SECOND CENTER REVIEW

SELF-STUDY REPORT
July 2013-June 2017

Joan Pennell, PhD, MSW
Founding Director and Professor
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Table of Contents

1. INTRODUCTION 1
2. MISSION AND STRATEGIES 1
2.1 Mission and Vision 1
2.2 Theory of Change 2
2.3 Strategies 2
3. DESCRIPTION OF CENTER 2
3.1 Organizational Structure 2
3.2 Center Resources 3
4. PERFORMANCE EVALUATION FRAMEWORK 3
5. GOAL 1: ENHANCE LOCAL AND GLOBAL ENGAGEMENT THROUGH FOCUSED STRATEGIC PARTNERSHIPS 4
5.1 Focus: Family and Youth Leadership 5
5.1.1 Family-Centered Practice Project 5
5.1.2 Youth Leadership Café 6
5.1.3 Family Leadership Network 7
5.1.4 Supporting Family-Centered Practice 7
5.2 Focus: Community Engagement 8
5.2.1 Community Child Protection Teams 8
5.2.2 Child Welfare Policy Rewriting 8
5.2.3 Cancer Disparities Reduction Collaborative: A Qualitative Process Evaluation 8
5.3 Focus: Alternative Approaches 9
5.3.1 Strong Fathers 9
5.3.2 National Portrait of Restorative Approaches to Domestic Violence 9
5.3.3 National and International Collaborations on Restorative Justice and Intimate Partner Violence 9
6. GOAL 2: ENHANCE INTERDISCIPLINARY SCHOLARSHIP TO ADDRESS THE GRAND CHALLENGES OF SOCIETY 10
6.1 Sustained Funding Supporting Interdisciplinary Scholarship 10
6.2 Interdisciplinary Contributions 11
6.3 Dissemination Accessible to Diverse Groups 11
7. GOAL 3: ENHANCE THE SUCCESS OF OUR STUDENTS THROUGH EDUCATIONAL INNOVATION 11
7.1 Student Learning Opportunities 11

7.2 Student Support 12
8. GOAL 4: ENHANCE ORGANIZATIONAL EXCELLENCE BY CREATING A CULTURE OF CONSTANT IMPROVEMENT 12
8.1 Inclusion of Key Stakeholders on Center Advisory Council 12
8.2 Co-Leadership Development across Center Participants 12
8.3 Recognitions of Center Faculty and Staff Contributions 13
9. GOAL 5: ENHANCE SCHOLARSHIP AND RESEARCH BY INVESTING IN FACULTY AND INFRASTRUCTURE 13
9.1 Development of Center Resources and Infrastructure 13
9.2 Services to Community, University, and Professional Organizations 14
10. CENTER VISION AND STRATEGIC PLAN FOR NEXT FIVE YEARS 14
10.1 Strategic Planning Process 14
10.2 Self-Assessment of Meeting Goal 1: Enhance Local and Global Engagement through Focused Strategic Partnerships 14
10.2.1 Accomplishments 14
10.2.2 Prospects and Directions 15
10.3 Self-Assessment of Meeting Goal 2: Enhance Interdisciplinary Scholarship to Address the Grand Challenges of Society 15
10.3.1 Accomplishments 15
10.3.2 Prospects and Directions 16
10.4 Self-Assessment of Meeting Goal 3: Enhance the Success of Our Students through Educational Innovation 16
10.4.1 Accomplishments 16
10.4.2 Prospects and Directions 16
10.5 Self-Assessment of Meeting Goal 4: Enhance Organizational Excellence by Creating a Culture of Constant Improvement 16
10.5.1 Accomplishments 16
10.5.2 Prospects and Directions 16
10.6 Self-Assessment of Meeting Goal 5: Enhance Scholarship and Research by Investing in Faculty and Infrastructure 17
10.6.1 Accomplishments 17
10.6.2 Prospects and Directions 17
10.7 Conclusion 17
Appendix 1-1: Glossary 18
Appendix 3-1: Organizational Chart 19
Appendix 3-2: Financial Statement 21

Appendix 5-1: Number of Training Participants 22
Appendix 5-2: Feedback on Formal In-Person Training Workshops 24
Appendix 5-3: Co-training Follow-Up Survey 26
Appendix 6-1: List of Sponsored Projects 27
Appendix 6-2: Faculty Partners, 2013-Present 29
Appendix 6-3: Training Curricula, SFY 2014-2017 31
Appendix 6-4: Publications and Presentations 34
Appendix 7-1: Student Involvement 39
Appendix 8-1: Networking Alliance 41
Appendix 8-2: Center Faculty and Staff Awards and Honors 44
Appendix 9-1: Services to Community, University, and Professional Organizations 44

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1. INTRODUCTION

The Center for Family and Community Engagement (CFACE) is a public service and research Center at North Carolina State University (NC State). As outlined in its original charter, the Center is administratively located in the College of Humanities and Social Sciences (CHASS) and is dedicated to advancing the leadership of families and their communities. CFACE seeks to move beyond contract-specific efforts to integrate work in service to families and their communities, and provides an infrastructure to encourage interdisciplinary and community collaborations. CFACE structure and activities adhere to the University's definition of Center as stated in REG 10.10.04:

> Centers endeavor to cross disciplines and merge complementary fields of exploration that may exist in different departments but that when joined in partnership serve to advance knowledge in directions not previously envisioned. An NC State Center is an organized unit designed to facilitate interdisciplinary activity in any university mission (instruction, research, outreach).

In September 2008, the University's Board of Trustees approved the establishment of the Center. In compliance with University policy, CFACE was reviewed after its first five years of operation, and the Board of Trustees approved its continuation in July 2014. The Center has now completed an additional four years of operation, and the current review of Center activities comes one year earlier than the normal five-year review cycle. This self-study reflects on accomplishments since 2014, and envisions future directions for the Center under the leadership of a new Director beginning in July 2018.

This document outlines the Center's mission and strategies, describes its structure and resources, presents the evaluation framework, and assesses Center achievements over the past four years towards the realization of its five major goals and related objectives. These objectives align with the five goals in the University's strategic plan and support areas of strength within CHASS in community partnerships, interdisciplinary collaboration, research, and student learning. The document concludes with a discussion of future directions and prospects. The appendices provide further documentation as well as a glossary of initials used in this self-study.

2. MISSION AND STRATEGIES

2.1 Mission and Vision

The Center's mission is to advance safe, healthy, and productive families and communities. The Center's vision statement is:

> As an engaged university center, we learn from families and communities, and with them, we create and share useful practice, policy, and knowledge.

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

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

This approach fits well within NC State's status as a research-extensive and land-grant institution and its mission to better the lives of the people of North Carolina.

2.2 Theory of Change

To achieve its mission, CFACE uses a partnership approach to widen the circle of supports around families and communities. Four pathways for widening the circle are cultural safety, family leadership, community partnerships, and inclusive planning. These pathways are based on research conducted in North Carolina and serve as principles that guide the Center's work.

Cultural safety means that people tap into their own values, experiences, and traditions to resolve issues. When families and communities are safe in expressing their culture, they can assume leadership with the support and protections of involved organizations to make decisions about their own affairs. When families and communities are pivotal to planning, they can work in partnership with others who bring their specific roles and resources to realizing common goals. This makes for an inclusive planning process.

2.3 Strategies

The Center's three main strategies for fulfilling its mission are local/global partnerships, professional training, and interdisciplinary research. It fosters family-community-academic partnerships that are relevant and responsive to families and communities and builds these partnerships by supporting community engagement, offering training and technical assistance, and providing evaluation and research. CFACE does not provide direct human services or university credit courses. It works with various partners on the state, national, and global levels to improve family and community well-being.

3. DESCRIPTION OF CENTER

3.1 Organizational Structure

CFACE is well positioned to promote interdisciplinary collaboration on campus and with communities across the state. These collaborations are promoted by an advisory council, called the Networking Alliance, which has community and academic members, and by the Center's faculty and student partners from varied disciplines that work on specific projects. For an organizational chart, see Appendix 3-1.

Center Director. The Director reports to the College's Associate Dean for Research and Engagement and oversees the work of the Center. One-quarter of her appointment is in the Department of Social Work and three-quarters in CFACE.

Center Staff. The Center Manager is responsible for daily administration, development of proposals, supervision of staff, and mentoring students. The Project Coordinator handles financial (post-award) project operations with assistance from other office support staff.

Project Staff. The foundation of CFACE activities is its sponsored projects that fund the following positions via contracts and grants: coordinators, trainers, a community developer, an instructional design technologist, and project and student assistants.

Networking Alliance: A CFACE advisory council comprised of community and academic members. For further description, see Subsection 8.1.

Faculty Partners work with CFACE on specific projects and participate in Networking Alliance meetings. The projects include proposal development, research studies, policy analysis, public education, and other related areas. For further description, see Subsection 6.2.

Student Partners are undergraduate and graduate students participating in research, curricular development, communications, and project assistance. They are invited to participate in Networking Alliance meetings. For further description, see Section 7.

3.2 Center Resources

Funding. As detailed in Appendix 3-2 (Financial Statement) 82.7% of Center activities have been funded through sponsored projects. Contracts and grants expenditures in FY2017 totaled $1,098,755, a 16.5% increase from the $943,138 expended in FY2014. Section 6.1 provides additional details. See Appendix 6-1 for a List of Sponsored Projects.

The second largest source of Center funding has been state appropriations, which made up 12.9% of Center expenditures. These funds fluctuate from year to year over the term spanned by this self-study. The third largest source of funding is facilities and administration (F&A) receipts from the indirect costs on contracts and grants. Most CFACE funding agencies limit the indirect cost rate to 10% of direct costs. Of the F&A funds generated by the Center, the distribution is approximately 73% for the University, 8% for the College, and 19% for CFACE. During the reporting period CFACE had low levels of funding from its service center ($10,708) and foundations ($4,241) and no revenue in gifts. Appendix 3-2 provides additional details on funding.

Operational Costs. Operational costs include staff salaries and supplies. They are covered through state-appropriated funds, F&A allocation, and salary release. Appendix 3-2 provides additional details.

Space and Equipment. Contract employees mainly work from their homes with some office space available in Cox Hall. Center faculty, staff, and students have campus duty stations in Cox Hall, Hunt Library, and the 1911 Building. All faculty, staff, and students have access to campus meeting spaces as well as to resources such as information technology, distance education, and libraries. Each staff member is provided with a computer and office supplies. Supplies are also made available for training, technical assistance, and evaluation work.

4. PERFORMANCE EVALUATION FRAMEWORK

As outlined in Table 4-1 below, the objectives of the Center align with the five goals of the University's strategic plan for 2011–2020. The goals as listed in the table are ordered somewhat differently in keeping with the Center's main strategies. Nevertheless, all five goals are mutually supportive and critical to CFACE success. The table also summarizes output and outcome measures of achievement of the Center's objectives. With some adjustments, this evaluation framework was previously used in the Center's first self-study and, thus, permits comparison over time.

The report is organized by the goals with supporting documentation in the appendices. Where possible, external markers of accomplishments are employed, such as participant feedback, awards, and publications. The self-evaluation uses both qualitative and quantitative analyses.

Table 4-1
Center Self-Assessment Framework

University Strategic Goals	Center Objectives	Output Measures	Outcome Measures
1. Enhance local and global engagement through focused strategic partnerships	Promote local and global engagement through focused strategic partnerships in the state, country, and abroad	Networks of partnerships	Impact of partnerships
2. Enhance interdisciplinary scholarship to address the grand challenges of society	Partner with various disciplines on the scholarship of engagement	Project funding Faculty partners Publications and presentations	Sustained funding supporting interdisciplinary collaboration Interdisciplinary contributions Dissemination accessible to diverse groups
3. Enhance the success of our students through educational innovation	Offer student learning experiences to develop professional competencies	Student learning opportunities Student supports	Recognitions of student contributions
4. Enhance organizational excellence by creating a culture of constant improvement	Foster a culture of inclusion and co-leadership	Inclusion of key stakeholders on Center advisory council Co-leadership development across Center participants	Recognitions of Center faculty and staff contributions
5. Enhance scholarship and research by investing in faculty and infrastructure	Provide the resources and infrastructure to support public service and research	Development of Center resources and infrastructure	Services to community, university, and professional organizations

5. GOAL 1: ENHANCE LOCAL AND GLOBAL ENGAGEMENT THROUGH FOCUSED STRATEGIC PARTNERSHIPS

The Center's objective related to Goal 1 is to promote local and global engagement through focused strategic partnerships in the state, country, and abroad. In carrying out this objective CFACE has developed extensive and intersecting networks of partnerships. The output measure is the network of partnerships, and the outcome measure is the impact of these partnerships. Given the engagement approach, impact is conceptualized to encompass direct effects on individuals, families, organizations, and communities; contributions to scientific knowledge and to practice, policy, and evaluation methodology; and dissemination beyond the immediate initiative.

Over the past four years, the work has focused on three areas: family and youth leadership, community engagement, and alternative approaches. Family and youth leadership builds upon the long-term commitment to engaging families in decision making over their affairs. Community engagement has been pivotal to the strategy for engaging families in their cultural settings and has increasingly become an area of study in itself. Both these foci support CFACE involvement in evaluating alternative approaches that reduce reliance on the criminal justice system and that encourage people to work together to repair and heal from harms and prevent future wrongdoing. Because the Center's sustained partnership efforts rely extensively on contract funding, the focus areas are organized primarily by projects.

5.1 Focus: Family and Youth Leadership

Family and youth leadership refers to developing and maintaining people's control over their lives, with support and protections from their informal and formal networks. The focus on family and youth leadership is the most extensive and elaborated of the three focus areas. It encompasses four projects funded during FYs 2014-2017, one of which is multi-year. The projects complement and build on each other. Work carried out on all these projects is funded in FY 2018 by one enlarged Family-Centered Practice Project.

5.1.1 Family-Centered Practice Project

Beginning in FY 2013, North Carolina Department of Health and Human Services (NC DHHS) increased funding to CFACE to expand its activities from engaging families in decision making to broadly supporting family-centered practice. In child welfare, family-centered practice views children as embedded, emphasizes the families' capacities and resources to protect and care for their young, involves families in making plans, and individualizes services.

The purpose of the Family-Centered Practice Project is to provide training, technical assistance, and evaluation that assist county Departments of Social Services (DSS) and their partners in applying a family-centered approach. The training and technical assistance are directed to DSS staff, family preservation and support workers, foster youth, resource families (foster, kin, guardian, and adoptive), community organizations such as family resource centers and mediation centers, and public agencies such as schools and mental health (see Appendix 6-3). The evaluation activities support curricular development and training assessment.

To reach as wide an audience as possible, the Center increasingly employed a mix of training methods: face-to-face workshops, synchronous training or discussion forums, and asynchronous offerings that participants can take at any time at their own pace. All these training opportunities are free of charge to participants, and the asynchronous courses are available to anyone wishing to access them. A recent curricular addition involved two faculty members, one from the Department of Communications with expertise on gaming, and the second from the Department of Psychology with expertise on fathering and unhealthy masculinities. Joining with Center team members, they created a simple online game for non-residential fathers to play with their children. Many of the fathers live outside of the family home because of a history of committing domestic violence. Child protection workers previewing the game saw it as especially useful for fathers at child visitation centers learning how to engage positively with their children.

To assist training participants with transferring learning to their workplaces, the project provided discussion forums as follow-ups to training events. For instance, after completing the family preservation training, participants are invited to join a call-in forum to continue the discussion and networking. Technical assistance also is provided in response to requests from counties and emerging needs in the field. A case in point is the request of a rural, low-wealth county where the majority of school-age children are living with kin caregivers such as grandparents rather than their parents and are at risk of entering state care. With the local DSS and schools, the Center offered a series of training presentations on improving family-teacher relationships and increasing child and youth academic success.

To enhance understanding of family and youth perspectives, the project used a co-training model that paired a family or youth partner trainer who had experienced receiving services with an agency trainer who had experience delivering services. During this period, the Center filled a new youth partner trainer position and contracted with other family and youth partners.

In developing new curricula and refining curricula, the Center has involved youth, families, and workers with direct involvement in the topic under consideration as well as faculty and students on campus. A prime example is an on-demand course to assist foster parents and others in learning how to support and empower youth in their care who are lesbian, gay, bisexual, trans*, or questioning (LGBTQ). Foster youth, parents, and workers, as well as community and campus resources, were consulted on its development with assistance from Social Work faculty and student (Tomlinson et al., 2016). Another example is a course on including children and youth in child and family team (CFT) meetings. In designing the course, Center staff distributed a survey inquiring about basic practice

and considerations when determining how to include young people in the CFT process. A total of 515 people completed the survey, with respondents primarily from social services, guardians ad litem, mental health, and juvenile justice (Pennell, Allen-Eckard, Latz, & Tomlison, under review). A full listing of the training curricula, their description, and the projected number of events in FY 2018 are provided in Appendix 6-3.

Impact. Workers from all 100 North Carolina counties attended the training events, with counties averaging 64 registered attendees in just the formal in-person events over the four-year period. The workshops reached 7,404 participants (see Appendix 5-1). We estimate that the training indirectly affected more than 74,040 families (based on the state's recommended caseload of 10, NC DSS Family Services Manual, Chapter VIII, Administration and Staffing) and 185,100 individuals (based on 2.5 persons per household). The Public Consulting Group conducted a 2016 evaluation of the North Carolina child welfare system and found that only about half of the surveyed child protection workers self-reported family caseloads within the state's recommended level. For 2015, the U.S. Children's Bureau found an average of 1.82 children per family referral (see https://www.acf.hhs.gov/cb/resource/child-maltreatment-2015). Additionally, in North Carolina, the turn-over rate among child protection staff is approximately one-quarter per year (North Carolina Child Welfare Staffing Surveys, 2011-2014), pointing to the necessity of offering ongoing training.

In the formal in-person events, 94% of participants completing the participant satisfaction form (PSF) administered after each of these events said their "understanding of the topics covered in [the] training [was] significantly increased. Ninety-five percent of respondents said that "as a result of this training [they] developed skills to improve [their] practice." Ninety-three percent of respondents said that "as a result of [the] training [they were] more capable of performing [their] job" (see Appendix 5-2). A particularly sensitive training curriculum on cultural safety was favorably received by participants in the state as well as at a national conference where most of the group began to talk frankly about race and current events (Kearney, 2016). For workshops co-trained by family and agency partners, survey respondents afterward reported that the co-training provided insights on how to collaborate with families and that as a result, their relationships with families had improved (Allen-Eckard, Latz, & Coppedge, 2010; Allen-Eckard & Middleton, 2017) (see Appendix 5-3).

5.1.2 Youth Leadership Café

In FY 2014 CFACE was awarded a seed grant from NC State University, Office of Extension, Engagement, & Economic Development (ORIED). The project's goal was to develop the youth-family-community partnerships that support the leadership of current and former foster youth. Too often children in care have a fractured sense of relatedness and leave foster care feeling insecure and powerless. These feelings are exacerbated by the youth having little to no say in decisions made about them while in care. A way to overcome these feelings is through engaging youth in participatory processes regarding their lives. Using the World Café (2017) model, the Center and a youth advocacy agency (Strong Able Youth Speaking Out, SaySo), co-hosted the café to encourage conversational leadership and democratic engagement. Sixteen current and former foster youth, nine agency workers, six Center staff members, and one SaySo staff member participated in the café.

Impact. Youth leaders involved in facilitating café activities expressed enthusiasm about the development of new opportunities to advocate for, inform, and support additional youth leadership opportunities. The three youth who supported café activities directly were included in additional education and outreach events with the Center as youth partner trainers. Members of the planning team gave well-received presentations on the café in Social Work classes and at two national conferences (Allen-Eckard & Stokes, 2014; Volkel & Stokes, 2014). The event also served to strengthen the collaboration between the Center and SaySo. The café familiarized the Center with this engagement approach, one that they have continued to apply in other work, including Center strategic planning.

5.1.3 Family Leadership Network

The work on the Family-Centered Practice Project and the Youth Leadership Café bore fruit with the initiation of the Family Leadership Network project, funded by NC DHHS. Beginning in FY2017, the Center worked with the NC DSS and different family and community organizations to lay the foundation for the NC Child Welfare Family Advisory Council. The advisory council is a way to include the voices of family and youth partners in developing state-level plans and policies so that child welfare better engages with families and works with them to safeguard young people. The council is to be composed of families served by child welfare - biological families, youth in care, kin caregivers, foster parents, and adoptive families. Given the disproportionate involvement of child welfare with families of color, the intent is for the council to reflect diversity in its membership. The family advisory council is part of the state's response to the US Administration for Children and Families' review of child welfare in North Carolina. The review found that the state did not meet expectations of keeping children safe, maintaining their family connections, and optimizing their and their family's well-being.

CFACE agency and youth partners worked with NC DSS to convene planning meetings that included family, community, and agency representatives. The planning group determined the structure for the advisory council and the needed funding for honoraria and travel and resources such as training and mentoring for council members. To identify key challenges and strategies for family advisory councils, the Center collected information from state and national leaders and completed a bibliographic review with input from Psychology and Social Work students. Currently, a Department of Public Administration faculty member is providing consultation on measuring the organizational readiness of NC DSS for supporting family leadership.

> *Impact.* Recruitment tools for advisory council members have been developed, including a tiered self-assessment form and a family partner self-assessment video. Ten diverse family and youth partners have already been identified for the advisory council. Partnerships have been forged with national bodies, including the Capacity Building Center for States. The work on the Child Welfare Family Advisory Council was profiled in a WRAL interview aired in June 2017, and will be presented at a national family engagement conference (Allen-Eckard, O'Connor, & Moore, 2017).

5.1.4 Supporting Family-Centered Practice

A one-year contract awarded in FY 2017 supported curricular and policy work and increased the involvement of faculty and students from multiple disciplines. This NC DHHS contract funded supplementary family-centered practice training, initiation of an online forum on domestic violence (involving Psychology faculty), and data collection for curricular development on intellectual and developmental disabilities (IDD, involving Psychology faculty and student), fatherhood (involving Social Work faculty and student), and foster youth. Concerning this last area of work, a Communications graduate class provided input on the development of the new curriculum on foster youth and ambiguous losses, and their professor plans to continue this involvement in the coming spring semester. As discussed in Section 5.2, the contract also supported multiple disciplines in assisting NC DSS with rewriting policy and conducting research on citizen review of child welfare.

> *Impact.* The Communications students developed tools for resource parents to use to build supportive relationships with youth entering their home and presented to parents, foster care alumni, and community members on their work and its theoretical underpinnings. The IDD curricular work strengthened partnerships between the Center and organizations working in this area and led to the creation of a video highlighting the stories of a resource parent and her two foster youth with IDD. The focus groups and interviews with 25 non-residential fathers not only supported curricular development but also assisted a Social Work faculty partner in the submission of a successful grant application to the Fatherhood Research and Practice Network (prime US DHHS, ACF, Office of Planning, Research and Evaluation).

5.2 Focus: Community Engagement

During these four years, the Center extended its community engagement through three main efforts. The first two were funded by the Supporting Family Centered Practice Project (see Section 5.1.4), and they concerned citizen review of child welfare and child welfare policy revision. The third was a project conducted with community health advisors to reduce disparities in cancer screening in rural communities as compared to urban settings.

5.2.1 Community Child Protection Teams

In every county, North Carolina statute mandates a local team called a Community Child Protection Team (CCPT), consisting of public agencies and community organizations. These teams are responsible for reviewing child maltreatment cases, providing public education to protect children, and making recommendations to county commissioners and state Social Services on improving child welfare. The local CCPT teams are North Carolina's means of meeting federal requirements on citizen review panels. The Center director has worked with the NC CCPT Advisory Board since 2013. She administered statewide end-of-year surveys, assisted the advisory board in preparing recommendations to NC DSS on improving child welfare, and presented with the Advisory Board chair and NC DSS at a national conference (Pennell, Becketts, & Reichert, 2015). In FY 2017, NC DSS funded a Center interdisciplinary research team of faculty and graduate students from Public Administration and Sociology, to work with the Center director, a Social Worker. The team surveyed the work of the local teams, conducted site visits in Alaska and Ohio on citizen review, and held interviews and focus groups on enhancing interagency collaboration, family inclusion, and diversity. The CCPT team continues its research this year with the addition of a Psychology student.

> *Impact.* The findings from the different research methods contributed to a series of recommendations made by the NC CCPT Advisory Board to NC DSS on improving citizen review, child and family team meetings, and families' access to mental health services. As stipulated by federal law, NC DSS must respond in writing to these recommendations. The Division includes in its Annual Progress and Services Report to the US Administration for Children and Families a CCPT report that incorporates the findings from the survey conducted by the Center, the series of recommendations, and the state's response. CCPTs also use these findings in their reports to county commissioners.

5.2.2 Child Welfare Policy Rewriting

Revision of the child welfare manual is a key component of the state's program improvement plan (PIP) to the US Administration for Children and Families. A Psychology faculty partner provided technical assistance to NC DSS staff on writing clear child welfare policy. A readiness assessment of implementing the child welfare manual modifications was conducted with 10 pilot counties.

> *Impact.* The readiness assessment yielded information useful to the planning and fielding of the child welfare manual modifications across the 10 pilot counties. Responses were positive overall and indicated that pilot counties were ready for the implementation. For instance, there was unanimous recognition of the importance of making the child welfare manual modifications, and there was commitment from county leadership to provide the necessary oversight to ensure implementation of the changes. Using the assessment, the PIP Policy Workgroup identified strategies that could be put in place to promote the successful implementation of the child welfare manual modifications. Findings and recommendations were summarized for dissemination in letters to the county directors and for presentation at each of the pilot counties. The Center and Psychology faculty are now providing technical assistance to counties working on program monitoring and policy implementation.

5.2.3 Cancer Disparities Reduction Collaborative: A Qualitative Process Evaluation

In FY 2014, a Social Work faculty partner was awarded a 1.5-year grant from the American Cancer Society to examine the impact of community health advisors on reducing disparities in cancer screening in rural communities. Interviews and focus groups with community health advisor field staff and coordinators were conducted in the Southeast. The participants were asked about their perceptions of the program's achievements and implementation facilitators and barriers.

Impact. Volunteers reported an increase in cancer screening in their communities, more community members supporting the collaborative, and a more favorable view of the American Cancer Society, including among African American communities. This work continued under the auspices of the American Cancer Society.

5.3 Focus: Alternative Approaches

Placed under alternative approaches are two funded projects: an evaluation of a fathering program for men who had committed domestic violence and a national survey of restorative programs addressing domestic violence. The Center's involvement in these two projects was informed and made possible by its director's long-term participation in national and international restorative initiatives, which are summarized in the third part of this section.

5.3.1 Strong Fathers

With funding from NC DHHS, the Center evaluated the Strong Fathers program that was started in 2009. This program offers a psycho-educational group on fathering to men who have abused their partners and whose families are receiving child welfare services. After funding was discontinued in 2015, two faculty members and one doctoral student from Psychology along with CFACE director continued the evaluation by focusing on factors contributing to the men's engagement with the program. One challenge is that batterer intervention programs generally have high attrition rates.

Impact. Contrary to the men's initial expectations, the participants reported that the program helped them learn how to relate better to their children and their children's mothers (Pennell & Brandt, 2017). A qualitative analysis of the men's self-assessments found that the men who stayed with the group were pushed by their determination to become better men and fathers and pulled by their yearning to be close to their children (Pennell, Sanders, Rikard, Shepherd, & Starsoneck, 2013). An analysis of NC DSS child maltreatment data showed that reporting fell from the year before admission to the year after admission. Currently, the research team is examining factors related to group survival rates, including child protection services, group composition, and participant self-assessments.

5.3.2 National Portrait of Restorative Approaches to Domestic Violence

In FY 2017, CFACE director, a Psychology faculty partner, and a doctoral student began work with the Center for Court Innovations in New York City as part of a US Department of Justice, Office of Violence against Women grant. The purpose of this two-year grant is to develop a national profile of restorative programs to resolve domestic violence. Restorative approaches bring together those who have committed harm with those who have been harmed along with a wider support network to make and implement plans to prevent future harm. These practices in the context of domestic violence raise concerns about the potential to exacerbate abuse, and at the same time, the practices are a means of putting in place protections that have the support of all participants. The national profile will involve interviews and site visits to programs and preparing a compendium of programs. An advisory board guides the work; its members have extensive expertise in restorative approaches, legal issues, and research. A CFACE staff member with considerable experience in the domestic violence field serves on this advisory board.

Impact. The intended products of the study are (a) a comprehensive national survey of restorative programs to address intimate partner violence, (b) the identification of promising practices and testable hypotheses for future research, and (c) performance measures to assess the fidelity and effectiveness of restorative justice approaches to domestic violence in various cultural contexts. The report of findings will be widely disseminated to legal professionals and domestic violence advocates. A national conference planned in Vermont for June 2018 will highlight initial results.

5.3.3 National and International Collaborations on Restorative Justice and Intimate Partner Violence

The Center director is known particularly for her research on restorative approaches to address IPV. She began this work when co-directing an early trial demonstration in Canada of family group conferencing in family violence

situations (Pennell & Burford, 2000) and continued the work on family meetings in North Carolina (Pennell & Anderson, 2005) and Washington, DC (Pennell, Edwards, & Burford, 2010). Today, she is part of a research team conducting a realist synthesis of family meetings to develop testable program theories, and will be checking these hypotheses with participants at an international conference (Sen, Pennell et al., 2017). The Center Director currently serves on the National Advisory Committee of the Quality Improvement Center on Child Welfare Involved Children and Families Experiencing Domestic Violence; Advisory Group for the Campus PRISM (Promoting Restorative Initiatives for Sexual Misconduct on College Campuses); and International Learning Community, Restorative Justice, Schulich School of Law, Dalhousie University, Halifax, Nova Scotia.

> *Impact.* The Center director has presented on safety measures for holding restorative approaches across Canada and the United States as well as in Australia, Guatemala, Israel, Netherlands, New Zealand, and the United Kingdom. She has encouraged adaptation of approaches to fit with different cultures including indigenous (Roby, Pennell, Rotabi, Bunkers, & de Uclés, 2014). Her editorial work includes the International Advisory Board of *Restorative Justice: An International Journal* and the editorial board of *Contemporary Justice Review.*

6. GOAL 2: ENHANCE INTERDISCIPLINARY SCHOLARSHIP TO ADDRESS THE GRAND CHALLENGES OF SOCIETY

The Center's objective related to Goal 2 is to partner with scholars and practitioners from various disciplines on the scholarship of engagement. The first output measure concerns project funding, and the desired outcome is sustained funding supporting interdisciplinary scholarship in the community and in academe. The second output measure is faculty partners from multiple disciplines who are affiliated with the Center, and the desired outcome is their interdisciplinary contributions. The third output measure is the Center's publications and presentations, and the intended outcome of these outputs are the Center's dissemination of these products in a manner that is accessible to diverse groups that are likely to make use of them.

As documented previously in Section 5, the Center formed extensive networks of partnerships that included a range of professional and academic disciplines. Below documentation is provided on the funding supporting the interdisciplinary scholarship, the interdisciplinary contributions of faculty partners, and the dissemination of the scholarship through multiple channels.

6.1 Sustained Funding Supporting Interdisciplinary Scholarship

In FY 2017, the Center submitted two proposals that are now approved: the NC DHHS Family-Centered Practice Project for FY 2018 and the Center for Court Innovations subcontract for 2017 and 2018. Center requests for funding build upon a solid record of consistent and sustained funding in the previous years.

The University has a sponsored funding reporting system (known as RADAR) to search research activity. Over the past four years, RADAR shows that the Center was awarded $3,128,718 in external funding, primarily from NC DHHS, with other projects sponsored by the US Department of Justice and American Cancer Society. RADAR includes awards finalized from July 1, 2013, through June 30, 2017 (see Appendix 6-1: List of Sponsored Projects).

During the review period, the RADAR search shows a low reliance on internal funding with $10,000 from the NC State Office of Extension & Engagement & Economic Development. The total value of non-funded proposals during this self-study period is $325,720. The Center has also supported grant seeking by faculty partners. For instance, if an internal funding request is approved, the Center will provide supplementary funding to support Intellectual and Developmental Disability (IDD) research by a Psychology faculty partner with a College of Education faculty member.

6.2 Interdisciplinary Contributions

As reviewed in Section 5, faculty partners have contributed extensively during the reporting period. The faculty partners have come from a range of disciplines and have worked in collaboration with academic and community partners from various disciplines. This diversity of experience has created synergy by bringing together different perspectives and methods and has enriched the Center's contributions to community, policy, and scientific knowledge. For example, the research team working on Community Child Protection Teams (CCPT) represented three academic disciplines, worked with community and government representatives from various professional disciplines, and together these different disciplines developed survey instrumentation on the functioning of local CCPTs and policy recommendations to improve child welfare. The faculty partners were at different ranks and stages in their academic careers. This encouraged mentorship by other faculty and the Center director. Participation in the Networking Alliance meetings enhanced community-university collaboration and supported joint planning. A list of 20 CFACE faculty partners, home departments, and types of involvement can be found in Appendix 6-2.

6.3 Dissemination Accessible to Diverse Groups

As noted previously, the Center is committed to the scholarship of engagement which produces and shares "mutually beneficial and societally relevant knowledge that is communicated to and validated by peers in academe and the community" (Task Force, 2010, p. 15). Accordingly, its publications and presentations need to be accessible to a broad spectrum of groups. This is accomplished through using several means of formal and informal communication.

Funding contracts have made it possible for the Center to stage an extensive training program. The repertoire of curricula delivered in person and online is substantial and continues to grow because the Center creates workshops in response to emerging needs. There are 22 currently active curricula, many of which NC DSS had mandated or recommended for child welfare staff and others involved with child welfare (see Appendix 6-3). The Center posts these training curricula on the Center's website, and NC DSS increases access through mounting courses on ncswLearn and fosteringNC.org websites, posting on listservs, and profiling in newsletters.

The Center has produced formal publications such as journal articles and book chapters as well as videos, newsletters, social media, website pages, news interviews, and other means of reaching out to community groups. The Center staff pay attention to culturally appropriate and jargon-free communication for different groups, such as youth and family partners, by providing common-language translations of professional and agency terminology. The Center team has presented at conferences within the state as well as nationally and internationally. These presentations frequently include community partners who bring local and agency perspectives and enhance understanding of the implementation and impact of initiatives. Appendix 6-4 is a list of publications and presentations.

7. GOAL 3: ENHANCE THE SUCCESS OF OUR STUDENTS THROUGH EDUCATIONAL INNOVATION

The Center's objective related to Goal 3 is to offer student learning experiences to develop their professional competencies. The output measures are providing student learning opportunities, such as in research and training, and supporting their participation by assisting them financially and helping them fulfill academic requirements. The outcome measure is external recognition of student contributions, such as through inclusion on publications and recognition on curricular materials.

7.1 Student Learning Opportunities

The Center is primarily focused on public service and research, rather than on academic instruction. CFACE offers opportunities and support for high-impact learning. Undergraduate and graduate students from multiple disciplines have participated in Center activities. Learning activities include serving on advisory councils or task forces, receiving professional development training, acting as co-trainers, developing curricula, designing brochures, updating websites, building communication plans, producing videos, conducting evaluation or research, writing

grants, presenting at conferences, and publishing papers (see Appendix 7-1). Section 5 describes these forms of student involvement.

Students receive close mentorship as they engage in work with real-world impacts. In addition, the Center includes students in training programs with practitioners in the field, gives guest lectures on campus, and provides information for completion of class assignments. The Center remains connected to alumni who worked at the Center through communications, collaboration on joint efforts, and post-graduation employment at the Center.

We recognize student contributions through crediting student work on videos and authorship on papers or presentations. In the self-study period, two conference presentations and nine publications included students (see Appendix 6-4).

7.2 Student Support

The Center supports student participation in several ways. In the period of this study, 22 graduate students and six undergraduates worked with the Center. Students provided support in one or more of the following areas: research (n=19), project support (n=6), curricular development (n=4), and communications (n=1). One student had her Master of Social Work (MSW) field placement at the Center. One Psychology student received a graduate extensionship with a Graduate Student Support Plan (GSSP) (see Appendix 7-1). CFACE covered student costs for project travel and conference presentation.

8. GOAL 4: ENHANCE ORGANIZATIONAL EXCELLENCE BY CREATING A CULTURE OF CONSTANT IMPROVEMENT

The Center's objective related to the University's fourth strategic goal is to foster a culture of inclusion and co-leadership. This objective is in keeping with the Center's partnership approach and its guiding principles of cultural safety, family leadership, community partnerships, and inclusive planning. Output measures are inclusion of key stakeholders on the Center's advisory council and co-leadership development among Center participants. The outcome measure is external recognition of the Center faculty and staff contributions.

8.1 Inclusion of Key Stakeholders on Center Advisory Council

As noted in Section 2, the CFACE advisory council is called the Networking Alliance. The name is used to emphasize partnership building. In consultation with CFACE team and community partners, the Center director appoints Networking Alliance members for a two-year term that can be renewed. The director convenes the Networking Alliance twice per year. Eight meetings of the advisory council were held during this self-study period.

The Networking Alliance members include representatives from community organizations, public agencies, and universities. To foster inclusive discussion, advisory councilors and affiliates (who attend on a less regular basis), faculty partners, and CFACE faculty, staff, and students attend the Networking Alliance.

Deliberations are informal and informative to encourage participation across groups, and we limit our expectations for members' contributions of time and resources. Nevertheless, the demand on participants is to keep the Center focused on its mission and principles and to create mutually supportive networks. Last year, a community café method was used to engage the Networking Alliance, Center staff, student partners, and faculty partners in strategic planning (see Subsection 10.1). For a list of current Networking Alliance members and affiliates and a description of the Networking Alliance provided to members, see Appendix 8-1.

8.2 Co-Leadership Development across Center Participants

The Center has four key strategies for developing co-leadership across faculty, students, and staff: (a) inclusion at advisory council meetings (see Subsection 8.1), (b) teaming up faculty and student partners with staff, and (c) pairing youth/family partners with agency partners on the Center staff. Agency partners are Center staff with prior experience working in human-services delivery.

As faculty partners and students have engaged with CFACE, they have been connected to specific Center staff members. These connections have enabled the Center to quickly orient faculty and students to its engagement approach with youth, family, and community collaborators. In turn, faculty and students have informed CFACE staff and community collaborators about theoretical frameworks, knowledge areas, and research methods. This two-way communication has promoted shared learning and leadership. Section 5 includes examples such as the involvement of Psychology faculty, a Communications student, and family and youth partners on the filming of the IDD video.

Among the Center staff, pairing youth/family partners with agency partners has encouraged respect of each other's expertise and backgrounds. As noted previously (see Subsection 5.1.1 and Appendix 5-3), this partnership has enriched curricular development and delivery. The pairing of youth and agency partners to coordinate the NC Child Welfare Family Advisory Council displays in action the feasibility and benefits of shared leadership (see Subsection 5.1.3).

8.3 Recognitions of Center Faculty and Staff Contributions

CFACE team has received significant recognition, which affirms their contributions, particularly to community-engaged approaches (see Appendix 8-2). A trainer received both the CHASS and University's Award of Excellence for her extensive public service. A youth partner was the recipient of both the WRAL Living the Legacy (of Martin Luther King, Jr.) Award and the college's Award of Excellence to recognize her advocating for additional resources for youth in foster care. The Center director received four honors, including being inducted as a founding member of the national/international Academy of Community Engagement Scholarship and receiving from a family organization The Gary Ander Making a Difference Award for Family-Driven Care. As previously noted, faculty and students involved with the Center are recognized through authorship and credits on publications (see Appendix 6-4).

9. GOAL 5: ENHANCE SCHOLARSHIP AND RESEARCH BY INVESTING IN FACULTY AND INFRASTRUCTURE

The Center's objective related to the University's fifth goal is to provide the resources and infrastructure to support public service and research. The output measure is the development of the Center's resources and infrastructure. The outcome measure is services to the community, university, and professional organizations.

9.1 Development of Center Resources and Infrastructure

Over the past four years, CFACE has firmed up and expanded its resources and infrastructure. The Center has increased staff and has grown project funding (see Appendix 3-1). The Center worked with the College to obtain additional space for staff and students in Hunt Library and Cox Hall with accompanying access to conference rooms. Furthermore, the Center has expanded computer and other equipment needed for research and training, while enhancing data security protocols. The Center has fostered professional development of its staff through sponsoring participation in campus, state, and national workshops and conferences.

As previously noted, the Center continued to increase its faculty partnerships (see Appendix 6-2), and this was propelled by project funding for faculty salary release and summer salary and student assistants. Faculty partnerships were supported by designing faculty involvement so that they could connect to the Center's community networks, facilitate student learning on projects and in the classroom (see Appendix 7-1), and have access to data for publication. Direct benefits to home departments included their securing salary release funds and the Center's handling project administration. Additionally, the Center funded faculty and student partner attendance at conferences.

9.2 Services to Community, University, and Professional Organizations

CFACE faculty and staff provide extensive services to community, university, and professional organizations (see Appendix 9-1). Over the four-year period, the Center director, Center staff, and faculty partners were associated with 50 international, national, state, or community organizations. Additionally, the Center director and staff provided services on campus, and the Center director provided consultation to groups nationally and internationally and served on journal boards.

10. CENTER VISION AND STRATEGIC PLAN FOR NEXT FIVE YEARS

Since the last self-study report in 2013, the Center has made further strides in achieving its objectives. These objectives all relate to the University's strategic goals, demonstrating the fit between the Center and a research-extensive, land-grant institution. Below is an assessment of the extent to which the Center is meeting its objectives for each university goal and identification of areas for future development. This self-assessment forms the basis for then reaffirming the Center's vision and mapping its strategic plan for the next five year. The plan is guided by strategic planning at staff and Networking Alliance meetings over the past year.

10.1 Strategic Planning Process

In FY 2017, the Center engaged in strategic planning using the world café model to conduct a visioning process. The Center was already familiar with community cafés from the foster youth leadership forums (see Subsection 5.1.1). Cafés are facilitated conversations intended to promote dialog through engaging participants in a hospitable space to address questions of interest with their ideas synthesized and "harvested. The café model was combined with the SOAR strategic planning approach. SOAR stands for Strengths, Opportunities, Aspirations, and Results and encourages an appreciative and participatory approach to generating organizational directions.

The four-stage SOAR process began in 2016 at a summer Center staff meeting at which the team highlighted three areas of strength related to engaging families and communities, responding to emerging needs in the field, and preventing intimate partner violence. Their ideas were shared at a fall Networking Alliance meeting with community, government, and university participants who identified numerous opportunities for collaborating on these strengths. At a winter staff meeting, the Center team reflected together on their most compelling aspirations that grew from these partnerships. In a spring Networking Alliance meeting, the participants mapped out how to put these aspirations into action through six specific efforts. The harvested ideas are now being put into action. All these ideas pertain to the three CFACE focus areas: family and youth leadership, community engagement, and alternative approaches to address Intimate Partner Violence (IPV). These focus areas represent strengths of the Center and point to future directions for its growth.

10.2 Self-Assessment of Meeting Goal 1: Enhance Local and Global Engagement through Focused Strategic Partnerships

10.2.1 Accomplishments

The Center has been quite effective in sustaining and enlarging strategic partnerships fostering family and youth leadership within and beyond North Carolina. This focus built from the Center director's early trial demonstrations of family-centered meetings first in Canada and then in North Carolina. The Center, however, has not stopped here and tapped into the considerable expertise and creativity of its staff, community partners, and academic partners to advance family and youth leadership through varied and mutually supportive means:

- Extending training on family-centered meetings beyond practitioners to foster care families;
- Encouraging cultural safety in worker-family relationships;
- Preventing recurrence of domestic violence and promoting family preservation and support through training and technical assistance;
- Providing training and game building to maintain non-residential fathers' connections to their children;
- Creating family/youth partner staff positions at the Center;

- Using focus groups and interviews to engage family/youth partners in curricular development;
- Coordinating a family-agency task force to develop co-training models and support mechanisms;
- Determining, in consultation with family and youth organizations, fee schedules to remunerate non-salaried partners;
- Developing and providing face-to-face and online training to develop family/youth partners' leadership;
- Using the community café model to involve foster youth in programmatic review;
- Developing tools for assessing family/youth partner and agency readiness to support family/youth leadership; and
- Supporting the creation of a child welfare family advisory council.

These initiatives on family/youth leadership are reinforced by the other two center foci: community engagement and alternative approaches, both of which encourage participatory processes. The Center supports participatory processes by engaging local teams in improving services or by specifying performance measures to assess restorative approaches in situations of intimate partner violence (IPV).

10.2.2 Prospects and Directions

Continued funding for the foci on family/youth leadership and community engagement provided by NC DHHS contract is likely to be renewed in the future. Family engagement in case planning is embedded in child welfare policy, and child-and-family team meeting training is mandatory for all child welfare workers and their supervisors. Likewise, other training programs, such as on cultural safety and family preservation, are required for their intended audiences. Another factor is the state's program improvement plan to the US Administration for Children and Families. This plan explicitly stipulates the creation of the NC Child Welfare Family Advisory Council and the council's representation on the NC Community Child Protection Teams Advisory Board.

The focus on alternative approaches to address domestic violence is funded through December 2018 and involves the Center director and staff member, and a Psychology faculty partner and doctoral student. This research can support future funding in this area, which is being explored through several national and international groups to which the Center is connected (see Subsection 5.3.3).

In the earlier self-study report, the focus areas included health and well-being. This area is certainly one that the Center could fruitfully pursue in the future. There is increasing national recognition of the necessity of public health, community-engaged approaches to resolve behavioral health issues and criminal offending. For instance, these strategies can be used to reduce dependence on jailhouses as facilities managing mental health disorders, homelessness, drug use, and suicide. Promising approaches are family engagement, specialty courts (e.g., for domestic violence, substance use, Veterans), jail diversion, and relapse prevention such as for the often-fatal return to using opioids.

10.3 Self-Assessment of Meeting Goal 2: Enhance Interdisciplinary Scholarship to Address the Grand Challenges of Society

10.3.1 Accomplishments

The Center has proven effective in obtaining external funding on a consistent and sustained basis before and during this study period. NC DHHS funding supports several faculty partners and students in the Center's work. In instances where funding ended for faculty partners, many have remained engaged through various means such as data analysis and proposal development. Seven of thirteen faculty members who worked with CFACE before FY 2014 remain today as active partners. This demonstrates a long-term commitment on their part.

CFACE is disseminating its work through multiple channels, providing concrete and useful information to support families and communities. The Center encourages its staff, students, and community and faculty partners in publications and presentations. To promote interdisciplinary research, the Center has made its datasets available for

analysis by faculty and student partners. This bodes well for continued scholarly productivity, grounded in family and community experience.

10.3.2 Prospects and Directions

CFACEis persistent in seeking external funding from different sources and has been invited as a partner on a number of proposals. The transition to a new director and continuing strong participation of faculty will help to extend funding sources.

A renewed focus on health and well-being may help with obtaining federal funding from the National Institutes of Health (NIH) and the Centers for Disease Control and Prevention (CDCP), and may assist with securing foundation support and gift giving.

The Center has increasingly applied a blended learning approach that combines in-person and online formats. The staff has become quite adept at these approaches, with the support of a recently hired instructional design technologist, faculty from the Department of Communication, and university distance education resources. The Center is well positioned to participate in educational strategies to support public health.

10.4 Self-Assessment of Meeting Goal 3: Enhance the Success of Our Students through Educational Innovation

10.4.1 Accomplishments

CFACE has engaged students in high-impact and quite diverse research and public service opportunities. To support student involvement, the Center has provided financial assistance and help in meeting academic requirements. CFACE has greatly benefited from the students' contributions, and, in turn, ensured that students received external recognition for their work.

10.4.2 Prospects and Directions

The Center has done and will do well by continuing to include funded opportunities for students on contracts and grants and by supporting their internships and coursework. In accordance with its charter, the Center focuses on public service and research rather than offering courses for credit. This approach keeps the Center oriented to family and community engagement.

10.5 Self-Assessment of Meeting Goal 4: Enhance Organizational Excellence by Creating a Culture of Constant Improvement

10.5.1 Accomplishments

The Center has fostered a culture of inclusion and co-leadership by appointing a range of key stakeholders on its advisory council and by supporting co-leadership models on its team and in the community. Team members have received campus and community awards and nominations recognizing their community-engaged service and attention to diversity.

10.5.2 Prospects and Directions

Reinforcing this culture will require ongoing stakeholder guidance and staff development. Factors that may enable the expression of this culture are the Center's mission, guiding principles, and commitment to developing cultural understanding through its public service, research, and publication.

10.6 Self-Assessment of Meeting Goal 5: Enhance Scholarship and Research by Investing in Faculty and Infrastructure

10.6.1 Accomplishments

In its first five years of operation, the Center formalized agreements on its operations, built up its staffing and other resources, and developed its infrastructure for supporting faculty and student involvement. Building on these early successes, the Center over the following four years developed further its staffing, resources, and community and academic partnerships. As a result, CFACE has become a well-established and trusted entity able to provide services in the community, on campus, and to professional organizations. The Center team is frequently asked to serve on committees and to provide consultation.

10.6.2 Prospects and Directions

With growth comes infrastructure needs. Areas for further development include generating new resources to support faculty and students who are writing grant proposals and who are working on emerging research areas. The advent of a new director will offer possibilities for expanding beyond current partnerships.

10.7 Conclusion

In conclusion, the Center's objectives align with the University's strategic plan, and these goals are supportive of each other. Focused strategic partnerships are the basis for achieving the second goal of enhancing interdisciplinary scholarship to address the grand challenges of society and the third goal of enhancing the success of students through educational innovation. Carrying out this work requires achievement of the fourth goal of enhancing organizational excellence by creating a culture of constant improvement and the fifth goal of enhancing scholarship and research by investing in faculty and infrastructure. Likewise, the Center objectives are mutually supportive, and the continued achievement of these objectives is enabled by the Center's guiding principles. The application of the scholarship of engagement serves to bind together public service and research.

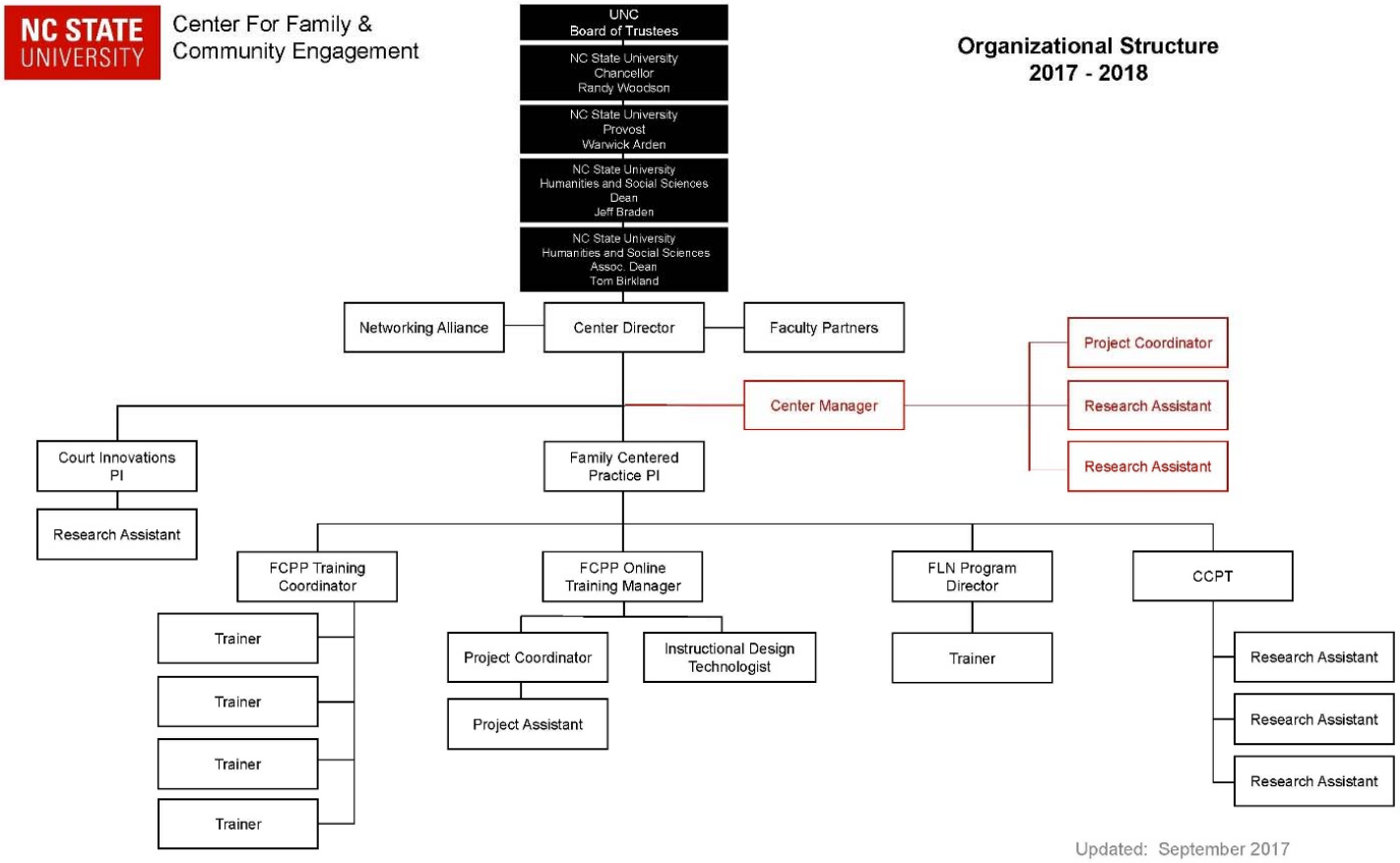
In keeping with its name, CFACE has remained fully engaged with families and communities and has consistently pursued community-engaged scholarship. This approach undergirds the Center's fulfillment of its mission to advance safe, healthy, and productive families and communities. As an engaged university center, we learn from families and communities, and with them, we create and share useful practice, policy, and knowledge.

APPENDICES

Appendix 1-1: Glossary

CCPT	Community Child Protection Team
CFT	Child and Family Team
DSS	Department of Social Services. DSS offices are established in each North Carolina county and administer services, including child protection services.
F&A	Facilities and Administration receipts from the indirect costs of contracts and grants
CHASS	College of Humanities and Social Sciences
IPV	Intimate Partner Violence, including domestic violence, sexual assault, and dating violence
IDD	Intellectual and Developmental Disabilities
LGBTQ	Lesbian, gay, bisexual, trans*, or questioning in regards to sexual orientation or gender identity
NC DHHS	North Carolina Department of Health and Human Services
NC DSS	North Carolina Division of Social Services. supervises county Departments of Social Services.
FY	State fiscal year, which runs from July 1 to June 30

Appendix 3-1: Organizational Chart



Appendix 3-2: Financial Statement*

Project (Account) numbers: 201161, 257161, 261113, 315261, 376048, 554420, 555266, 555612, 556543, 556567, 556666, 558393, 559336, 570097, 571423, 571557, 580678, 581089, 581511, 680466, 680466-F	FY 2014	FY 2015	FY 2016	FY 2017	TOTAL
State funds					
Budget allocation	132,521.16	152,534.21	163,827.55	131,919.38	580,802.30
Expenditures	132,521.18	152,534.27	163,826.18	131,918.94	580,800.57
Services					
Revenue	10,708.00	0.00	0.00	0.00	10,708.00
Expenditures	2,168.36	41.13	0.00	0.00	2,209.49
Contracts&Grants					
Revenue	943,137.90	869,338.68	817,231.32	1,098,755.48	3,728,463.38
Expenditures	943,137.90	869,338.68	817,231.32	1,098,755.48	3,728,463.38
F&A Receipts **					
Budget allocation	61,731.00	29,727.00	41,263.00	51,945.00	184,666.00
Expenditures	46,239.61	4,715.78	3,830.46	755.10	55,540.95
Foundations					
Revenue	856.21	1,802.59	1,379.96	202.51	4,241.27
Expenditures	423.62	422.63	1,177.45	-176.06	1,847.64
Gifts					
Revenue	0.00	0.00	0.00	0.00	0.00
Expenditures	0.00	0.00	0.00	0.00	0.00
TOTAL					
Funding (Revenue + Budget Allocation)	**1,148,954.27**	**1,053,402.54**	**1,023,701.83**	**1,282,822.37**	**4,508,881.01**
Expenditures	**1,124,490.67**	**1,027,052.49**	**986,065.41**	**1,231,253.46**	**4,368,862.03**

*** Data retrieved from NC State Wolfpack Reporting System (WRS)**
**** F&A = Facilities & Administrative Costs (Overhead)**

Appendix 5-1: Number of Training Participants

Offered in	Curriculum	Events	Participants
2014 - 2016	An Introduction to Child and Family Teams: A Cross-System Training From the Family's Perspective	**3**	**29**
2014 - 2017	Believe and Achieve: Bridging the Gap!	**16**	**192**
2014 - 2016	Building Awareness and Cultural Competency* *Revised in sfy 2016 and re-launched as Building Cultural Safety	**31**	**520**
2017	Building Cultural Safety	**16**	**317**
2014 - 2016	Charting the Fatherhood Frontier (online, live)	**11**	**145**
2015 - 2017	Child and Family Team (CFT) Facilitator Forum (online, live)	**8**	**81**
2015 - 2017	Child and Family Team Guide for Foster Parents (online, self-paced)	**n/a**	**123**
2014 - 2016	Child Welfare Practices for Cases Involving Domestic Violence *Revised in sfy 2015 and re-launched as Domestic Violence Policy and Best Practices in Child Welfare	**18**	**175**
2014 - 2017	Connecting with Families: Family Support in Practice	**12**	**215**
2017	Domestic Violence Forum: Breaking the Silos to Break the Silence (online, live)	**5**	**84**
2016 - 2017	Domestic Violence Policy and Best Practices in Child Welfare	**16**	**161**
2015 - 2017	Engaging the Non-Resident Father for Child Welfare Staff	**11**	**174**
2015 - 2017	Family Preservation Program (FPP) Forum (phone conference)	**5**	**39**
2014 - 2017	Family-Centered Practice In Family Preservation Programs	**18**	**108**
2016	Guardians ad Litem in CFTs (online, live)	**1**	**182**
2014 - 2017	Journey is the Destination: Resilience, Protective Factors, and Youth Success (online, live)	**17**	**217**

2014 - 2017	Keeping It Real: Child and Family Teams with Youth in Transition	**10**	**76**
2015 - 2017	Leading the Way to New Outcomes: Risk, Resilience, and Leadership (online, live)	**8**	**142**
2015 - 2017	Learning to Support, Include, and Empower Lesbian, Gay, Bisexual, Trans* and Questioning Youth in Substitute Care (online, self-paced)	**n/a**	**191**
2014 - 2017	Let's Talk Support: Natural Supports - How Do We Help Families Find and Access Them for CFTs? (online, live)	**11**	**127**
2014 - 2017	Military Families and CFTs (online, live)	**10**	**101**
2014 - 2017	Navigating Child and Family Teams: The Role of the Facilitator	**34**	**383**
2014 – 2015	Path Less Traveled: CFTs and Safety Considerations	**4**	**43**
2015 - 2017	Reducing the Costs: School Transportation of Foster Youth (online, self-paced)	**n/a**	**42**
2014 - 2017	Step by Step: An Introduction to Child and Family Teams	**107**	**1,569**
2014 - 2017	Technical Assistance and Learning Support	**136**	**1,461**
2014 - 2017	The 3rd Dimension of Supervision: The Role of Supervisors in CFT Meetings (online, live)	**17**	**207**
2014 - 2015	The ABC's of Including Children and Youth in Child and Family Teams	**6**	**56**
2016 - 2017	The Balancing Act: Including Children and Young People in Child and Family Teams (online, live)	**4**	**63**
2016 - 2017	The Guardian ad Litem within the Child and Family Team Process (online, self-paced)	**n/a**	**90**
2016 - 2017	Widening the Circle: CFTs with Families Impacted by Domestic Violence (online, live)	**4**	**79**
2014	Widening The Circle: Child and Family Teams and Safety Considerations	**1**	**12**
	Totals:	**540**	**7,404**

Note: These numbers reflect formal in-person training events, online training, and online and telephonic forums. They do not include technical assistance such as presentations at state conferences or university classes or provided through other means such as email or phone.

Appendix 5-2: Feedback on Formal In-Person Training Workshops

Participant Satisfaction Form Summary By Curriculum								
Date Range: 7/1/13 - 6/30/17								
			My understanding of the topic(s) covered in this training has significantly increased:		**As a result of this training I have developed skills to improve my practice:**		**As a result of this training I am more capable of performing my job:**	
Course	**Participants**	**Surveys**	**Total Responses**	**% Positive Responses**	**Total Responses**	**% Positive Responses**	**Total Responses**	**% Positive Responses**
An Introduction to Child and Family Teams: A Cross-System Training From the Family's Perspective	29	22	22	96.0%	22	100.0%	22	100.0%
Building Awareness and Cultural Competency	520	325	322	89.0%	323	88.0%	323	86.0%
Building Cultural Safety	317	157	155	89.0%	153	90.0%	155	88.0%
Child Welfare Practices for Cases Involving Domestic Violence	562	175	175	95.9%	175	98.3%	174	98.3%
Connecting with Families: Family Support in Practice	215	154	153	84.0%	154	92.0%	153	84.0%
Domestic Violence Policy and Best Practices in Child Welfare		161	161	100.0%	160	99.4%	161	98.7%
Engaging the Non-Resident Father for Child Welfare Staff	174	119	118	91.4%	119	93.2%	119	91.4%
Family-Centered Practice In Family Preservation Programs	108	77	76	99.0%	76	98.0%	76	96.0%

Keeping It Real: Child and Family Teams with Youth in Transition	76	51	51	98.0%		51	100.0%		51	100.0%
Navigating Child and Family Teams: The Role of the Facilitator	383	236	236	96.0%		235	98.0%		236	97.0%
Path Less Traveled: CFTs and Safety Considerations	43	23	21	90.0%		21	95.0%		20	95.0%
Step by Step: An Introduction to Child and Family Teams	1569	959	951	96.0%		951	97.0%		948	95.0%
The ABC's of Including Children and Youth in Child and Family Teams	56	39	39	93.0%		39	98.0%		39	95.0%
Widening The Circle: Child and Family Teams and Safety Considerations	12	11	11	100.0%		11	100.0%		11	100.0%
Totals/Weighted Averages	**4064**	**2509**	**2491**	**93.6%**		**2490**	**95.1%**		**2488**	**93.0%**
Note: A positive response is defined as a response of Agree or Strongly Agree on the 4-point Likert scale of Strongly Disagree (1) to Stongly Agree (4)										

Appendix 5-3: Co-training Follow-Up Survey

Co-training surveys were sent to 901 participants who attended in-person child and family team (CFT) or co-training workshops held from July 1, 2013, through June 30, 2016, where at least one of the co-trainers was a family or youth trainer. Surveys were distributed an average of 35 days after the training start date. Of the 901 surveys distributed, 398 responded for a response rate of 44.2%.

Co-Training Model Evaluation In-Person CFT & Co-Training Workshops July 2013 to June 2016						
	n	**Strongly Agree**	**Agree**	**Disagree**	**Strongly Disagree**	**Mean (Median)**
		145	221	29	3	
		36.43%	55.53%	7.29%	0.75%	
		168	212	6	1	
		43.41%	54.78%	1.55%	0.26%	
		148	216	21	0	
		38.44%	56.10%	5.45%	0.00%	
		121	217	29	0	
		32.97%	59.13%	7.90%	0.00%	
		114	190	28	1	
		34.23%	57.06%	8.41%	0.30%	
Note: Question response options include: 1 = Strongly Disagree, 2 = Disagree, 3 = Agree, & 4 = Strongly Agree						

Appendix 6-1: List of Sponsored Projects

Total Awarded in July 1, 2013 – June 30, 2017 $3,128,718 based on Research Administration and Reports (RADAR) tracking system

Project Number	Principal Investigator, Co-Investigator	Sponsor	Project Title	Amount Funded ($)	Period of Performance
External Funding					
2013-2918	Pennell	Family Services, Inc. (US Dept. of Health & Human Services (DHHS))	Strong Fathers	$65,760	10/1/13-9/30/14
2014-2012	Pennell	Family Services, Inc. (US Dept. of Health & Human Services (DHHS))	Strong Fathers 2014-2015	$4,995	10/1/14-9/30/15
2014-2973	Pennell	NC Department of Health & Human Services (DHHS) (US Dept. of Health & Human Services (DHHS))	Family-Centered Practice Project 2014-2015	$836,348	7/1/14-6/30/15
2015-3166	Pennell	NC Department of Health & Human Services (DHHS) (US Dept. of Health & Human Services (DHHS))	Family-Centered Practice Project 2015-2016	$836,348	7/1/15-6/30/16
2016-2438	Pennell	NC Department of Health & Human Services (DHHS) (US Dept. of Health & Human Services (DHHS))	Family-Centered Practice Project SFY 2017	$836,348	7/1/16-6/30/17
2016-2438	Pennell	NC Department of Health & Human Services (DHHS) (US Dept. of Health & Human Services (DHHS))	Family-Centered Practice Project SFY 2017	$8,216	7/1/16-6/30/17
2017-0624	Pennell	NC Department of Health & Human Services (DHHS) (US Dept. of Health & Human Services (DHHS))	Family Leadership Network	$200,000	7/1/16-6/30/17
2017-1297	Pennell	NC Department of Health & Human Services (DHHS) (US Dept. of Health & Human Services (DHHS))	Supporting Family-Centered Practice	$253,478	7/1/16-6/30/17
2013-2860	Fisher-Borne, Marcie (Social Work Dept.)	American Cancer Society	Cancer Disparities Reduction Collaborative:	$72,725	6/3/13-1/30/15

			A Qualitative Process Evaluation		
2013-2860	Fisher-Borne, Marcie (Social Work Dept.)	American Cancer Society	Cancer Disparities Reduction Collaborative: A Qualitative Process Evaluation	$4,500	6/3/13-1/30/15
Internal Funding					
2013-2052	Pennell	NCSU Office of Extension & Engagement & Economic Development	Youth Leadership Café	$10,000	7/1/13-6/30/14

Appendix 6-2: Faculty Partners, 2013-Present

Name and Rank	Home Department	Type of Involvement	Dates of Service
Kimberly Allen, PhD, Associate Professor	Family and Consumer Sciences	Community-University Engagement	February 2013 - Present
Richard M. Clerkin, PhD, Professor	Institute for Nonprofit Research, Education and Engagement Department of Public Administration, School of Public and International Affairs	Community-University Engagement	August 2013 - Present
Jason Coupet, PhD, Assistant Professor	Public and International Affairs	Research	October 2016 - Present
Elizabeth A. Craig, PhD, Associate Professor	Communication	Curricular Development, Class Involvement	September 2015 - Present
Qiana R. Cryer-Coupet, PhD, Assistant Professor	Social Work	Research	November 2016 - Present
Sarah Desmarais, PhD, Associate Professor	Psychology	Research, Proposal Development, Policy Development	September 2015 - Present
Alan Ellis, PhD, MSW, Assistant Professor	Social Work	Proposal Development	July 2014 - Present
Jodi Hall, PhD, MSW, Assistant Professor	Social Work	Field Placement	February 2013 - Present
Roger Mitchell, PhD Associate Professor (Retired)	Psychology	Research	February 2013 - Present
Melinda Morrill, PhD, Associate Professor	Economics	Community-University Engagement	February 2013 - Present
Kate Norwalk, PhD, Assistant Professor	Psychology	Research, Curricular Development	October 2016 - Present
Branda L. Nowell, PhD, Assistant Professor	Public and International Affairs	Organizational Assessment	August 2017 - Present
Jamie N. Pearson, Assistant Professor	Education	Proposal Development	September 2017-Present
Denis Pelletier, PhD, Associate Professor	Economics	Proposal Development	May 2013 - Present
Joseph M. Simons-Rudolph, PhD, Teaching Assistant Professor	Psychology	Research, Curricular Development, Forum Presentation	October 2015 - Present

Scott Stage, PhD, Associate Professor	Psychology	Proposal Development, Research	May 2014 - Present
Katharine Stewart, PhD, Professor	Office of Faculty Development	Research	November 2016 - Present
Nicholas Taylor, PhD, Assistant Professor	Communication	Curricular Development	April 2017 - Present
Maxine S. Thompson, PhD, Associate Professor	Sociology and Anthropology	Proposal Development, Research	February 2013 - Present

Appendix 6-3: Training Curricula, SFY 2014-2017

Active Curricula			
Curriculum	**Delivery Method**	**Mandatory and Recommended**	**Projected need for FY 2018**
Believe and Achieve: Bridging the Gap!	Online	Recommended for individuals working in a variety of organizations serving youth, including social services, mental health, juvenile justice and delinquency prevention, public health, and schools	2 workshops
Building Cultural Safety (BCS)	In person (3 days)	Mandatory for all child welfare workers and supervisors employed within the first year of employment	15 workshops
Child and Family Team (CFT) Facilitator Forum	Online	Recommended for CFT facilitators	3 workshops
Child and Family Team Guide for Foster Parents	Online (Self-paced)	Resource parents	N/A
Connecting with Families: Family Support in Practice (FST)	In person (6 days)	Mandatory for all state and federally funded Family Support and Family Resource Center workers and supervisors, required within six months of employment for new staff Recommended for individuals providing Family Support services, employees or volunteers in Family Resource Centers, and supervisors and administrators of such programs	2 workshops
Domestic Violence Forum: Breaking the Silos to Break the Silence	Online	Recommended for NC DSS Child Welfare workers and supervisors, DSS county staff, domestic violence advocacy and batterer intervention programs, foster and resource parents, Guardians ad Litem, group home and private licensing staff, and adoption agencies	10 workshops
Domestic Violence Policy and Best Practices in Child Welfare	In person (3 days, Co-trained with NC DSS)	Recommended for DSS child welfare social workers, supervisors, and program managers	12 workshops
Engaging the Non-Resident Father	In person	Recommended for DSS child welfare social workers, supervisors, and program managers	4 workshops

	(2 days, Co-trained with NC DSS)		
Family Preservation Program (FPP) Forum	Phone Conference	Recommended for all state-funded Intensive Family Preservation Services, Non-intensive Family Preservation Services, and Time-Limited Family Reunification Services workers and supervisors	2 workshops
Family-Centered Practice in Family Preservation Programs (FPP)	In person (5 days)	Mandatory training for all state-funded Intensive Family Preservation Services, Non-intensive Family Preservation Services, and Time-Limited Family Reunification Services workers and supervisors and is required within 90 days of employment for new staff	4 workshops
Game Building as Engagement	Online (Self-Paced)	Recommended for child welfare workers, fathers, and those that work with agencies that provide services or resources to children and families impacted by domestic violence	N/A
The Guardian ad Litem within the CFT Process	Online (Self-Paced)	Recommended for guardians ad litem (GALS) working with the child welfare system	N/A
How Loss Impacts Youth in Foster Care: What is our role and responsibility	Online (Self-Paced)	Recommended for resource parents and foster care workers	N/A
Journey is the Destination: Resilience, Protective Factors, and Youth Success	Online	Recommended for child welfare staff, facilitators, and community partners involved in CFT meetings for DSS	2 workshops
Leading the Way to New Outcomes: Risk, Resilience, and Leadership	Online	Recommended for individuals working in a variety of organizations serving youth, including social services, mental health, juvenile justice and delinquency prevention, public health, and schools	2 workshops
Let's Talk Support: Natural Supports - How Do We Help Families Find and Access Them for CFTs?	Online	Recommended for child welfare staff, facilitators, and community partners involved in CFT meetings for DSS	2 workshops
Step by Step(SBS): An Introduction to Child and Family Teams	In person (2 days)	Mandatory for all child welfare workers and supervisors employed within the first year of employment Recommended for child welfare staff, facilitators, and community partners involved in CFT meetings for DSS	26 workshops

Learning to Support, Include, and Empower Lesbian, Gay, Bisexual, Trans* and Questioning Youth in Substitute Care	Online (Self-paced)	Recommended for resource parents, foster care workers, and community supports	N/A
Resource Parent's Guide to Intellectual and Developmental Disabilities	Online (Self-paced)	Recommened for resource parents and foster care works	N/A
The 3rd Dimension of Supervision: The Role of Supervisors in CFT Meetings	Online	Recommended for child welfare supervisors who supervise social workers responsible for County DSS CFT meetings	4 workshops
The Balancing Act: Including Children and Young People in Child and Family Teams	Online	Recommended for child welfare staff, facilitators, and community partners involved in CFT meetings for DSS	2 workshops
Widening the Circle: CFTs with Families Impacted by Domestic Violence	Online	Recommended for child welfare staff, facilitators, and community partners involved in CFT meetings for DSS	3 workshops
Inactive Curricula			
Charting the Fatherhood Frontier	Online	Recommended for child welfare staff, facilitators, and community partners involved in CFT meetings for DSS	N/A
Introduction to Child and Family Teams—Cross System Training from the Family's Perspective (CFT-Part I)	In person (2 days)	Recommended for individuals working in a variety of organizations serving children, youth and families, including social services, mental health, juvenile justice and delinquency prevention, public health, and schools	N/A
Military Families and CFTs	Online	Recommended for child welfare staff, facilitators, and community partners involved in CFT meetings for DSS	N/A
Path Less Traveled: CFTs and Safety Considerations	In person	Recommended for child welfare staff, facilitators, and community partners involved in CFT meetings for DSS	N/A
Reducing the Costs:School Transportation of Foster Youth	Online (Self-paced)	Recommended for child welfare and school staff working with foster youth	N/A
The ABC's of Including Children and Youth in Child and Family Teams	In person	Recommended for child welfare staff, facilitators, and community partners involved in CFT meetings for DSS	N/A
Widening The Circle: Child and Family Teams and Safety Considerations	In person	Recommended for child welfare staff, facilitators, and community partners involved in CFT meetings for DSS	N/A
Note: This table includes training curricula from all contracts in this period.			

Appendix 6-4: Publications and Presentations

Note: Students' names are in shown in bold in the listing below.

Publications

Journal Articles

Pennell, J. (2016, February). At issue: Could restorative justice reduce U.S. incarceration rates? Yes. Restorative justice: Can it help victims and rehabilitate criminals? [Featured Report]. *CQ Researcher, 26*(6), 137. (invited)

de Jong, G., Schout, G., Pennell, J., & Abma, T. (2015). Family group conferencing in public mental health and social capital theory. *Journal of Social Work, 15*(3), 277-296. doi:10.1177/1468017314547675 (peer reviewed)

Roby, J. L., Pennell, J., Rotabi, K., Bunkers, K. M., & de Uclés, S. (2014). Contextual adaptation of family group conferencing model: Early evidence from Guatemala. *British Journal of Social Work* [Advance Access], 1-17. doi:10.1093/bjsw/bcu053 (peer reviewed)

Pennell, J., **Rikard, R. V.,** & **Sanders, T.** (2014). Family violence: Fathers assessing and managing their risk to children and women. *Children and Youth Services Review, 47*, 36-45. doi: 10.1016/j.childyouth.2013.11.004 (peer reviewed)

Pennell, J. (2014). [Review of the book *Restorative justice today: Practical applications,* edited by K. S. van Wormer & L. Walker]. *Restorative Justice, 2*(2), 249-251. doi:10.5235/20504721.2.2.249 (invited)

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

Book Chapters

Pennell, J. (2018). Domestic violence. In T. Maschi & G. Leibowitz (Eds.), *Forensic social work: Psychosocial and legal issues with diverse populations and settings* (2nd ed., pp. 183-192). New York, NY: Springer. (invited and peer reviewed)

Augusta-Scott, T., Goodmark, L., & Pennell, J. (2017). Restorative justice, domestic violence and the law: A panel discussion. In T. August-Scott, K. Scott, & L. M. Tutty (Eds.), *Innovations in interventions to address intimate partner violence: Research and practice* (pp. 174-190). New York: Routledge. (invited and peer reviewed)

Pennell, J. (2017). Family risk and responsive regulation. In M. Connelly (Ed.), *Beyond the risk paradigm in child protection* (pp. 161-175). Basingstoke, Hampshire, United Kingdom: Palgrave. (invited and peer reviewed)

Pennell, J., & **Brandt, E.** (2017). Men who abuse intimate partners: Their evaluation of a responsible fathering program. In T. August-Scott, K. Scott, & L. M. Tutty (Eds.), *Innovations in interventions to address intimate partner violence: Research and practice* (pp. 227-243). New York: Routledge. (invited and peer reviewed)

Hall, J., Pennell, J., & **Rikard, R. V.** (2015). Child and family team meetings: The need for youth participation in educational success. In T. Gal & B. Faedi Duramy (Eds.), *International perspectives and empirical findings on child participation: From social exclusion to child-inclusive policies* (pp. 207-226). Oxford, United Kingdom: Oxford University Press. (invited and peer reviewed)

Burford, G., & Pennell, J. (2014). Taking a fresh look: Fathers and family violence. In A. Hayden, L. Gelsthorpe, V. Kingi, & A. Morris (Eds.), *A restorative approach to family violence: Changing tack* (pp. 169-183). Surrey, United Kingdom: Ashgate.

Bullock, K., & **Volkel, J.** (2013). Culturally competent care in an increasingly diverse society. In C. Staudt & J. H. Ellens (Eds.), *Our changing journey to the end: Reshaping death, dying, and grief in America* (pp. 145- 158). Santa Barbara, CA: Praeger.

Video/Audio Productions

Practice and Research Together (Producer). (2015, February 19) Research Radio Episode 13: An interview with Joan Pennell [Audio podcast]. Retrieved from: http://partcanada.org/research-radio-index

Center for Family and Community Engagement. (2017, July 18). North Carolina child welfare family leadership: Where does your story fit?. Retrieved from https://youtu.be/s_527fAcZ84. [Created by K. Allen-Eckard, M. Latz, **K. Watson**, M. McCorkle, K. Thomas, T. Thomas, J. Glover, & A. Light]

Center for Family and Community Engagement. (2017, July). *Fostering love: Maurita's story.* [Created by K. Norwalk, M. Latz, K. Watson, M. McCorkle, K. Thomas, T. Thomas, J. Glover, & A. Light]

Converge! (2015). *Reimagining the movement to end gender violence* [video]. Retrieved from http://mediaforchange.org/reimagine [Interviewees are D. Coker, L. Goodmark, M. Kim, J. Pennell, & D. Roberts]

Newsletter Articles

Kearney, C. S., (2017, May). Protecting youth in care from dating violence. *Fostering Perspectives, 21*(2), 4.

Marsh, S. (2017, April). Decision making in child welfare. *Practice Notes.* [Interview of Center staff J. Pennell, J. King, & K. Allen-Eckard on January 24, 2017 for article]

McMahon, J. (2017, May). Upcoming online courses. *Training Matters, 18*(1), 3-4. [Center staff (M. Latz, S. Gasman, & C. S. Kearney) and faculty partners (L. Craig, Q. Cryer-Coupet, K. Norwalk, J. Simmons-Rudolph, & N. Taylor) provided write-ups for article.]

Kearney, C. S. (2016, May). Making a difference at child and family team meetings. *Fostering Perspectives, 20*(2). Retrieved from http://fosteringperspectives.org/fpv20n2/Kearney.htm

Latz, M., & Myers, E. L. (2016, May). A creative course structure for understanding a complex subject: LGBTQ youth in care. *Training Matters,17*(1). Retrieved from http://www.trainingmatters-nc.org/tm_v17n1/tm17n1.pdf

Myers, E. L. (2015, November). Learning to support, include, and empower LGBTQ youth in substitute care. Parenting Special Populations in Foster Care. *Fostering Perspectives, 20(1)*, 1-3. Retrieved from http://www.fosteringperspectives.org/fpv20n1/v20n1.htm

Poindexter, W. T. (2014). CFTs: A place to talk about tomorrow, *Fostering Perspectives, 19(1)*, 7.

Reports

North Carolina Community Child Protection Team Advisory Board. (2017, May). *2016 end of year report* [to North Carolina Division of Social Services]. Raleigh, NC: Author. [Prepared by J. Pennell, J. Coupet, M. Thompson, **H. Benton, J. Chilton, & J. McKelvy**.]

North Carolina Community Child Protection Team Advisory Board. (2016, May). *2015 end of year report* [to North Carolina Division of Social Services]. Raleigh, NC: Author. [Prepared by J. Pennell.]

North Carolina Community Child Protection Team Advisory Board. (2015, May). *2014 end of year report* [to North Carolina Division of Social Services]. Raleigh, NC: Author. [Prepared by J. Pennell.]

North Carolina Community Child Protection Team Advisory Board. (2014, March). 2013 end-of-year report. Raleigh, NC: Author. [Prepared by J. Pennell.]

Presentations

Allen-Eckard, A., & Middleton, M. (2017, October). *Partnership training: Bridging the gap between what we say and what we do.* Presentation at 2017 International Conference on Innovations in Family Engagement, Vail, CO. (peer reviewed)

Allen-Eckard, K., Middleton, M., & Latz, M. (2017, March). *Partnership Training: Bridging the gap between what we say and what we do.* Presentation at the Prevent Child Abuse North Carolina Learning & Leadership Summit 2017, Durham, NC.

Allen-Eckard, A., O'Connor, K., & Moore, D. (2017, October). *Starting from the top: Developing a state level child welfare family advisory council.* Presentation at 2017 International Conference on Innovations in Family Engagement, Vail, CO. (peer reviewed)

Kearney, C. (2017, September). *Building cultural safety*. Presentation at professional development conference of the National Staff Development and Training Association, Savannah, GA. (peer reviewed)

Kearney, C. (2017, October). *Building cultural safety: Having courageous conversations.* Presentation at 2017 International Conference on Innovations in Family Engagement, Vail, CO. (peer reviewed)

Pennell, J., Thompson, M., Coupet, J., **Benton, H., Chilton, J., & McKelvey, J.** (2017, March). *Community child protection teams*. Presentation to Chancellor, North Carolina State University, Raleigh, NC. (invited)

Sen, R., Pennell, J., Merkel-Holguin, L., Crampton, D., Rockhill, A., Burford, G., Perry, M., & Rauktis, M. B. (2017, October). *Program theory for family group decision making: A realist synthesis of the research literature.* Presentation at 2017 International Conference on Innovations in Family Engagement, Vail, CO. (peer reviewed)

Augusta-Scott, T., Kim, M., Pennell, J., & Stanton, K. (2016, June). *Feminist justice: A restorative approach to addressing harm and changing culture*. In S. MacInnis-Langley (Chair), plenary panel presentation at the International Restorative Conference, Halifax, Nova Scotia, Canada. (invited)

Burford, G., Goodmark, L., Pennell, J., & Stanton, K. (2016, June). *A restorative approach to addressing sexism & changing climate & culture.* In V. Singer (moderator), workshop at the International Restorative Conference, Halifax, Nova Scotia, Canada. (invited)

Kearney, C. S. (2016, November). *Building cultural safety.* Presentation at the International Conference on Innovations in Family Engagement, Kempe Center at the University Colorado-Denver, Fort Worth, TX. (peer reviewed)

Latz, M., **Tomlinson, C.,** & Middleton, M. (2016, January). *Adoption and Foster Care Panel*. NC State University Adopted Student Union, Raleigh, NC.

Pennell, J. (2016, May). Participant, *Restorative practices in cases of intimate partner violence: A roundtable discussion*, National Council of Juvenile and Family Court Judges, Santa Fe, NM. (invited)

Tomlinson, C., Allen-Eckard, K., Latz, M., Ellis, A., & Pennell, J. (2016, April). *Transfer of learning after an online training for caregivers and professionals who work with youths identifying as LGBTQ in North Carolina's substitute care system.* Poster presentation at the Ending Gender Inequalities: Addressing the Nexus of HIV, Drug Use, and Violence with Evidence-Based Action, Chapel Hill, NC.

Allen-Eckard, K., & Rys, Roman. (2015, March). *Child and Family Teams: What's in it for Me?*. SaySo Super 17 Youth Leadership Conference, Greensboro, NC.

Gasman, S., & King, J. (2015, October). *Hearing the male perspective: How do we listen and connect with fathers?* Presentation at the International Conference on Innovations in Family Engagement, Kempe Center at the University Colorado-Denver, Minneapolis, MN. (peer reviewed)

Gasman, S., & Moore, D. (2015, June) *Self care…What have you done for YOU lately?* Presentation at The IASWG North Carolina Symposium Group Work: Creating Space for all Voices, Chapel Hill, NC. (peer reviewed)

Goodmark, L., Pennell, J., & Augusta-Scott, T. (2015, June). *Building a feminist, restorative justice response to domestic violence.* Panel at the Canadian Domestic Violence Conference 4, Toronto, Ontario, Canada. (peer reviewed)

Pennell, J. (2015, March). *Community engagement*. Panel for Community Engagement Institute, Office of Faculty Development, North Carolina State University, Raleigh, NC. (invited)

Pennell, J. (2015, March). *Fathers holding themselves accountable: Embedded program evaluation.* Panel presentation at Effecting Change Through Evidence-Based practice and Engaged Scholarship, Innovations in Domestic and Sexual Violence Research and Practice Conference, Greensboro, NC. (invited)

Pennell, J. (2015, June). *The Strong Fathers program: Outcomes for abused women and their children.* Workshop at the Canadian Domestic Violence Conference 4, Toronto, Ontario, Canada. (invited)

Pennell, J., Becketts, M., & Reichert, T. (2015, October). *Family engagement and citizen review panels: Collaborations for continuous quality improvement.* Presentation at the International Conference on Innovations in Family Engagement, Kempe Center at the University Colorado-Denver, Minneapolis, MN. (peer reviewed)

Allen-Eckard, K., & Latz, M. (2014, June). *Walking the trail side-by-side: Using the partnership co-training model.* Presentation at 17th Conference on Family Group Decision Making and other Family Engagement Approaches, University of Colorado, Kempe Center for the Prevention and Treatment of Child Abuse & Neglect, School of Medicine, Vail, CO. (peer reviewed)

Allen-Eckard, K., & Stokes, C. (2014, June). *Preparing the trails: Involving older youth in child and family teams.* Pre-conference skills institute 17th Conference on Family Group Decision Making and Other Family Engagement Approaches, Vail, Co. (invited)

Brookins, C., Grimmett, M., Pennell, J., & Severin, L. (2014, November). *Microaggressions in everyday life: Implications for NC State University.* North Carolina State University, College of Humanities and Social Sciences, Diversity Programs, Raleigh. (invited)

Gasman, S., & Waters, L. (2014, November). *Engaging community partners: The benefits of coaching questions*. NC DSS: REAP Learning Community, Presenters, and breakout table discussions.

Goodmark, L., Kim, M., Nancarrow, H., & Pennell, J. (2014, July). *What is a feminist restorative justice response to domestic violence?* In D. Mandel (Moderator), roundtable panel at Responsive Regulation, Restorative Justice, and Complex Problems Conference, University of Vermont, Burlington, VT.

Huntington, C. with Respondents Davenport, A. M., Walcott, C., & Pennell, J. (2014, July). *Failure to flourish: How law undermines family relationships*. Paper presentation at Responsive Regulation, Restorative Justice, and Complex Problems Conference, University of Vermont, Burlington, VT.

Jung, N., Bishop-Fitzpatrick, L., Rauktis, M. E., & Pennell, J. (2014). *Family group decision making: Measuring fidelity to practice principles in public child welfare.* Poster presentation at the 18th Annual Conference of the Society for Social Work Research, San Antonio, TX. (peer reviewed)

Kearney, C. (2014, January). *Family professional partnership workshop*. UNC Chapel Hill, NC.

Kearney, C. (2014, February). *Engaging families affected by domestic violence*. UNC Chapel Hill, NC.

Kearney, C., & Pennell, J. (2014, October). *Path less traveled: Family group decision making and domestic violence*. Conference presentation at the Second National Safe and Together Model Symposium, Seattle, WA. (invited)

Meadows, E., & Kearney, C. (2014, May). *Preparing parents for family meetings: A path to increased family engagement* [webinar]. Kempe Center for the Prevention and Treatment of Child Abuse & Neglect, School of Medicine, University of Colorado.

Pennell, J. (2014, April). *Strong Fathers: What do the data say?* Presentation at North Carolina Providers of Abuser Treatment, Winston-Salem, NC. (invited)

Pennell, J. (2014, July). *Fathering, domestic violence, and restorative regulation*. Paper presentation at Responsive Regulation, Restorative Justice, and Complex Problems Conference, University of Vermont, Burlington, VT. (peer reviewed)

Pennell, J. (2014, August). *Child and family teams: Widening the circle*. Keynote speech at 2nd Statewide Leadership Convening of Child Welfare/Mental Health Learning Collaborative, California Department of Health Care Services, California Department of Social Services, University of California at Berkeley, Social Work Education Center, Sacramento, CA. (invited)

Pennell, J., & Kearney, C. (2014, October). *Strong Fathers in the men's own words.* Pre-conference workshop at the Second National Safe and Together Model Symposium, Seattle, WA. (invited)

Pennell, J., Bunkers, K., de Uclés, S., Roby, J. L., & Rotabi, K. S. (2014, June). *We are already doing a lot of this work without a name: Diffusion of FGC in Guatemala.* Presentation at 17th Conference on Family Group Decision Making and other Family Engagement Approaches, University of Colorado, Kempe Center for the Prevention and Treatment of Child Abuse & Neglect, School of Medicine, Vail, CO. (peer reviewed)

Poindexter, W., & Kearney, C. (2014, June). *The other side of the coin in trauma informed work – social worker stress: Building agency support through FGC principles/practice.* Pre-conference skills institute 17th Conference on Family Group Decision Making and Other Family Engagement Approaches, Vail, Co.

Volkel, J. & Stokes, C. (2014, May). *Youth Leadership Café*. Presentation at 21st National Foster Care Conference, Daytona Beach, Fl.

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

Kearney, C., & King, J. (2013, November). *Military families and CFTs.* Workshop at National Federation of Families for Children's Mental Health's 24th Annual Conference, Washington, DC.

Appendix 7-1: Student Involvement

Name	Grad/ Undergrad	Home Department	Type of Involvement	Dates of Service (sfy)	Form of Student Support	Post-Graduation Support	Graduation Date
Abby Nance	Graduate	Psychology	Curricular Development	2017	Part-time employment		Continuing
Amanda Soltes	Graduate	Social Work	Research	2014	Part-time employment		May 2014
Andrew Enloe	Undergraduate	Communication	Video Production	2015	Part-time employment		May 2015
Andy DeRoin	Graduate	Social Work	Curricular Development	2014 - 2015	Part-time employment		May 2015
Ann Scheunemann	Graduate	Psychology	Research	2014 - 2015	Part-time employment		Continuing
Anna Dillon	Graduate	Social Work	Research	2014	Part-time employment	Part-time employment	May 2014
Ashley Neuhaus	Graduate	Social Work	Research, Project Support	2016 - 2017	Part-time employment		May 2017
Calista Wickert	Undergraduate	Communication	Project Support	2014	Part-time employment		May 2014
Cameron Tomlinson	Graduate	Social Work	Research	2016	Intern (unpaid)		May 2016
Christine Brugh	Graduate	Psychology	Research	2016 - present	Center Volunteer, Separate Departmental Support		Continuing
Emily LeFebvre	Graduate	Psychology	Research	2017 - present	GSSP		Continuing
Erika Brandt	Graduate	Urban Development	Research	2015 - 2017	Part-time employment	Part-time employment	May 2017
Genya Kalinina	Undergraduate	Marketing	Project Support	2014	Part-time employment		Not available

Holly Benton	Graduate	Sociology & Anthropology	Research	2017 - present	Part-time employment		Ongoing student
Jamie Sato	Graduate	Psychology	Research	2017	Center Volunteer, Separate Departmental Support		Ongoing student
Jasmin Volkel	Graduate	Social Work	Research, Event Coordination	2013-14		Part-time employment	May 2013
Josephine McKelvy	Graduate	Sociology & Anthropology	Research	2017	Part-time employment		Ongoing student
Justine Chilton	Graduate	Public & International Affairs	Research	2017 - present	Part-time employment	Part-time employment	May 2017
Katie McCallister	Graduate	Social Work	Research	2017 - present	Part-time employment	Part-time employment	May 2018
Kayla Watson	Graduate	Communicatio n	Communication, Curricular Development, Research	2017 - present	Part-time employment		May 2018
Lydia VanVoorhis	Undergraduate	Psychology	Project Support	2016	Part-time employment	Part-time employment	May 2016
Malinda Pritchett	Graduate	Social Work	Research, Project Support	2017	Part-time employment	Part-time employment	May 2017
Mary Guerrant	Graduate	Psychology	Research	2014	Part-time employment		Not available
Min Kim	Undergraduate	Design	Project Support	2015	Part-time employment		Not available
Olivia Reeser	Graduate	Social Work	Research	2014	Part-time employment		May 2014
Pauline Weisman	Undergraduate	Communicatio n	Research	2014	Part-time employment		Not available
Sarah Evans	Graduate	Communicatio n	Curricular Development	2017	Part-time employment		Ongoing student
Stephanie Batchelor	Graduate	Social Work	Research	2014	Part-time employment		May 2014

Appendix 8-1: Networking Alliance

Members and Affiliates of Networking Alliance as of Fall 2017

Members	
Carmelita Coleman	Strong Able Youth Speaking Out (SaySo)
Emily Barbour	Advisory Board of the NC State College of Humanities and Social Sciences
Holly McNeill	NC Division of Social Services
Kerry Bird	NC Commission of Indian Affairs
Kiesha Crawford	NC Court System
Lana Dial	NC Commission of Indian Affairs
Lydia Duncan	NC Division of Social Services
Marvel Welch	Eastern Band of the Cherokee Nation, Indian Child Welfare
Nancy Carter	Independent Living Resources, Inc.
Pat Sobrero	NC State Unversity Extension
Susan Robinson	NC Commission for Mental Health, Developmental Disabilities, and Substance Abuse Services
Affiliates	
Beutrice Walker	US Department of Justice
Co-Wefa Lyda	Family Partner
Cristen Cornelius	NCSU College Advising Corps
Dawn Manus	Alliance Behavioral Health
Dean Duncan	UNC School of Social Work
Deborah Day	NC Division of Social Services
Donise Benton	NCSU
Donna Foster	NC Division of Social Services
Elizabeth Meadows	Family Partner
Elizabeth Morrison	US Government Accoutability Office
Erika Gabriel	Forsyth County Division of Social Services
Gail Cormier	North Carolina Families United
Garron Rogers	North Carolina Families United

Gary Ander	NC Collaborative for Children, Youth, and Families
Ginger Caldwell	NC Division of Social Services
Heather Ringeisen	RTI International
Jamie Sato	NCSU graduate student
Jasmin Volkel	NC Coalition to End Homelessness
Jeanne Preisler	NC Division of Social Services
Joanne Scaturro	FACTT
Kristin Feierabend	NCSU
Leotis Mcneil	NC Division of Social Services
Macon Stewart	Georgetown University
Maya Sanders	NC Department of Administration
Melakne Stimpson	Forsyth County Division of Social Services
Melea Rose-Waters	Prevent Child Abuse NC
Melissa Radcliff	Coastal Horizons
Pamela Gainer	Cumberland County Division of Social Services
Patti Baynes	NCSU College Advising Corps
Rick Zechman	UNC School of Social Work
Ronda Bean	NC State University Department of Social Work
Teka Dempson	Family Partner
Tera McCullough	Family Partner
Teresa Strom	NC Division of Social Services
Toby Foster	Cumberland County Department of Social Services

Center for Family and Community Engagement
Networking Alliance Description

Mission. Our Center is dedicated to advancing safe, healthy, productive families and communities. To accomplish this mission, we seek to adhere to the principles of cultural safety, family leadership, community partnerships, and inclusive planning.

Purpose. Our Networking Alliance serves as the Center's advisory council. The Networking Alliance helps the center stay on track with its principles and builds connections to opportunities and resources for the Center and Networking Alliance members.

Roles and Responsibilities. Networking Alliance members provide guidance to the Center based on their knowledge, experience, and ethical commitments. They are expected to participate in Networking Alliance meetings twice per year and to help to create a friendly and participatory process. They are invited to participate in the Five-Year Review mandated by the university. The members are not responsible for directing or managing the Center.

Membership. The Networking Alliance is composed of members from family and youth groups, community organizations, public agencies, and universities. Members are appointed by the Center Director and serve two-year terms. At the invitation of the Center director, membership can be renewed for another two-year term.

Meetings. The meetings of the Networking Alliance are called by the Center director. Meetings are held twice per year in October and March. Present at the meetings are Networking Alliance members, faculty partners, Center staff, and guests. The meetings are intended to be informal, informative, and mutually supportive.

Appendix 8-2: Center Faculty and Staff Awards and Honors

WRAL Living the Legacy Award. In 2016, a youth partner received this award to recognize her advocating for additional resources for youth in foster care.

The Gary Ander Making a Difference Award for Family-Driven Care. In 2016, the Center director received this award, given throughout the state of North Carolina on an annual basis to a person who exemplifies supporting and recognizing the importance of family voice in a Family-Driven System of Care environment.

NC State Alumni Magazine Article. In the spring of 2015, the Center director was featured in the alumni magazine.

100 Distinguished Alumns. In 2015, the Center director received this honor on the 100th year anniversary of her alma mater, the Graduate School of Social Work and Social Research, Bryn Mawr College, Pennsylvania.

North Carolina State University Award for Excellence. In 2014 trainer Claudia Kearney received this honor for extensive public service.

Academy of Community Engagement Scholarship. In 2014, the Center director was inducted as a founding member of the national/international organization, the Academy of Community Engagement Scholarship.

College of Humanities and Social Sciences Award of Excellence. In recognition of their exemplary service, Center staff members have been nominated by their peers for the college Award of Excellence:

- 2014, trainer Claudia Kearney (recipient)
- 2015, staff Stacy Comey (nominated, received Pride of the Wolfpack Award)
- 2016, youth partner trainer Marcella Middleton (recipient)

Appendix 9-1: Services to Community, University, and Professional Organizations

Chair

Allen-Eckard, K. (2016-present). NC DSS Family Leadership Program Improvement Plan Workgroup.

Allen-Eckard, K. (2008-present). Family Agency Collaborative Training Team (FACTT).

Co-Chair

Middleton, M. (2013-present). Family Agency Collaborative Training Team (FACTT).

Meadows, E. (2011-2016). Chatham County Collaborative.

Meadows, E. (2010-2016). Family Agency Collaborative Training Team (FACTT).

Member

Allen-Eckard, K., & Pennell, J. (2017-present). North Carolina Children's Cabinet workgroup. North Carolina Institute of Medicine.

Pennell, J. (2016-present). National Advisory Committee Member, Quality Improvement Center on Child Welfare Involved Children and Families Experiencing Domestic Violence, Futures Without Violence, Center for the Study of Social Policy, and National Council of Juvenile and Family Court Judges, funded by US Department of Health and Human Services, Administration for Children and Families, Children's Bureau.

Pennell, J. (2016-present). Collaborator, Realist Synthesis of Family Meeting Research, with Sheffield University, Case Western University, Portland State University, University of Colorado, University of Pittsburgh, and University of Vermont.

Pennell, J. (2016-present). Collaborator, International Learning Community, Restorative Justice, J. Llewellyn Schulich School of Law, Dalhousie University, Halifax, Nova Scotia, Canada.

King, J., Latz, M., & Pennell, J. (2015-present). FosteringNC Workgroup, North Carolina Division of Social Services.

Pennell, J. (2015-present). Advisory Group Member, Campus PRISM (Promoting Restorative Initiatives for Sexual Misconduct on college campuses).

Pennell, J. (2015) Advisory Group Member, Restorative Justice Process at Dalhousie University.

Pennell, J. (2014-2017). Member, System of Care Expansion Planning Steering Committee and Governance Subcommittee.

Pennell, J. (2014-2015). Member, Family Support and Child Welfare's Staff Development Advisory Committee, North Carolina Department of Health and Human Services, Division of Social Services.

King, J. (2013). Family Readiness Group (FRG) Volunteer for CAQC 01-13 at Ft. Bragg.

Pennell, J. (2013-2017). Advisory Group Member for Evaluation of Leeds, United Kingdom, Family Group Conference Service, conducted by K. Morris, G. Burford, & P. Marsh.

Gasman, S. (2012-2015). COACH Team.

Gasman, S. (2012-2014). NCDSS REAP Connect Pro, Coaching Skills.

Pennell, J. (2012-2014). Member, Strengthening Families Protective Factor Framework – Cross System Leadership Group, Organized by North Carolina Division of Social Services in collaboration with the Center for the Study of Social Policy.

Pennell, J. (2012-2015). North Carolina Educational Stability Task Force, North Carolina.

Poindexter, W., & Kearney, C. (2012-2016). *Fostering Perspectives* Advisory Group.

Latz, M. (2008-present). Family and Agency Collaborative Training Team (FACTT).

Liaison

Norwalk, K. (2017). Exceptional Children's Assistance Center.

Norwalk, K. (2017). The North Carolina Foster and Adoptive Parent Association.

Allen-Eckard, K. (2016-present). Prevent Child Abuse North Carolina.

Allen-Eckard, K. (2016-present). FRIENDS, National Resource Center for Child Abuse Prevention.

Allen-Eckard, K. (2016-present). Department of Public Health Children and Youth Division.

Allen-Eckard, K. (2016-present). Birth Parent National Network.

Allen-Eckard, K. (2016-present). Capacity Building Center for the States.

Kearney, C., & King, J. (2016). Neuro Community Care.

King, J. (2015-present). NC Guardian Ad Litem program.

Meadows, E. (2013-2014). Chatham County Schools.

Middleton, M. (2013-present). Strong Able Youth Speaking Out (SaySo).

Middleton, M. (2013-present). Youth Move North Carolina.

Allen-Eckard, K. (2012-present). North Carolina Collaborative for Children, Youth and Families.

Kearney, C. (2012-2014). Participant, Project Broadcast.

Meadows, E. (2012-2014). Chatham County DSS.

Meadows, E. (2012-2014). Chatham County Foster Care.

Meadows, E. (2012-2014). Chatham County Juvenile Justice.

Allen-Eckard, K. (2011-present). Exceptional Children's Assistance Center.

Kearney, C. (2011-present). North Carolina Coalition Against Domestic Violence.

Kearney, C. (2011-2015). Commission for Children with Special Heath Care Needs.

Kearney, C. (2011-2013). Maternal Child and Health Leadership Consortium.

Kearney, C. (2011-2013). Parent Council for Children with Special Needs.

Kearney, C. (2011-2013). Parent Teacher Association.

Kearney, C. (2011-2013). Teens Without Violence.

Meadows, E. (2011-2014). Chatham County Collaborative.

Meadows, E. (2011-2014). Chatham County Together!

Allen-Eckard, K. (2008-present). Strong Able Youth Speaking Out (Sayso).

Allen-Eckard, K. (2008-present). Youth Move North Carolina.

Allen-Eckard, K. (2006-present). North Carolina Families United.

University Service
Note. J. Pennell's services are listed if she served in the capacity as Center director, and her services as solely a faculty member are not listed.

Department of Social Work

Allen-Eckard, K., Field Instruction (2015-2016).

Latz, M., Field Instruction, (2010-2013).

College of Humanities and Social Sciences

Pennell, J. (2011-present). Member, Research Committee.

Pennell, J. (2013-2014). Member, Search Committee for Director of the Institute for Nonprofits Research, Education, and Engagement.

University

Pennell, J. (2017-present). Member, University Bias Incident Response Team Restorative Practices Discussion.

Pennell, J. (2013-2014). Member, Carnegie Engagement Re-classification Committee, chair of Professional Development and Faculty Roles and Rewards Section.

Pennell, J. (2013, 2014). Member. Opal Mann Green Award Review Panel.

Pennell, J. (2014). Faculty Advisor for Visiting Scholar, Yan Lee, Ph.D., Lecturer and Psychological Counselor, Soochow University, Jiangsu Province, People's Republic of China, Government Scholarship for Overseas Studies.

Pennell, J. (2008-present). Member, University Research Committee –Alternative Funding Subcommittee (2016-2017).

Professional Services

Consultation

Pennell, J. (2014). Consultant for Research Study "Protecting Women's Rights in Alternative Dispute Resolution (ADR) Responses to Intimate Partner Violence (IPV)" by International Center for Research on Women and the Ugandan Center for Domestic Violence Prevention.

Pennell, J. (2014). Grant Application Reviewer, Netherlands Organization for Scientific Research, Smart Governance.

Pennell, J. (2014). Participant, Crossover Youth Research Roundtable, Center for Juvenile Justice Reform, McCourt School of Public Policy, Georgetown University, and Conrad N. Hilton Foundation, Los Angeles, CA.

Pennell, J. (2012-2014). Consultation of Evaluating Family Group Conferencing, New Zealand Ministry of Social Development, in collaboration with Australian National University, University of Nottingham (UK), and University of Vermont.

Pennell, J. (2012-2014). International Family Group Conferencing Team, Training, Consultation, and Evaluation in Guatemala.

Pennell, J. (2011-2014). Named Consultant, No Place like Home Project, Family Connections funding from U.S. Department of Health and Human Services, Administration for Children and Families, Children's Bureau.

Pennell, J. (2014). Participant. Partner Agencies of North Carolina Child Welfare System, U.S. Department of Health and Human Services, Administration of Children, Youth, and Families, Raleigh, NC.

Editorial Services

Pennell, J. (2012-present). International Advisory Board Member, *Restorative Justice: An International Journal* (2012-present).

Pennell, J. (2010-present). Ad-Hoc Reviewer, *Justice Research and Policy.*

Pennell, J. (2010-present). Ad-Hoc Reviewer, *Psychology of Violence*.

Pennell, J. (2009-present). Ad-Hoc Reviewer, *Child Abuse & Neglect.*

Pennell, J. (2008-present). Ad-Hoc Reviewer, *Children and Youth Services Review.*

Pennell, J. (2006-present). Review Board Member, *Child Welfare*.

Pennell, J. (2006-present). Ad-Hoc Reviewer, *British Journal of Social Work.*

Pennell, J. (2005-present). Ad-Hoc Reviewer, *Violence Against Women.*

Pennell, J. (1997-1998, 2005-present). Editorial Advisory Board Member, *Contemporary Justice Review*.