain unchecked by an initiative that will impact and measure change. A compact, dedicated core group is committed to confronting the on-going challenge to make a difference and reverse the current reservation dynamics through a comprehensive prevention-focused strategy. These entities are key and are willing to continue their on-going efforts to advance their belief in a common, shared vision to work to raise the community standard to a new level of health and well-being in all aspects and to mitigate community risk factors while strengthening protective factors.

**Funding: Approx. $818,000 over three years ($295,332 in the first year)**

Prairie County: The Prairie County Care Program plans to reduce early onset and use of STOD by Prairie County youth through a "whole family" and community approach. Activities include family, school, peer, and community domains, such as after-school/summer learning opportunities, technology education, parenting education, family resource library, and early intervention services. Their goals are to decrease high-risk youth behavior through the reduction of risk factors and increase in protective factors; decrease academic failure and increase learning opportunities; strengthen families; and increase coordination of community resources.

**Funding: Approx. $420,000 over three years ($182,599 in year one)**

The Community of West Yellowstone: West Yellowstone is a Yellowstone National Park gateway town. Its economy is based on tourism, outfitting and ranching. The town's youth scored "better" than youth on the state level regarding ATOD use. Any abuse is intolerable to the community. West Yellowstone lacks access to social and preventive services many people take for granted. Many community leaders have been involved with the Communities That Care training and funds will allow this group to proceed in developing an effective, mobilized, and safe community. To halt the spread of ATOD, West Yellowstone is united and ready to take strong measure to ensure their youth have a healthy and productive present and future.

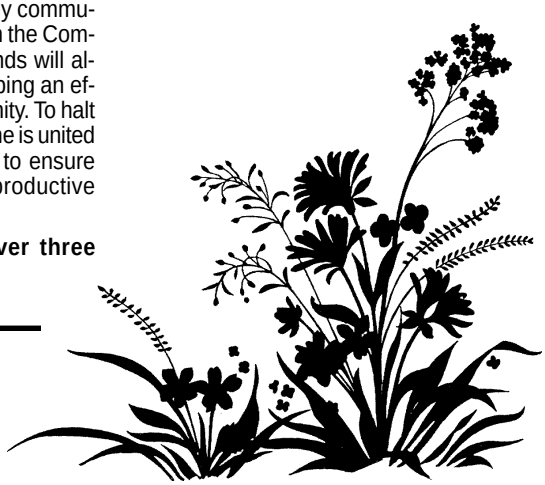
**Funding: Approx. $383,000 over three years ($133,373 in year one)**

Sheridan County: Sheridan County's response represents a collaborative rural model drawing on the strengths of numerous youth service organizations within Sheridan County. The goal is reducing and preventing ATOD use and abuse among young people in the county. The need for a coordinated drug prevention program is evidenced in part by the fact that Sheridan County alcohol-related crimes by youth have shown an increase despite a decrease in county population and school enrollment. They are going to develop, expand, and enhance existing science-based programs using a risk and protective factor approach to addressing juvenile substance use and abuse. Subsequent practices growing out of the CTC process will be targeted in the second year of the grant to further expand their prevention efforts. The focus is to decrease the number of youth who have their first alcoholic drink before age 15 to reflect the ICC Benchmarks.

**Funding: Approx. $253,000 over three years ($77,684 in year one)**

Gallatin Valley: The Gallatin Valley response is a collaborative effort with input from more than 20 organizations. The goals are to increase the number of Gallatin Valley youth who meet ICC Benchmarks by increasing the capacity for a comprehensive, community-wide prevention strategy. This strategy will: utilize the risk and protective factor model; reduce community risk factors associated with ATOD; and enhance protective factors associated with delayed or reduced ATOD use. These goals will be met through collaboration and leveraging to expand five existing programs and to form six new programs using the best practice curriculum. These programs focus on the community, family, school, and individual domains to bring lasting, positive changes in those areas.

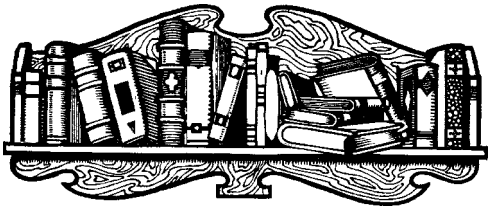
**Funding: Approx. $1,085,000 over three years ($368,070 in year one)**



# *A Tribe Apart: A Journey into the Heart of American Adolescence*

*Patricia Hersch. New York: Ballantine Books, 1998. 391 pp. $14.00*

*A Book Review by Kirk Astroth, Ph.D.*



Patricia Hersch, a former contributing editor to *Psychology Today*, took six years to write this book, an amount of time that caused her no small amount of agony. She began in 1992 by immersing herself in a sixth grade class in her hometown of Reston, Virginia. She wanted to study kids in the "mainstream," not kids who were already alienated. She continued casual observations of this group as they transitioned into middle school. By the end of the first semester of 7th grade, she had a list of about 60 students to interview. From this list, she finally narrowed her study down to the eight students profiled in her book. For the next several years, she followed these teens and unfolded their stories in the pages of *A Tribe Apart*. Finally ready to publish, she began to worry that the topic would no longer be of interest.

Then the shootings in Jonesboro, Arkansas occurred. A year later, the massacres in Littleton, Colorado grabbed everyone's attention. Interest remained because "a clear picture of adolescents, of even our own children, eludes us . . . *because* [as adults] *we aren't there*."(Note: emphasis in the original.) To bolster her case, Hersch cites a recent study that shows that adolescents spent only 4.8% of their time with their parents and only 2% with adults who were not their parents. What emerged for Hersch is that "there is a frightening mismatch in America between the lives our adolescents live and the willingness of adults to absorb those lives and talk to teens before trouble occurs." This isolation from "freely communicating with adults," claims Hersch, "locks them into a tribe apart."

Hersch wrote this book to chronicle the journey of adolescence and to depict the little-known world of today's teens. Teens have become strangers—remote, mysterious, vaguely threatening, judged by adults for their inadequacies, known by labels and notorious for what they do wrong. In reading *A Tribe Apart*, I found few surprises. Teens today appear to be engaged in the same kinds of things that were common in my own childhood—sneaking out of the house at night, petty thefts, experimentation with alcohol, drugs, sex, music, all coupled with a search for meaning and significance.

Perhaps what came through most clearly is that the "tribe apart" was composed of parents and other adults rather than kids. Hersch herself wonders about this early on: "The tribal notion is so commonplace that it is hard to know whether it derives from the kids or from adults . . ." In fact, one begins forming the distinct conclusion after reading this book that *kids* are troubled because "they have grown up with parents who are still seeking answers to what it means to be an adult. The kids in the Hersch's book who are well-adjusted and healthy come from families that are well-adjusted, healthy and who nurture the ability to form ethical and moral decisions in their kids. No surprises here.

***Getting adults to spend more time with kids is not the issue—it's the* kind *of time that adults spend with kids that counts . . . time spent listening and making connections.***

Without offering much evidence, Hersch claims that "the adolescents of the nineties are more isolated and more unsupervised than other generations," even though this is clearly NOT the case for at least two of the teens studied. In fact, the book leads one to conclude that some adults would serve their children better if they'd get *out* of their lives. A couple of examples come to mind:

— shortly after a girl tries to commit suicide because she hates living with her abusive father, her mother sits her down and says, "Now let's get a few things straight, because I really don't like having someone like you living in my house."

— Another girl, riding with a friend in her mom's car, says innocently, "Mom, I'm your favorite daughter, aren't I?" To which her mother responds: "No, you're not. In fact, I hate both of you."

***Continued on Page 18***

**On Becoming Men**

*Pediatrician Eli H. Newberger, M.D. brings decades of experience and insight to his book, "The Men They Will Become." A baby boy, according to the author, has traits but no character. At each stage of development, he argues, particular characteristics (attachment, honesty, self-control, sportsmanship, generosity, courage) are either nurtured or thwarted. Along the way, intrinsic biological drives combine with parenting and gender-polarizing influences to create either the qualities that we admire or those we deplore and fear. Dr. Newberger describes how to nurture, encourage, and celebrate the best in men in this timely book.*

*Resources:*

*For further information about this book and its author, visit his Web site, www.elinewberger.com.*

*Note: Dr. Newberger also teaches Pediatrics at Harvard Medical School and Maternal and Child Health at Harvard School of Public Health.*

## Reader's Corner

*Continued from Page 17*

In Hersch's book, several adults offer positive role models for teens, but there are too few of them to be effective in the whole scheme of things. Getting adults to spend more time with kids is not the issue—it's the *kind* of time that adults spend with kids that counts . . . time spent listening and making connections. "Kids need adults to bear witness to the details of their lives and count them as something," says Hersch.

By the end of the book Hersch comes to the conclusion many of us reached long ago: "The kids in the book who do best are those who have a strong interactive family and a web of relationships and activities that surround them consistently."

She says, "The fact is that kids are, for the most part, trying to do the best they can."

What Hersch leaves unsaid is that they could be doing even better if they had supportive, positive role models. Today's teens—like teens of all the previous generations—need adults to represent safety and sanity rather than adults who are busy trying to find their *own* sanity. Δ

# The Community Assessment Center Concept

*The Office of Juvenile Justice and Delinquency Prevention*

Juveniles who have come or are likely to come into contact with the juvenile justice system face a broad array of adverse risk factors, ranging from family disruption to negative peer influence. As the number of these risk factors increases, so does the probability of a youth's subsequent involvement in delinquency. Accordingly, it is not surprising that those youth who are at greatest risk of becoming serious, violent, and chronic offenders are often involved with several youth-serving systems.

To prevent a career path to criminality for at-risk youth and juvenile offenders, it is necessary to develop approaches designed to improve communication and collaboration, and which lead to more integrated and effective cross-system services.

The Community Assessment Center (CAC) concept provides an opportunity to implement this type of approach in a cost-effective way as part of a community's comprehensive and strategic plan to prevent and control delinquency.

Resources: "The Community Assessment Center Concept" (NCJ 178942) is available free from the Juvenile Justice Clearinghouse (JJC). Hardcopies can be ordered by sending an e-mail request to **puborder@ncjrs.org** or by writing JJC at P.O. Box 6000, Rockville, MD 20849-6000 or http://ojjdp.ncjrs.org/pubs/delinq.html#178942

# Ageless Heroes Contest

***Do you know an older American who is an inspiration? Someone who helps build others' minds, bodies, spirits or health? If so, maybe you should consider nominating him or her for an Ageless Heroes Award. This awards program is sponsored by Blue Cross and Blue Shield of Montana.***

***There are Ageless Heroes in six different categories:***

***—Vigor & Vitality***
***—Community Involvement***
***—Love of Learning***
***—Bridging the Generations***
***—Against the Odds***
***—Business Champions***

***If you know a hero age 65 or older, share his or her story with a nomination by June 15. Complete details are available from:***

***Ageless Heroes Nominations***
***PO Box 2042***
***South Hackensack, NJ 07604-2042***

***Help celebrate the spirit and potential of our seniors.***

# Key Components of Intergenerational Programs

The core elements found in successful intergenerational programs are essential to developing strong, sustainable programs. The following list of primary components can be used when planning an intergenerational program, or when reviewing an exisiting program.

— Needs Assessments
— Measurable Goals and Objectives
— Monitoring and Evaluation Plan
— Collaborative Efforts
— Clear and Realistic Program Desin and Budget
— Recruitment, Selection and Mathching of Participants
— Preparation and Training of Staff and Participants
— Coordination and Supervision
— Recognition and Support of Participants
— Planned Reflection Opportunities

**Source**: *Connecting the Generations*: *A Guide to Intergenerational Resources* (A project made possible by a grant from the Administration on Aging, US Dept. of Helath and Human Services, grant #90-AM-0694/01, printed by American Association of Retired Persons, 1994)

# *Dear Professor Prevention*

*I'll be ninety-three my next birthday, but I think age is just a state of mind. My daughter, on the other hand, is only sixty-five and such a fuddy duddy that I can't get her off the porch. She just shakes her finger at me when I head out on the Harley. Last time she asked,* ***"What are intergeneration programs? And why are they so important?"*** *Hurry and send the answers. If she likes what she hears, she's promised to join me in volunteering at the local elementary school.*

Signed,
*Help Me Get Matilda Moving*

Dear Help Me:

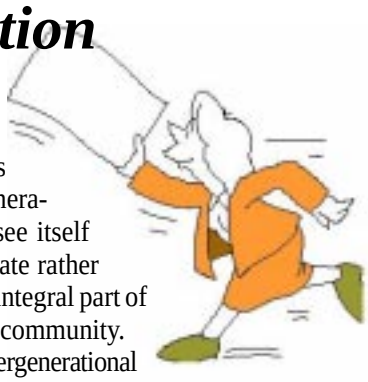
I'd love to help you get Matilda off the porch. She'll benefit and so will the kids she works with. So let me cut to the chase and answer your questions.

***What are intergenerational programs?***

Intergenerational programming brings together different generations through purposeful, ongoing and mutually beneficial activities designed to achieve specific program goals. Young and old share their talents and resources, and support one another in relationships that benefit the individuals and the community.

***Why are intergenerational programs important?***

Traditionally, extended families have been a common framework for sharing values. Grandparents, parents and children lived together, allowing the exchange of knowledge about family, religious, and cultural traditions. Economic, educational, and cultural interdependence were the norm. Older family members shared responsibility for raising children, and in turn enjoyed the benefits of continued stimulation, enthusiasm and learning. In our increasingly mobile society, the generations are less likely to have that kind of everyday contact. Many tasks that traditionally took place in the home—tasks like caring for frail elders, minding children, and teaching cultural history and skills—are now done by peopleoutside the family. Our communities are also missing intergenerational contact. We tend to segregate our communities by age, which allows each generation to see itself as separate rather than an integral part of a larger community.



Intergenerational programs provide opportunities for individuals, families and communities to enjoy and benefit from an age-integrated society. They reach beyond the needs and interests of individuals to enrich society as a whole.

I hope that will do it. If not, please refer to the article on page 18 that discusses the key components of intergenerational programs—or to *Connecting the Generations*: *A Guide to Intergenerational Resources*, published by the US Dept. of Health and Human Services Administration on Aging.

And be sure to tell Matilda to wear a helmet if she's going to ride behind you on that Harley. Go Granny, Go!

Yours in prevention,
Professor Penelope Prevention

*The proportion of Montana's population classified as elderly (65 and older) is expected to increase from 13% in 1995 to 24.5% in 2025. Among the 50 states and District of Columbia, Montana is projected to have the third highest proportion of elderly in 2025 as compared to the 23rd highest just three decades earlier. The percentage of Montana youth (under 20 years) is projected to decrease from 30.2 % in 1995 to 24.3 % in 2025.*

*Source: commerce.state.mt.us/ceic*

# GRANTS

***GEAR UP!***

***GEAR UP grants build pathways to college for more than 250,000 disadvantaged youth. GEAR UP partnerships introduce their activities no later than the 7th grade to ensure that more students reach high school having taken algebra and other courses that build a foundation for college. These grants encourage colleges to partner with low-income middle schools and feature a matching requirement to leverage non-federal resources. For more information visit: htt://ed.gov/gearup***

# CALENDAR

## JUNE

**June 19 – 23, 2000**

*MBI/Big Sky Summer Institute*
*Addressing Behavior Issues in the Classroom, Schools, and Community, with an Emphasis on Learning in Safe Schools*
*Sponsored by: Office of Public Instruction and the Montana Board of Crime Control*
*Montana State University Campus*
*Bozeman, MT 59717*
*For more information contact:*
*Terry Baldus*
*[406] 522-6000 ext. 24004*
*or e-mail: mbisi@bozeman.k12.mt.us*

## JULY

**July 26-29, 2000**

*Third Annual Social Norms Conference*
*Denver, Colorado*
*For more information contact:*
*BACCHUS c/o:*
*The BACCHUS and GAMMA Peer Education Network*
*P.O. Box 100430*
*Denver, Colorado 80250*
*303/871-0901 ph. 303/871-0907 fax*
*Or on the Web: www.bacchusgamma.org*

**July 31 - August 4, 2000**

*Summer Institute for Addiction and Prevention Studies*
*Las Vegas, Nevada*
*Orleans Hotel and Casino*
*For more information:*
*Denise Grothaus*
*Prevention Application Management Coordinator*
*University of Nevada, Reno*
*Western CAPT/279*
*Reno, NV 89557-0258*
*Phone: 888-734-7476*
*E-Mail: denise@unr.edu*

## SEPTEMBER

**September 20-22, 2000**

*12th Annual Conference on the Services for Children and Adolescents with Emotional Disturbance and Their Families*
*Cavanagh's Colonial Inn*
*Helena, Montana*
*For more information contact:*
*Sue Custer*
*Extended Studies, Institutes and Conferences Program*
*Montana State University*
*Bozeman, MT 59717*
*[406] 994-4930 (phone)*

**September 23, 2000**

*The Governor's Conference on Marriage and Families*
*8:00 a.m. - 5:00 p.m.*
*Strand Union Building*
*Montana State University*
*Deadline for proposals: June 2, 2000*
*For more information, contact Stephen F. Duncan: sduncan@montnana.edu*


**Be A Copy Cat**

You may make copies of articles in the Prevention Connection for noncommercial, educational use. No reprint of this document or articles contained herein should be used in a way that could be understood as an expressed or implied endorsement of a commercial product, service or company. To use this document in electronic format, permission must be sought from the Prevention Connection and the individual author. Please be sure to include acknowledgement of the author and the Prevention Connection in any reproductions. All other rights remain the property of the Prevention Connection and the author.



1,500 copies of this public document were published at an estimated cost of $2.57 per copy, for a total cost of $3,854.00, which includes $3,441.00 for production and printing and $413.00 for distribution.



***Montana Prevention Resource Center***

P.O. Box 4210
Helena, MT 59604



**Bulk Rate**
**U.S. Postage**
**Paid**
**Permit No. 89**
**Helena, MT**