FAMILY RESOURCE CENTER, ADOPTION PROMOTION AND SUPPORT, AND RESPITE PROGRAMS

2005 ANNUAL REPORT

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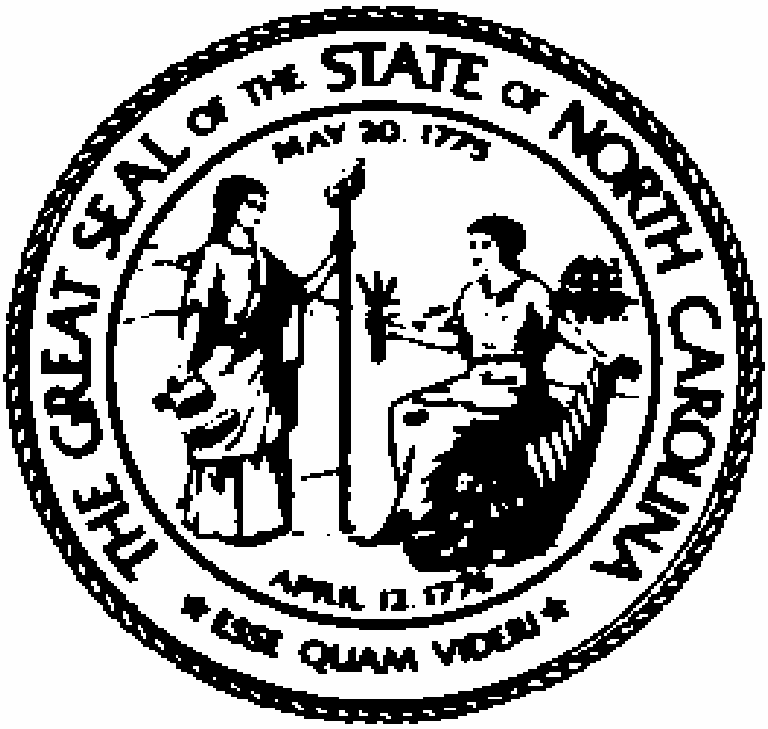

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DIVISION OF SOCIAL SERVICES
NORTH CAROLINA DEPARTMENT OF HEALTH AND HUMAN SERVICES

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Executive Summary

This report presents data and findings from Family Support programs in North Carolina funded through the State Division of Social Services, Family Support and Child Welfare Section. These programs follow one of three models of service, Family Resource Centers (FRC), Adoption Promotion and Support programs, or Respite programs. Funding for these programs comes from federal Title IV-B subpart 2 of the Social Security Act, federal Community Based Child Abuse Prevention (CB-CAP), and State monies. The information in this report covers the period July 1, 2004 to June 30, 2005.

Forty-four Family Resource Centers, four Adoption Promotion and Support programs, and six Respite programs were fully or partially funded during this time, with one or more models of service provided in all 100 counties. They served 122,054 participants. Nine thousand eight hundred and seventy three (9,873) individuals from 7,811 families participated in targeted, ongoing, Individualized Statistics activities for which outcome assessments were completed. One thousand three hundred and seventy three (1,373) families had multiple family members participating in such activities.

Family Resource Centers may select six of ten core services to provide, two of which must be Academic Success and Parent/Child Participation. Programs are required to use an on-line (Internet-accessible) database for data reporting. Based on information recorded in the database, programs are meeting the goals of service provision and improving family functioning in those as well as in other areas. The largest percentage of individual activities provided were

Academic Success programs (48.85%). Parent/Child Participation programs were the third most frequently provided service type to participants (7.65%).

In SFY 2003-2004, there were several modifications to the North Carolina Family Support Outcome Scale (NCFSOS), which is used to measure participants progress in meeting outcome goals. These improvements include:

- Replacing the Overall Community Functioning domain, which workers felt they could not accurately assess, with Family s Relationship to the Community.
- Changing the rating scale from an eleven-point continuum, which was felt to be too broad, to a five-point continuum with defined anchors for each point.
- Providing definitions for each domain and subscale to achieve a greater level of consistency in ratings.

NCFSOS assessments clearly indicate that Family Resource Centers, Adoption Promotion and Support programs, and Respite programs are meeting their goals to help both individual family members and families as a whole develop skills to strengthen their relationships, increase family functioning, promote child well-being, and prevent child abuse. Most families participating in FRCs, Adoption Promotion and Support programs, and Respite programs already possess many strengths; thus, they often participated in these programs to increase strengths in some targeted areas for their families.

All NCFSOS domains showed a significant percentage of participants increase their strengths by at least one point. In the Overall Child Functioning Domain, over one-half of participants saw an increase in strengths for the Child s Developmental Status (61.43%), Child s Behavior (62.27%), Child s School

Performance (62.34%), and Teenager s Movement toward Self-Sufficiency (69.63%) subscales. Child s School Performance is a direct measure of Academic Success, one of the required Core Services. The second core service, Parent/Child interactions, also indicated significant positive change, with more than one-half (52.45%) of participants showing increases in the Parent/Child Interactions/Relationships domain.

Family Resource Centers, Adoption Promotion and Support programs, and Respite programs can have a meaningful impact as part of the continuum of child welfare service. The Division recognizes this potential and includes them as a part of their program improvement plan in the following areas:

- Safety Outcomes
- Permanency Outcomes
- Well-Being Outcomes

The Division also offers mandatory training to all Family Support Program staff to ensure that they possess necessary skills to provide effective services to families.

The Division also has undertaken a major effort known as Multiple Response within its child welfare system. With the Multiple Response system currently in place for 52 counties, Family Support programs and county DSSs are now more aligned in their service philosophy. Collaboration with FRCs, Adoption Promotion and Support programs, and Respite programs is expected to benefit both the local DSS and the family in new and exciting ways.

Introduction

This report details the activities of Family Resource Centers, Adoption Promotion and Support programs, and Respite programs funded by the State Division of Social Services (DSS) during state fiscal year (SFY) 2004-2005. During this time a total of forty-four (44) Family Resource Centers, four (4) Adoption Promotion and Support programs, and six (6) Respite programs were funded, providing one or more services types in all 100 counties. These programs were funded through federal IV-B subpart 2 of the Social Security Act, federal Community Based Child Abuse Prevention (CB-CAP) dollars, and State funds. The activities of all Family Resource Centers, Adoption Promotion and Support programs, and Respite programs were reported in the North Carolina Family Support Database, an online database managed by the Data Management Team of the Family Support and Child Welfare Section of DSS, with assistance from Appalachian State University s Community Based Programs Evaluation Team through a contract with the Division .

History of Family Support in North Carolina

Family Support programs were initially funded in North Carolina in 1994 with federal funds designed to plan, develop, and implement services to strengthen and support families and children. In 1997, the Adoption and Safe Families (ASFA) Act was passed, which included changes to the way Family Preservation and Family Support programs are funded. Formerly known as the Family Preservation and Support Services Program, this funding was renamed the Promoting Safe and Stable Families Program. Language concerning child

safety was added to the definitions of Family Support programs, funding was increased, and two additional models of service were funded: Time-Limited Reunification Services and Adoption Promotion and Support. The idea that innovative approaches are necessary to achieve the goals of safety, permanency and well-being for children is one of the key principles of the Safe and Stable Families Act. Programs operating under the Family Support model are appropriate for implementing this principle, as they are often able to respond to particular needs of families and children in a more flexible manner than are governmental child welfare agencies.

Coinciding with the passage of ASFA, North Carolina held a special legislative Session on crime. Because of the special Session, funding became available for a network of Family Resource Centers. The legislative intent was to target the neighborhoods that have disproportionately high levels of: 1) children who would be less likely to attain education or social successes, 2) families with low incomes, and 3) crime and juvenile delinquency. In 1996, the federal Community Based Family Resource and Support Grants (CBFRS) became available to provide states with additional incentives to create statewide networks for ensuring the safety of children in their families and neighborhood. This legislation recognizes that individual child abuse and neglect prevention programs cannot operate without the involvement of the entire Family Support and Child Welfare community as a whole.

These programs are all within the Department of Health and Human Services, although originally oversight was shared between the Division of Child

Development (DCD) and Division of Social Services (DSS). Beginning with SFY 1998-1999, programs previously managed by DCD were moved to DSS. It was determined that DSS would be the most appropriate agency to continue management and oversight of these programs due to the continuum of services offered by the Division. Both programmatic consultation and data collection and analysis are performed by the Division with Appalachian State University assisting in the areas of data collection and analysis.

Family Resource Centers and Respite Programs – Definitions and Philosophy

According to family support researchers Dunst, Trivette and Deal (*Enabling and Empowering Families: Principle and Guidelines for Practice*, 1998), empowering families to be able to meet their needs is not merely a matter of ensuring those needs are met, rather it is the manner in which the needs are met that is key. Family Support programs offer a strengths based, community centered, and family friendly approach to meeting those needs. Family Support America, the national resource organization for the theory, policy, and practice of family support lists seven premises of Family Support.

Seven Premises of Family Support

- Primary responsibility for the development and well-being of children lies within the family, and all segments of society must support families as they rear their children.
- Assuring the well-being of all families is the cornerstone of a healthy society, and requires universal access to support programs and services.
- Children and families exist as part of an ecological system.
- Child-rearing patterns are influenced by parents understanding of child development and of their children s unique characteristics, personal sense of competence, and cultural and community traditions and mores.
- Enabling families to build on their own strengths and capacities promotes the healthy development of their children.
- The developmental processes that make up parenthood and family life create needs that are unique at each stage in the life span.
- Families are empowered when they have access to information and other resources and take action to improve the well-being of children, families, and communities.

From the Family Support America Website http://68.248.104.69/content/home.htm

Family Resource Centers

Family Resource Centers (FRCs) are community based Family Support programs that can provide a variety of service needs for families in one location. This one-stop approach allows families to address multiple needs in a family friendly atmosphere, staffed by community members, often former clients themselves. By locating FRCs within neighborhoods, families can often avoid having to negotiate transportation and childcare issues when they visit the center. Many centers offer child care or programs designed for children and youth concurrently with programs for parents so that all family members can participate in programs that address their individual needs as well as those of the family as a whole.

Principles of Family Support Practice

- Staff and families work together in relationships based on equality and respect.
- Staff enhance families capacity to support the growth and development of all family members adults, youth, and children.
- Families are resources to their own members, to other families, to programs, and to communities.
- Programs affirm and strengthen families cultural, racial, and linguistic identities and enhance their ability to function in a multicultural society.
- Programs are embedded in their communities and contribute to the community building process.
- Programs advocate with families for services and systems that are fair, responsive, and accountable to the families served.
- Practitioners work with families to mobilize formal and informal resources to support family development.
- Programs are flexible and continually responsive to emerging family and community issues.
- Principles of family support are modeled in all program activities, including planning, governance, and administration.

From the Family Support America Website http://68.248.104.69/content/home.htm

FRC s have flexible hours, structured to meet the needs of the communities they serve, which allow family members to access services without having to miss work or school. Finally, because they are not located within DSS or Mental Health facilities, families may feel less of a stigma in contacting and receiving assistance from an FRC. Services are offered from a strengths based perspective and incorporate the nine principles of Family Support practice.

FRCs are designed as prevention programs and a family that is able to access help through a resource center may avoid becoming a Child Protective Services (CPS) family. By targeting a wide range of needs within the family, FRCs are able to help individual family members, strengthen the family as a whole, and increase community involvement. This has a reciprocal effect, as stronger communities then foster strong families and protect children. The community connection is important in FRCs as the needs of communities across the state vary widely and can change much faster than governmental policy or law. By specifying certain core services that all centers should provide, and then allowing flexibility in the kinds of additional services offered, the Division allows each FRC to mold itself into a unique center, providing targeted services specifically for the community in which it is located. Centers in one area of the state may look quite different from those in another area because of the differing needs in the two communities.

Adoption Promotion and Support Services

Although some FRC s provide Adoption Promotion and Support services, the Division also funds programs specifically for the provision of Adoption Promotion and Support services. Adoption promotion services are designed to assist communities with recruiting potential adoptive families. Adoption support services are provided to adoptive families to strengthen the family unit and prevent disruption and/or dissolution of the adoption. Community awareness of adoptions is achieved through community partnerships.

Respite Services

Although some FRC s provide respite services, the Division also funds programs specifically for the provision of Respite services. These services also fall under the Family Support model of service and are dictated by the needs of the community and the structure of the agencies providing the services. Some respite programs operate on a voucher system, where participants are given vouchers for respite providers; some operate facilities where children may stay for a predetermined amount of time; while others offer structured activities for children so that parents have a few hours on their own. These services provide a much-needed break for parents and caregivers, particularly of special needs children. Knowing that they have hours or days where they can take time for themselves may act as a pressure release valve for many parents and decrease incidents of child abuse or neglect.

Core Services

While allowing FRCs to remain flexible to the specific needs of their communities, North Carolina recognizes that there are core services that should be provided by all state funded programs. To address these needs, General Statute 143B-152.1 requires that all centers receiving state or federal funding be evaluated to assess their effectiveness in achieving five specific program goals. These goals are:

1. Enhance children s development and ability to attain academic and social success.
2. Promote successful transition from early childhood education programs and childcare to the public schools.
3. Assist families in achieving economic independence and self-sufficiency.
4. Mobilize public and private community resources to help children and families in need.
5. Ensure that plans are designed and implemented to provide families with services in a holistic manner.

Ten core services were developed that included Parent Education/Parent Support Groups, Academic Success Programs/Tutoring/Lending Libraries, Child and Youth Development, Parent/Child Participation Programs, Adult Literacy/Adult Education, and Health Services/Health Education, Occupational Skills/Job Readiness/Job Placement, Transportation, Community Building, and Individual Family Services Coordination. Each of the Family Resource Centers funded by the Division is required to provide six of these ten services, either on site, or through collaborative arrangements with other public and/or private providers in the community. As of July 1, 2002, all Family Resource Center

programs were required to provide Academic Success and Parent/Child Participation programs as two of their core services. They were also mandated to provide some type of HIV education/prevention services or linkages to appropriate agencies. Other services may be provided at the Center as dictated by the specific needs of the local community.

Community Collaboration

In addition, the statute requires programs to collaborate with other public and private agencies involved in the provision of Family Support services as well as eliminate duplication of effort at the local level in order to maximize resources. The Division required a memorandum of agreement between funded resource centers and the county DSS. In a letter to both county DSS Directors and funded FRC programs, the Division specified that this collaboration should include a plan to implement one or more of the following as a strong core service component : (a) prevent and remedy child maltreatment; (b) reunify foster children with their families; and/or (c) recruit and support foster and adoptive families. [1]

[1] Appendix C contains a copy of the letter sent to FS/FRC programs. A copy of the letter sent to county DSSs can be found on the DSS Web page, http://www.dhhs.state.nc.us/dss/, under Dear County Director letters. This letter was dated December 10, 2001 and titled "Need for Coordination between DSS and Family Resource Centers"

Evaluation

North Carolina Family Support Database

The North Carolina Family Support Database is an on-line database developed in order to monitor the performance of all Family Resource Centers, Adoption Promotion and Support programs, and Respite programs, relative to their stated programmatic goals and requirements. Initially developed in conjunction with the Human Service Smart Agency at the University of North Carolina s School of Social Work, since November 2000, the database has been housed and maintained by the Appalachian State University School of Social Work. Because the database is on-line it can be updated and modified without costly redistributions, and its reporting capacity is beneficial to individual centers as well as to the Division. Summary data is available for a single center, by county, as well as for the state as a whole. In addition to the Division s use of this data to assess achievement of programmatic goals, many organizations use their own data to report to their boards, the community, and apply for additional funding.

Over the last several years, many modifications have been made to both the user interface (front-end) as well as to the design and structure (back-end) of the database. These changes have served to make the system more user friendly for staff, enhance reporting capacity, and reduce the possibility of data entry error, thereby improving data quality. Features have been added which allow staff to review activities by participant or by date, making it possible to see how often an activity occurred, or how frequently a particular participant

attended. Additional features were put in place to eliminate duplicate steps when entering multiple data of a similar type (such as when adding all participants at the beginning of an activity) saving staff considerable time. FRCs also can run reports that summarize one activity in particular, or all activities for their center. They can select the year for which they wish to run the report, allowing historical trends to be documented. A participant name check feature was also added. The name check searches for similar names when a participant is added for the first time, reducing the chances that the same individual will be entered multiple times. In 2003-2004, a missing items report functionality was added to allow state staff to check organizations data quickly to ensure activities and participant information is entered completely, correctly, and in a timely manner.

Data Collection

The database records information regarding the type of services provided by the center, as well as the participants in each activity. Two types of activities are entered in the database: Individualized Statistics activities, and Summarized Statistics activities. Individualized Statistics activities are intended to address a specific need, take place over a time span of weeks or months, and involve sufficient one-on-one interaction that an outcome assessment may be completed for each participant. Examples of such activities include Parent Support Groups and After-School Homework Help programs. For these activities, a record is kept of each participant session that includes the specific type of service that was provided. Demographic information about these participants is collected including age, race, educational background, and any special needs of the

participant herself or any other family members. Since Individualized Statistics activities are designed to meet a particular need, certain desired outcomes can be identified, and outcome assessments are completed for all participants.

Summarized Statistics activities are usually one-time events, and due to their structure, they do not allow for meaningful outcome assessment of participants. These activities typically involve large groups of participants (though not always) and are often of an Information and Referral nature. For instance, an organization may make information from community health care providers available for their clients, may make staff from the county Health Department available to answer clients questions, and/or may facilitate a Health Fair. Activities of this type are typically captured as Summarized Statistics activities. (Even in the case of other more personalized information and referral activities, such as someone dropping in at the center to obtain assistance for a job search, etc., it may not be possible to know if the individual followed up with the referral or what impact the referral may have had on the individual s well-being, thereby making it inappropriate to attempt an assessment. This type of service also would be captured as a Summarized Statistics activity.) In addition, recreational activities provided by a center to participants who are also involved in other, more intense activities at the center are often captured as Summarized Statistics. Activities of this nature, such as a Family Game Night, do build overall goodwill and forge connections between families coming to the center, however, they are not suitable for outcome assessments.

Participant Demographics and Services Summary

Family Resource Centers, Adoption Promotion and Support programs, and Respite programs served 122,054 participants in fiscal year 2004-2005. Since only aggregate demographic figures are collected for Summarized Statistics activities, this number includes an unknown degree of clients being counted more than once (if they participated in both Individualized Statistics activities and Summarized Statistics activities). Nine thousand eight hundred seventy three (9,873) individuals from 7,811 families participated in targeted, ongoing, Individualized Statistics activities (See Table 1). Of these 9,873 persons, 1,694 of them participated in two or more such activities. There were 12,475 participants in 746 Individualized Statistics activities where specific outcomes were targeted and assessments completed. One thousand three hundred seventy three (1,373) families had more than one family member participate in an activity where outcome assessments were completed. Again, since aggregate demographic figures are collected, there is no way to determine how many families had multiple family members participating in Summarized Statistics activities. An estimated 109,579 people participated in 1,867 Summarized Statistics activities (See Table 2).

Table 1– Summary of Individual Statistics Activities Statewide

Number of Activities	746
Average Length of Activities (in days)	120.8
Average Duration of Sessions (in hours)	4.6
Number of Participants (duplicated)	12475
Number of Participants (unduplicated)	9873
Persons Participating in more than one Activity	1694
Number of Families	7811
Families Having More than One Participant	1373
Average Age of Participants	21.9

Table 2 - Summary of Summarized Statistics Activities Statewide

Number of Activities	1867
Duration of Activities (sum of all activities in hours)	12761
Participants (duplicated)	109579

Table 3 provides demographic information regarding participant age, ethnicity, and gender. Almost one-third (31.68%) of participants in Individualized Statistics activities were children under the age of 13, while over half (57.28%) were 18 or younger. Nearly one-third (35.43%) were between the ages of 19 and 49, many of whom may be parents who rely on the activities offered to strengthen parenting skills. Nearly half (49.48%) of participants were African American and over half (54.28%) were female; two demographic factors that tend

to statistically indicate that a client may be more economically disadvantaged and often dependent upon Child Welfare services.

Table 3 – FRC/Adoption/Respite Participant Demographics

	Individual Activities		Summary Activities	
Age of Participants	**Number**	**Percent**	**Number**	**Percent**
0 - 5	1,317	13.34%	10,604	9.68%
6 - 12	1,811	18.34%	31,851	29.07%
13 - 18	2,527	25.60%	15,295	13.96%
19 - 29	1,409	14.27%	10,510	9.59%
30 - 39	1,240	12.56%	14,053	12.82%
40 - 49	849	8.60%	11,354	10.36%
50 - 59	414	4.19%	7,872	7.18%
60+	306	3.10%	8,042	7.34%
TOTAL	9,873	100.00%	109,581	100.00%
	Individual Activities		**Summary Activities***	
Race of Participants	**Number**	**Percent**	**Number**	**Percent**
African American	4,885	49.48%	46,186	42.15%
Asian American	40	0.41%	951	0.87%
European American (Caucasian)	3,388	34.32%	42,559	38.84%
Hispanic	900	9.12%	8,449	7.71%
Native American	454	4.60%	7,518	6.86%
Other	206	2.09%	3.915	3.57%
TOTAL	9,873	100.00%	109,578	100.00%
	Individual Activities		**Summary Activities**	
Gender of Participants	**Number**	**Percent**	**Number**	**Percent**
Female	5,359	54.28%	65,450	59.73%
Male	4,514	45.72%	44,129	40.27%
TOTAL	9,873	100.00%	109,579	100.00%

** The slight difference in total numbers of Summary Activities participants in the different demographic categories is the result of rounding. The only actual count used when entering summary statistics is the total number of participants. Demographic information is entered as a percentage of that number, therefore in order to provide the numbers by category, the numerical value of the percentage msut be calculated.*

Table 4 breaks down the service types delivered through activities and the units of service provided for each type. For Summarized Statistics, units of service are identical to the number of participants. For Individualized Statistics, service type deliveries (activity session log entries) are counted, rather than participants, to get a more accurate portrayal of the total services provided through each activity. If an individual attended a Parenting Class eight times, for example, they were recorded as having received eight units of service. Using this methodology, activities that were more long term and required more resources appear with more units of service than shorter duration activities with similar numbers of attendees.

By far, the most units of service for Individualized Statistics Activities were devoted to Academic Success Programs (48.85%), one of the core service types all FRCs are required to provide. Parent/Child Participation programs, the other mandated core service type, was provided 7.65% of the time, making it the third most frequently provided service to participants evaluated via outcome assessments. In addition, Family Education & Skill Training was the second most frequently reported service type (8.00%), while Adult Education accounted for 5.06% of all service type deliveries. This finding demonstrates that centers provide services to parents and other adult individuals designed to increase their earning potential. All together, Child Development, Family Education & Skill Training, and Parent/Child Participation service types accounted for 20.36% of all deliveries, showing centers commitment to help families become healthy and strong and to ensure a nurturing environment for children.

Child Development is the most commonly identified service type for Summarized Statistics activities (16.10%). People in the community served by a FRC frequently turn to the Resource Center for information and guidance on a wide variety of issues; accordingly, Child Development is followed by Information and Referral (10.87%). Health Education was the next most common, at 7.42%. (The Other category had the highest absolute percentage at 31.59%; this service type category is used to classify a myriad of unique, often one-time, Summarized Statistics activities.)

Table 4 –
FRC/Adoption/Respite
Service Types/Participant
Percentages

Service Type	Individual Activities		Summary Activities*	
	Units of Service	Percent	Units of Service	Percent
Academic Success Programs	74,590	48.85%	2,630	2.40%
Adoption Promotion/ Support	712	0.47%	1,465	1.34%
Adult Education	7,731	5.06%	1,163	1.06%
Case Management	1,604	1.05%	662	0.60%
Child Development	7,190	4.71%	17,645	16.10%
Client Advocacy	26	0.02%	594	0.54%
Faith-Based Programs	293	0.19%	1,243	1.13%
Family Education/ Skill Training	12,215	8.00%	5,100	4.65%
Family Reunification	686	0.45%	418	0.38%
Fatherhood	744	0.49%	462	0.42%
Health Education	1,138	0.75%	8,126	7.42%
Healthy Marriages	5,147	3.37%	2,449	2.24%
HIV Education	4,910	3.22%	1,524	1.39%
Individual & Family Counseling	431	0.28%	318	0.29%
Information & Referral	2,196	1.44%	11,908	10.87%
Leadership Development	8,497	5.56%	3,173	2.90%
Job Skills/Readiness/Placement	1,944	1.27%	309	0.28%
Other	7,525	4.93%	34,611	31.59%
Parent/Child Participation	11,686	7.65%	6,274	5.73%
Respite Care	1,533	1.00%	292	0.27%
Self-Sufficiency	768	0.50%	3,774	3.44%
Service Coordination	1,133	0.74%	5,431	4.96%
TOTAL	152,699	100.00%	109,571	100.00%

Observed changes/trends from SFY 2003-2004

In SFY 2004-2005, several changes from the data of SFY 2003-2004 are worth noting. Many of these changes are due to all contracts being put out for re-bid prior to the start of the 2004-2005 fiscal year. The process led to significant changes in the number and type of centers included in this evaluation. In order to align the distribution of contracts with federal guidelines, the Division awarded fewer total contracts for Family Resource Centers, increased the number of Respite programs, and funded programs for Adoption Promotion and Support. Because centers may target a specific population, funding different centers may affect the overall demographics of the total population served. For example, one program is specifically funded as a Fatherhood initiative. Because all participants in this program are male, and all their activities are coded as Fatherhood, the number of overall males served will show an increase, as well as the number of times Fatherhood was coded as a service type. The changes include:

- An 18.98% increase in the number of Individualized Statistics activities provided to the public (those in which specific outcomes are targeted and for which participant assessments are completed).
- A 9.81% decrease in the number of Summarized Statistics activities provided.
- A 16.91% increase in the number of people served through Individualized Statistics activities.
- A 21.89% increase in the number of families served through Individualized Statistics activities.
- A 7.54% increase in the number of people served through Summarized Statistics activities.
- A 5.60% drop in the Average Age of Participants served through Individualized Statistics activities: from 23.2 years to 21.9 years
- Significant percentage increases in the numbers of people, age 6-18, served through all activities.
- Over twenty-five percent increase in the numbers of African Americans and Hispanics served through Individualized Statistics activities (26.19% and 28.76%, respectively).

- Significant percentage increases in the numbers of African Americans and Native Americans served through Summarized Statistics activities.

- An increase in the number of males served through Individualized Statistics activities (40.67%). The number of males served through Summarized Statistics activities increased by over ten percent.

- Marked increases in the delivery of Adoption Promotion/ Support, Faith-Based Programs, Healthy Marriages, HIV Education, Individual & Family Counseling, and Leadership Development service types across all activities.

- Decreases in the delivery of Adult Education, Case Management, Client Advocacy, Family Reunification, Fatherhood, Health Education, Job Skills/Readiness/Placement, Parent/Child Participation, Self-Sufficiency, and Service Coordination service types.

- A shift in the delivery of the Academic Success Programs, HIV Education, Information & Referral, and Respite Care service types from Summarized Statistics activities to Individualized Statistics activities.

- A shift in the delivery of the Child Development service type from Individualized Statistics activities to Summarized Statistics activities.

North Carolina Family Support Outcome Scale

The North Carolina Family Support Outcome Scale (NCFSOS) is a strengths based assessment tool developed specifically for measuring outcomes across the wide range of services offered by Family Support programs. It has been incorporated into the on-line database and is the assessment tool used by all FRC, Adoption Promotion and Support programs, and Respite programs funded by the Division. An NCFSOS is completed for all participants in Individualized Statistics activities to measure their progress relative to the target goal of the activity. All outcomes are tied to the goals and outcomes mandated for these programs, either through legislation or through Division policy.

The NCFSOS is divided into five domains, each of which measures several broad areas through subscales:

- Overall Child Functioning
- Overall Parent Functioning
- Overall Family Functioning
- Family s Relationship to the Community
- Overall Individual Functioning

Because of the large array of potential services, each item in the scale addresses a very complex issue with a single global phrase. While this helps to keep the scale as brief and manageable as possible, it does result in less precision in the rating of each item. A good example of this is the subscale titled "Parenting skills, Knowledge, and Attitudes" (item B-I), which addresses a range of possible outcome goals stated by parent education programs across the state: increasing positive child discipline techniques, increasing parents' knowledge of appropriate developmental behavior, improving parents' attitudes towards

child-rearing and their children, and so on. In previous years, staff at centers had some difficulty with the degree of latitude given to them in choosing which scale items to use to evaluate a particular client s participation in an activity, this has been addressed to some degree (see **Enhancements to the Scale**).

An assessment scale is completed for each participant in all Individualized Statistics activities. It is important to note that, if an individual participates in a Parenting class and a GED class, he or she will have separate assessments for each of those activities, as the targeted outcomes for each class are different. FRC staff complete the intake assessment as soon after the beginning of the activity as is practical, and only those subscales that are directly related to the outcome goals of the activity being provided are rated.

Enhancements to the scale

In 2002-2003, as part of their contract with the Division, Appalachian State University s Community Based Programs Evaluation Team completed an analysis of the NCFSOS and researched related Family Support literature in an effort to bring more precision to the scale while still maintaining its flexibility. As a result, the scale underwent three significant changes. First, the domain relating to the Community was changed from Overall Community Functioning (which workers felt they could not accurately assess) to Family s Relationship to the Community - which center staff felt could be measured through interaction with center participants.

The remaining two changes serve to make the ratings more precise. The rating scale was changed from an eleven-point continuum to a five-point

continuum with each point clearly aligned with a verbal definition. Previously there were only three anchors, Not a Strength , Moderate Strength and Clear Strength , and since they were not assigned to a particular point on the scale, the difference between a rating of 3 or 4 was arbitrary and a matter of individual selection. There are now five defined anchors, one for each point on the rating scale, including Weak Strength , Mild Strength , Moderate Strength , Solid Strength and Clear Strength .

To enhance further the uniformity of rating criteria, descriptive definitions were added for each domain and each subscale within that domain. Domain definitions provide guidance regarding when items within that domain may be used to assess, given a particular participant and the nature of the activity in which they are participating. In addition, for each subscale, there are guidelines to determine what constitutes weak, mild, moderate, solid, and clear strength. These definitions can be accessed while using the database by simply clicking on the text of the subscale (the definitions appear in a pop-up window on the user s computer screen). Before the start of 2003-2004 SFY, Appalachian State University s Community Based Evaluation Team, along with Division staff, conducted training for all funded programs on the use of the new scale. Beginning with state fiscal year 2003-2004, then, these changes were made to the NCFSOS (and to the on-line database) in order to make it a more meaningful and useful assessment tool.

Providing descriptions for each level of strength leads to a greater level of consistency between different FRC staff members use of the NCFSOS

assessment tool (inter-rater reliability). Still, an element of subjectivity is inherent in this type of evaluation tool, and the subscale definitions must remain broad enough to be relevant for all FRC service types. (In order to ensure that same subjective criteria are applied throughout each assessment of a particular participant/activity combination, the same FRC staff worker is required to complete both the relevant intake and closure forms.)

Since, as noted above, only those subscales that are directly related to the outcome goals of the activity being provided (and also, to some extent, to the needs of the participant) are used, outcome scale statistics may show a wide variety of items rated, with some activities having only one or two items rated, with other activities encompassing an entire domain, or subscales from multiple domains. Due to the variation in applicable subscales across different activities, there is a high level of variance in the statewide totals for each item. For example, the number of assessments for individual subscale items in the Overall Child Functioning domain ranges from 5,527 evaluated participants for Child s Developmental Status to 2,641 for the subscale Teenager s Movement toward Self-Sufficiency . Because Child s Developmental Status could be applied to a child s development at any age from birth to 18, it is expected that it would be assessed more frequently than an item focusing solely on teenagers. Limiting this type of variation by refining outcomes in the database is one of the goals of the Outcomes Work Group, which is discussed later in this report.

Results

Tables 5 through 9 show the results for all domains covered by the NCFSOS. For each subscale, the tables indicate the total number of participants who were evaluated using that particular subscale, and the number and percentage of participants achieving each level of change. By assigning a value of 1 to the rating weak strength and a value of 5 to clear strength , movement along this continuum is shown in the results of the NCFSOS. Moving backward (from a solid strength to a mild strength, for example) would result in an assessment score of less than or equal to -1 , while moving forward would result score of +1, +2, or +3 or more, depending on the distance moved. A score of zero indicates that there was no change in the rating from intake to closure. It is important to note that a score of 0 , or no movement, does not necessarily indicate any weaknesses in the staff/family interactions. If a participant came to the center with strengths in certain areas, and the subscales addressing those areas were rated accordingly at intake, there may not be a change in those areas at closure. This may be due to the FRC and participant concentrating their efforts in other areas, where the individual was not as strong. A score of 0 might also indicate a stabilization of the participant issues related to the subscale. This occurrence would generally be characterized as positive.

The results of the NCFSOS assessments clearly indicate that FRC and Respite programs are effective in helping both individual family members and families as a whole develop skills to strengthen their relationships and increase family functioning. All domains showed a significant percentage of participants increasing their strengths by at least +1. Very few participants overall saw a

decrease in functioning, with all but one subscale showing decreases to be less than 2%.

In the Overall Child Functioning Domain (Table 5), over one half of participants saw an increase in strengths for the Child s Developmental Status (61.43%), Child s Behavior (62.27%), Child s School Performance (62.34%), and Teenager s Movement toward Self-Sufficiency (69.63%) subscales. Child s School Performance is a direct measure of Academic Success, one of the required Core Services. An additional 36.61% of children maintained their level of School Performance. As mentioned previously, this does not mean that the activities in which they participated had no effect. Rather, the participants who maintained the same level of School Performance may have been strong in that area at intake, and therefore FRC staff focused on other areas of possible improvement.

Table 5 – NCFSOS Outcome Assessments
Level of Change per Participant – Overall Child Functioning

Overall Child Functioning					Greater than or	Number of Participants
	Less than or					

	equal to -1	0	1	2	equal to 3	evaluated
Child s Developmental Status	0.71% 39	37.87% 2093	44.06% 2435	15.83% 875	1.54% 85	5527
Child s Physical Health	1.01% 43	56.53% 2402	35.75% 1519	6.54% 278	0.16% 7	4249
Child s Mental Health	1.61% 63	56.44% 2203	34.82% 1359	6.64% 259	0.49% 19	3903
Child s Behavior	1.61% 90	36.13% 2022	44.58% 2495	16.58% 928	1.11% 62	5597
Child s School Performance	1.05% 43	36.61% 1498	43.67% 1787	17.38% 711	1.30% 53	4092
Teenager s Movement Towards self-sufficiency	0.83% 22	29.53% 780	50.97% 1346	17.34% 458	1.33% 35	2641

More than one-half of parents increased their Parenting Skills, Knowledge, and Attitudes (56.13%) and their Sense of Support in Parenting Role (55.19%) (Table 6). Almost one-half (44.79%) of parents increased Participation in Community Groups and Activities. Increased knowledge and confidence, as well as support, can relieve the stress and anxiety of parenting, and lead to a decrease in child maltreatment. Over one-third increased Educational Attainment (34.18%) and Leadership Skills (43.30%).

Table 6 – NCFSOS Outcome Assessments
Level of Change per Participant – Overall Parent Functioning

Overall Parent Functioning	Less than or equal to -1	0	1	2	Greater than or equal to 3	Number of Participants evaluated
Parenting skills, knowledge, and attitudes	0.98% 34	42.89% 1483	36.15% 1250	17.00% 588	2.98% 103	3458
Parent s sense of support in parenting role	1.47% 45	43.34% 1327	35.17% 1077	17.99% 551	2.02% 62	3062
Parent s physical health	2.29% 56	65.63% 1602	20.03% 489	10.24% 250	1.80% 44	2441
Parent s mental health	1.90% 46	67.59% 1633	19.08% 461	9.81% 237	1.61% 39	2416
Parent s educational attainment	0.84% 22	64.98% 1705	19.44% 510	12.54% 329	2.21% 58	2624
Parent s leadership skills	0.89% 23	55.81% 1446	26.36% 683	13.39% 347	3.55% 92	2591
Parent s participation in community groups and activities	1.68% 40	53.53% 1274	28.15% 670	13.70% 326	2.94% 70	2380

FRCs are meeting the mandate to improve parent/child interactions as well (Table 7). More than one-half (52.45%) of participants showed increases in Parent/Child Interactions/Relationships, the subscale reflecting the second required Core Service. Nearly the same percentage (53.85%) of participants showed an increase in Family Communication while over one-third (34.37%) improved the Physical, Learning, and Emotional Environments at Home.

Table 7 – NCFSOS Outcome Assessments
Level of Change per Participant – Overall Family Functioning

Overall Family Functioning	Less than or equal to -1	0	1	2	Greater than or equal to 3	Number of Participants evaluated
Parent-child interactions, parent-child relationship	1.03% 31	46.52% 1396	30.12% 904	21.66% 650	0.67% 20	3001
Family Communication	1.02% 30	45.13% 1325	27.76% 815	22.58% 663	3.51% 103	2936
Family cohesiveness, mutual support	1.77% 37	59.21% 1241	27.77% 582	10.59% 222	0.67% 14	2096
Physical, learning, emotional environments at home	1.28% 25	64.35% 1258	24.30% 475	9.72% 190	0.36% 7	1955
Informal social support	1.16% 24	60.97% 1262	25.31% 524	11.55% 239	1.01% 21	2070
Family economic self-sufficiency	1.43% 37	61.81% 1594	26.79% 691	9.62% 248	0.35% 9	2579
Ability to meet basic economic needs	1.27% 33	60.18% 1563	28.69% 745	9.43% 245	0.42% 11	2597
Ability to solve family disputes without violence	1.69% 32	60.69% 1150	20.95% 397	12.35% 234	4.33% 82	1895

Centers have also been successful at improving families relationships to their community (Table 8). All subscales within this domain showed increases for nearly one-half of participants. The greatest increase was in the area of Relations between Family and Human Services Staff (54.75%).

Table 8 – NCFSOS Outcome Assessments
Level of Change per Participant – Family's Relationship to the Community

Family's Relationship to the Community	Less than or equal to -1	0	1	2	Greater than or equal to 3	Number of Participants evaluated
Family s knowledge of available human services	0.73% 18	46.51% 1153	32.76% 812	15.25% 378	4.76% 118	2479
Linkages between family and community resources	0.76% 17	50.74% 1137	29.90% 670	15.48% 347	3.12% 70	2241
Relations between family and human services staff	0.73% 19	44.52% 1158	34.83% 906	15.49% 403	4.42% 115	2601
Family s participation in FS program governance	0.63% 11	56.68% 988	30.18% 526	11.07% 193	1.43% 25	1743

The Individual Functioning domain (Table 9) is primarily intended to address participants who have no immediate family, or who are not participating in activities directly related to their family and associated needs. A unmarried female earning a GED, or a male attending ESL classes, then, would be assessed under this domain. Over one-half of those individuals increased their Skills, Knowledge, and Attitudes (58.87%) and their Educational Attainment (54.54%). A significant percentage also increased their Leadership Skills (53.83%) and their Participation in Community Groups and Activities (52.65%).

Table 9 – NCFSOS Outcome Assessments
Level of Change per Participant – Overall Individual Functioning

Overall Individual Functioning	Less than or equal to -1	0	1	2	Greater than or equal to 3	Number of Participants evaluated
Individual s skills, knowledge, and attitudes	0.52% 23	40.61% 1799	37.09% 1643	20.20% 895	1.58% 70	4430
Individual s sense of support	0.57% 18	38.41% 1219	35.16% 1116	24.45% 776	1.42% 45	3174
Individual s physical health	1.25% 34	59.37% 1612	28.55% 775	10.06% 273	0.77% 21	2715
Individual s mental health	1.01% 27	59.59% 1594	28.86% 772	10.13% 271	0.41% 11	2675
Individual s educational attainment	0.17% 6	45.29% 1600	30.97% 1094	22.13% 782	1.44% 51	3533
Individual s leadership skills	0.25% 7	45.92% 1294	37.69% 1062	14.09% 397	2.06% 58	2818
Individual s participation in community groups & activities	0.41% 11	46.94% 1274	35.85% 973	14.85% 403	1.95% 53	2714

Fiscal Analysis

In SFY 2004-2005 the Division awarded contracts totaling $4,795,875. This amount included $3,612,500 in federal IV-B2, $583,375 in federal Community Based Child Abuse Prevention (CB-CAP), and $600,000 in State monies. Family Resource Centers received funding from IV-B2, CB-CAP, and State funds, however the majority of FRCs were wholly funded through IV-B2. IV-B2 monies funded all Adoption Promotion and Support programs. Respite programs were funded entirely with CB-CAP funds. For a more specific breakdown of how specific contracts were funded, please see Appendix F.

Continuum of Services

After the May 2001 Child and Family Services Review, which was conducted by the US Department of Health and Human Services--Administration for Children and Families, North Carolina was placed under a Program Improvement Plan, which it has since completed. Family Resource Centers, Adoption Promotion and Support programs, and Respite programs played an important role in bringing North Carolina out of Program Improvement Status by making the state a safer place for children and a supportive place for families. The Division recognized the potential benefits of all Community Based Programs in its Program Improvement Plan.

Program Improvement Plan – Safety Outcomes

In response to Safety Outcomes 1 and 2, which state that children are first and foremost, protected from abuse and neglect and that children are safely maintained in their homes whenever possible and appropriate*",* the Division committed to build the capacity of FRCs to provide in-home services for families involved with the child welfare system. Other community based programs funded by the Division, Intensive Family Preservation Services, and Time-Limited Reunification Services, were already targeting families involved with the child welfare system. Through networking activities held throughout the year by the Community Based Programs Team, those programs have been encouraged to use Family Resource Centers and Respite programs as concurrent and step-down service providers. Having the local DSS work directly

with FRC and Respite programs will only increase the services that can be provided to families.

In order to insure that Family Support Program staff members possess necessary basic skills to provide effective services to families, including those whose circumstances place them at risk, a training series is provided on a mandatory basis. Staff members who are funded through the Division must attend this training, and it is encouraged for any staff or volunteers who are involved with a funded program regardless of the source of their individual funding. This training, *Family Support in Practice: Connecting with Families*, is a specialized curriculum designed for Family Support workers. This six-day training offers skill-based instruction in working with families in center-based programs, in support groups, and through home visits. Tailored to fit the needs of these programs by Appalachian Family Innovations, a study center of Appalachian State University, this training builds on and refines material from Family Support America, a national organization providing educational resources, consultation and training in the family support field.

Program Improvement Plan – Permanency Outcomes

In response to Permanency outcomes 1 and 2, children have permanency and stability in their living situations and continuity of family relationships and connections is preserved for children , the Division planned the formation of work groups comprised of county DSSs and private providers in order to provide consistent post-adoption services to families. These services should reduce the incidents of disrupted and dissolved adoptions. Additionally,

collaborative partnerships were to be developed to help DSS be effective in serving ethnic minority populations. Many FRCs provide support groups for parents, including adoptive parents. FRCs are in an excellent position to serve ethnic minorities, as the centers are typically based in high risk communities, and those communities often have high minority populations.

In SFY 2003-2004, all community based program contracts overseen by the Community Based Programs Team were re-bid. A new category of programs, Adoption Promotion and Support, was added to their funded models of service. These programs began providing services in 2004-2005. By promoting adoptions through the local Divisions of Social Services and offering resources and supports to families after adoption, these programs can help to increase and stabilize adoptions in North Carolina.

Program Improvement Plan – Well-being Outcomes

Finally, to address Well-being outcomes 1, 2, and 3 which state that: Families have enhanced capacity to provide for the children s needs , Children receive appropriate services to meet their educational needs , and Children receive adequate services to meet the physical and mental health needs", the Division made plans to redesign in-home services and case plan tools, intending to use a broad, more family centered approach, rather than continue a child-centered, incident focused approach. Family Resource Centers have historically taken this more holistic approach, dealing with the family as a whole, rather than just the children, and therefore should collaborate well with DSS as they implement their new approach.

Opportunities for Future Collaboration

Re-bid of all funded programs

In 2002, the decision was made to re-bid all the community based programs under the management of the Community Based Programs to ensure more equitable distribution of program models and uniform goals. This re-bid process took place during 2003-2004 and the new program s funding took effect July 1, 2004. In addition to Family Resource Centers and Respite programs, Adoption Promotion and Support programs were funded that cover all 100 counties, and they began reporting in the on-line database in SFY 2004-2005. These programs enhance the Division s continuum of services.

As a part of the re-bid process, each applicant program was required to conduct a community needs assessment as well as act collaboratively with local partners, principally the county DSS. Letters of support from community partners, particularly DSS, were a required part of the application packet. Unfortunately, the Division lacks adequate resources to fund a FRC and Respite program in each of the state s 100 counties. However, counties with these programs have an opportunity to develop an exceptional partnership between their community based programs and traditional child welfare services. Both the logic and necessity for linking these services is evident in the new approach to Child Protective Services, the Multiple Response System.

Multiple Response

In 2002, the Division began implementing Multiple Response (MRS) as a family centered alternative approach to traditional child welfare that was incident

and child focused. Family centered practice is the philosophy behind MRS, as well as the foundation for Family Resource Centers. According to the MRS policy manual, the six family centered principles of partnership are:

- Everyone desires respect
- Everyone needs to be heard
- Everyone has strengths
- Judgments can wait
- Partners share power
- Partnership is a process

These principles are complementary to the Principles of Family Support and Family Support Practice to which FRCs are committed. FRCs can fulfill a variety of needs for families while they are working with DSS, particularly around the seven principles of MRS. The principles are:

Seven Principles of Multiple Response

- Collaboration between the Work First Family Assistance and child welfare programs.
- A strengths-based, structured intake process.
- A choice of two approaches to reports of child abuse, neglect, or dependency.
- Coordination between law enforcement agencies and child protective services for the investigative approach.
- A re-design of in-home services.
- Implementation of Child and Family Team meetings during the provision of in-home services.
- Implementation of shared-parenting meetings in child placement cases.

If properly utilized, Family Resource Centers can provide preventive services that are needed in the Family Assessment track of Multiple Response, while also providing community friendly locations for Child and Family teams and Shared Parenting meetings. Resource Centers have hosted visitations between

parents and their children when the children have been in foster care. They can also help families with achieving goals in their DSS case plan, such as offering Parenting Classes that may be required. Center staff may also act as advocates for families and may be a part of the Child and Family Team meeting component of MRS, either as a family advocate, a facilitator, or by simply providing a neutral meeting site. Respite programs can provide a break for both parents and children, often acting as a release valve for parents who may feel overwhelmed. Having as little as a few hours a week to themselves may relieve a parent s stress and prevent incidents of child abuse and neglect.

By the end of SFY 2004-2005, 52 of the state s counties were in the process of implementing the MRS approach to Child Protective Services. Of those fifty-two (52) counties, sixteen (16) had a Family Resource Center and eleven (11) had a Respite program funded by the Division in SFY 2004-2005. Division staff are working with FRC, Adoption, Respite, and county DSS staff to ensure they are fully aware of the benefits of collaboration. As county DSS staff members become more comfortable with implementing the Family Assessment approach, there will be increased opportunities for Family Resource Centers to play a close collaborative role in helping families who have become involved with the child welfare system. These opportunities will further increase in 2006 when the remaining 48 counties implement Multiple Response, making it statewide.

Outcomes Work Group

One of the goals during the 2004-2005 fiscal year was to refine outcome data collected from the NCFSOS, and to identify and develop more targeted outcomes from some of the activities of the FRCs, Adoption Promotion and Support, and Respite programs. To meet this goal, an Outcomes Work Group was formed. The Outcomes Work Group is comprised of state and regional DSS staff, local providers representing all models of service, and staff from Appalachian State University s Community Based Evaluation team.

Recruitment for the Outcomes Work Group began in April/May of 2005, and the Outcomes Work Group met for the first time in June 2005. During the first meeting, the group selected definitions for some service types, and eliminated or condensed other service types within the database.

The goal of refining existing outcomes, and identifying new outcomes again was adopted for FY 2005-2006. To address this goal, the Outcomes Work Group will continue to meet. Upon conclusion of their work, they will make recommendations to the Division regarding changes to the database. They also may recommend collecting other outcomes to demonstrate best the impact of activities from FRCs, Adoption Promotion and Support, and Respite programs. It is expected that the recommendations will support the recommendations of the work conducted by the larger statewide task force on child abuse and neglect prevention.

Appendices

Appendix A

Ten Core Services for Family Resource Centers

Academic Success Programs/Tutoring/Lending Libraries-- This category includes all programs whose primary purpose is to foster the academic achievement of children and youth, pre-K through 12th grade. Examples include after-school and summer educational/tutoring programs, out-of-school suspension programs, and lending library programs that loan out educational materials (e.g., books, educational videos and educational toys).

Adult Literacy /Adult Education-- This category includes one-on-one or group adult literacy classes; Adult Basic Education, GED, English as a Second Language and Adult High School classes through local community colleges, and ongoing life skills and financial management courses.

Child and Youth Development-- This category includes programs emphasizing the social and psychological development of children and youth, in addition to educational enrichment. It includes: guided play programs for infants and toddlers; programs focusing on social/psychological development of pre-school children; mentoring programs; summer and after-school enrichment and recreational programs/camps such as Scouts and 4-H groups; and youth programs intended to build a healthy self-identity and foster responsible choices in areas such as careers and alcohol and drug abuse.

Community Building-- These services help strengthen the communities in which families live. Community building programs may include community policing programs and/or police substations at FRC sites; ongoing efforts to remove drug traffic and other illegal activity from a community; neighborhood watch and regularly scheduled community safety programs; community leadership development programs; neighborhood clean-up and home repair programs; mediation services; and ongoing collaboration with housing agencies and economic development agencies to restore housing stock and otherwise rebuild neighborhoods.

Health Services/Health Education-- This category includes ongoing programs designed to promote the physical and mental health and well-being of community residents. Examples include health screenings, immunizations, WIC distribution, regularly scheduled health education programs, and substance abuse prevention or rehabilitation programs.

Individual Family Services Coordination-- These services respond to specific family issues as identified by family members themselves. They may range from short-term family counseling to long-term intensive family services leading to self-sufficiency. They may include assisting individual families to identify needs/strengths, set goals, and seek appropriate resources. They may occasionally involve providing resources to meet a family s emergency needs (e.g., food, utility bills, and a uniform or appropriate shoes for a new job).

Occupational Skills/Job Readiness/Job Placement-- These programs seek to provide adults with the job skills and resources needed to obtain employment and become economically self-sufficient. It includes regularly scheduled job readiness programs; one-on-one or group job search and job placement counseling and assistance; job internship programs; computer skills programs or other skills development programs whose primary purpose is development of skills for employment; and all Work First collaboration programs.

Parent Education/Parent Support Groups-- This category includes formal instruction programs in child development and parenting skills. It includes opportunities for parents to share experiences and concerns with peers in structured support groups. Examples include Parent Education Programs such as Parents As Teachers and Master Parents and Parent Support groups for specific groups including teen parents, parents of children with special needs, fathers only, grandparents who are raising grandchildren, and non-English speaking parents. It also includes Parent Involvement programs intended to foster active participation of parents in their children s education.

Parent/Child Participation Programs-- This category includes educational and development programs having components specifically designated for parents and children in the same family. Examples include formal Family Literacy programs as developed by National Family Literacy Center; Motheread; Fatheread; and regularly scheduled parent/child developmental programs, which may involve interactive play sessions.

Transportation/Child Care Support Services-- This category includes services offered on an on-going basis to parents and children who are participating in FRC programs, activities and meetings. It also may include transportation and child care provided for a specific period of time, either directly or by monetary reimbursement, for parents newly employed after job skills training and placement; systematic provision of transportation and/or child care to FRC families for health and human service appointments; and for parents receiving respite child care during crises.

Appendix B

North Carolina Department of Health and Human Services
Division of Social Services

325 North Salisbury Street • 2410 Mail Service Center • Raleigh, North Carolina 27599-2410
Courier # 2410

Michael F. Easley, Governor
Carmen Hooker Buell, Secretary

Pheon E. Beal, Director
(919) 733-3055

December 7, 2001

Dear Authorized Officials and Project Directors of Division-funded:
Family Support Services Programs
Family Resource Centers

Subject: Follow-up to October 9, 2001 letter regarding re-allocation of funds.

A letter sent out October 9, 2001 stated the intent of the Division of Social Services to re-allocate state and federal funds designated for Family Resource Centers and Family Support Services programs on a competitive basis. At that time, the Division believed that the re-allocation process was the most effective means of responding to the concerns expressed by legislative leaders during the recent budget process. This process had included a $250,000 reduction in funding for Family Resource Centers as well as new programmatic requirements.

Several developments have resulted in the need for us to reconsider the original plan to re-allocated funds on a competitive basis. The original timeframe for the process, already very tight, was made unmanageable by the delay in the receipt of a certified state budget by the Division. Secondly, there continues to be a distinct possibility of additional program cuts and funding reductions, making it impossible to know the exact amount of funds that are available to re-allocate. Also, DHHS is considering a comprehensive policy related to all Family Support Programs and Family Resource Centers funded by the Department that may have a significant impact on the future direction and design of these services. With these developments, the Division has decided to postpone a final decision regarding a re-allocation of funds and to proceed with implementation of the new programmatic requirements within currently funded programs. As outlined in this letter, some of the requirements must be implemented immediately and others must be implemented by July 1, 2002. Some agencies will have to make significant changes in order to be funded for the next fiscal year.

A. PROGRAMMATIC REQUIREMENTS TO BE IMPLEMENTED IMMEDIATELY

All currently funded programs are required to implement the following programmatic components immediately and to provide written confirmation to the Division when completed:

1. Contact the county s public health and to participate in a coordinated effort to enhance current resources and activities aimed at the reduction of HIV/AIDS.

2. Complete a formal Memorandum of Agreement with any and all publicly-funded Family Resource Centers or Family Support Programs that provide services to families within your identified service area or an adjoining service area. The MOA must assure the coordination and non-duplication of services across programs.

B. PROGRAMMATIC REQUIREMENTS TO BECOME EFFECTIVE NO LATER THAN July 1, 2002.

All currently funded programs are required to implement the following programmatic components NO LATER THAN July 1, 2002. These components need to be included in all contract agreements for SFY 2002-03.

1. All programs must be center based and physically located in a defined high-risk community or neighborhood. Programs must be able to document that the areas has a disproportionately high level of: (a) families with low incomes; (b) children with poor academic and social performance; and (c) child abuse and neglect.

2. All programs must provide Academic and Social Success as a strong core service component to enhance proper child development and improve the likelihood of academic and social success of children. All programs must closely track and report outcome income information at the child, family and community level related to this component.

3. All programs must provide Parent/Child Participation as a strong, core service component to enhance relationships and communication between parents and their children, enable parents to become positive role models for their children, and build strong families. All programs must closely track and report outcome information at the child, family and community level related to this component.

4. All programs will develop and implement a collaborative partnership with the public child welfare agency to implement one or more of the following as a strong, core service component: (a) prevent and remedy child maltreatment; (b) reunify foster children with their families; and/or (c) recruit and support foster and adoptive families. This partnership needs to be described in a jointly developed plan than is signed by FRC/FS Program and DSS administrators and approved by your Division consultant. All programs must closely track and report outcome information at the child, family and community level related to this component.

5. All programs must use the How Are We Doing toolkit to conduct an on-going self-assessment of the extent to which services are provided in a holistic, family-centered manner.

As part of the contract renewal process for SFY 02-03, each program will be required to submit:

- A description of activities to reduce HIV/AIDS
- Copies of MOAs with other FRC/FS programs
- A description of how the required core services are provided: Academic and Social Success, Parent/Child Participation, Collaborative Partnership with public welfare services (submit copy of jointly developed and approved plan).
- A description of how all services are provided in a holistic, family-centered manner.

We recognize that these programmatic requirements will case a substantial shift in services for some programs, and want to allow time for adjustments prior to the contract approval process. We also recognize that the uncertainly of the funding for FRC/FS programs has been difficult for you as well as for us. We are hopeful that compliance with the new programmatic requirements will result in stronger legislative support and a more secure funding base. Please work closely with your Division consultant in the planning and implementation of these requirements. A copy of this letter is also being sent to the DS Director in your county in an effort to facilitate the joint planning process.

Thank you for your attention to these important new programmatic requirements. The special provisions passed by the General Assembly as part of the budget bill are attached for your reference. If you have questions or need additional information, please contact your consultant at (919) 733-2279.

Appendix C

Family Support – Outcome Scale

Type: ☐ Intake ☐ Closure **Client's Name**: _____

Date: ____/____/____ **Activity Name**: _____

Staff Member: _____

This questionnaire addresses issues that are important to families. It is to be completed at least twice once before the intervention begins and once after it ends **by the same staff member**. It is very important that the same staff member fill out this assessment for the same family so the success of the intervention or service can be measured. Consider each item below in terms of the family s current situation. Rate each item on the **5-point continuum** below. N/A means Not Applicable, and this may be the appropriate response for many items. To complete the Scale, please check the appropriate box for each item.

A. Overall Child Functioning	Weak Strength	Mild Strength	Moderate Strength	Solid Strength	Clear Strength	Not Applicable
1. Child s developmental status (social, cognitive, etc.)	☐	☐	☐	☐	☐	☐
2. Child s physical health	☐	☐	☐	☐	☐	☐
3. Child s mental health	☐	☐	☐	☐	☐	☐
4. Child s behavior	☐	☐	☐	☐	☐	☐
5. Child s school performance	☐	☐	☐	☐	☐	☐
6. Teenager s movement towards self-sufficiency	☐	☐	☐	☐	☐	☐

B. Overall Parent Functioning	Weak Strength	Mild Strength	Moderate Strength	Solid Strength	Clear Strength	Not Applicable
1. Parenting skills, knowledge, and attitudes	☐	☐	☐	☐	☐	☐
2. Parent s sense of support in parenting role	☐	☐	☐	☐	☐	☐
3. Parent s physical health	☐	☐	☐	☐	☐	☐
4. Parent s mental health	☐	☐	☐	☐	☐	☐
5. Parent s educational attainment	☐	☐	☐	☐	☐	☐
6. Parent s leadership skills	☐	☐	☐	☐	☐	☐
7. Participation in community groups and activities	☐	☐	☐	☐	☐	☐

C. Overall Family Functioning	Weak Strength	Mild Strength	Moderate Strength	Solid Strength	Clear Strength	Not Applicable
1. Parent-child interactions, parent-child relationship	☐	☐	☐	☐	☐	☐
2. Family communication	☐	☐	☐	☐	☐	☐
3. Family cohesiveness, mutual support	☐	☐	☐	☐	☐	☐
4. Physical, learning, emotional environments in home	☐	☐	☐	☐	☐	☐
5. Informal social support (from friends, extended family)	☐	☐	☐	☐	☐	☐
6. Family economic self-sufficiency	☐	☐	☐	☐	☐	☐
7. Ability to meet basic economic needs	☐	☐	☐	☐	☐	☐
8. Ability to solve family disputes without violence	☐	☐	☐	☐	☐	☐

D. Family's Relationship to Community	Weak Strength	Mild Strength	Moderate Strength	Solid Strength	Clear Strength	Not Applicable
1. Family s knowledge of available human services	☐	☐	☐	☐	☐	☐
2. Linkages between families and human services	☐	☐	☐	☐	☐	☐
3. Relations between families and human services staff	☐	☐	☐	☐	☐	☐
4. Family s participation in FS program governance	☐	☐	☐	☐	☐	☐

E. Overall Individual Functioning	Weak Strength	Mild Strength	Moderate Strength	Solid Strength	Clear Strength	Not Applicable
1. Individual s skills, knowledge, and attitudes	☐	☐	☐	☐	☐	☐
2. Individual s sense of support	☐	☐	☐	☐	☐	☐
3. Individual s physical health	☐	☐	☐	☐	☐	☐
4. Individual s mental health	☐	☐	☐	☐	☐	☐
5. Individual s educational attainment	☐	☐	☐	☐	☐	☐
6. Individual s leadership skills	☐	☐	☐	☐	☐	☐
7. Participation in community groups and activities	☐	☐	☐	☐	☐	☐

Appendix D

Definitions for Family Support Outcome Scales

Listed below are the definitions for individual items found under the various sub-scales that comprise North Carolina s Family Support Outcome Scale. Read the definitions carefully and select the definition that best represents the individual child, parent, adult, family, or community being observed. Even if not all of a definition applies, select the definition that best captures that person or group. The scales need to be completed for the child, parent, adult, family or community at intake and at case closure. Please do not hesitate to use the entire range of scores on each item, including the lower strength scores, such as "1". By selecting all scores as appropriate, the information collected is more accurate. Further, changes in scores from intake to closure can be more easily observed.

A. Overall Child Functioning

This sub-scale should be completed when a child is participating in an activity that affects the child s functioning. These activities may include preschool classes, playgroups, tutoring, etc.

1. Child's developmental status

** This item refers to the child s physical, emotional, and/or social development. Doctor s comments and recommendations may be used to help rate the child in this area.

(1) Weak Strength: Child is significantly developmentally behind (socially, cognitively, and physically). Child may not be walking at appropriate age, child may have a vocabulary well below their age level, and child s speech may be slow or hard to understand. Parent and/or child seek improvement in areas of
social, cognitive, and physical development.

(2) Mild Strength: Child is behind developmentally. Child is "on-track" in terms of one or two developmental milestones (i. e. walking, tying shoes) but is behind in most other areas (i. e. speech, vocabulary, and reading). Parent and/or child seek improvement in areas of social, cognitive, and physical development.

(3) Moderate Strength: Child is, more or less, at the same developmental stage as other children his or her age.

(4) Solid Strength: Child is above average. Child is at or above the same developmental stage as most children his or her age and excels in one or more area such as reading, math, etc.

(5) Clear Strength: Child is clearly developmentally above average. Child excels socially, cognitively, and physically.

2. Child's physical health

** This item refers to the child s overall physical health.

(1) Weak Strength: Child has one or more physical diseases or disabilities, or experiences pain that considerably (but not totally) hinders the child s ability to function in daily activities (e.g. play, school, etc). Some activities or tasks are significantly affected while others remain unaffected. Alternatively, all activities could be affected but child continues to attempt to participate in all (e.g. while causing pain, stress or discomfort). Those children with a serious communicable disease whose presence endangers family or public health even if it does not interfere with functioning in daily activities should be included in this category. In addition, those with life-threatening illnesses or conditions that may not be affecting functioning immediately, but could have a drastic effect (e.g. heart or kidney disease). Parent and/or child seek improvement in area of physical health.

(2) Mild Strength: Child has one or more physical diseases or disabilities which are not life threatening and which have no (or little) impact on his or her ability to perform daily activities. Those children with chronic or potentially debilitating illness (e.g. asthma, congenital heart disease, diabetes) which have not progressed to have a significant, prolonged impact on tasks and activities related to child s daily functioning (school, play) should be included in this category. Parent and/or child seek improvement in area of physical health.

(3) Moderate Strength: Child has no significant physical diseases or disabilities and adequate health habits. Those children who complain of physical symptoms (e.g., headaches, fatigue, frequent colds), but no specific illness has been diagnosed should be included in this category.

(4) Solid Strength: Child has no significant physical diseases or disabilities and has good health habits. Episodes of acute illness (e.g. flu) may occur but these are infrequent and brief.

(5) Clear Strength: Child has no significant physical diseases or disabilities and has excellent health habits. Episodes of acute illness are rare.

3. Child's mental health

** This item refers to the child s overall mental health. Doctor s comments or recommendations may be used to help rate the child in this area.

(1) Weak Strength: Due to mental disturbance, child is unable to function in most daily activities (e.g. child may not be able to attend school, cannot interact with family or friends, or is unable to leave the house). However, child can carry out self-care tasks and is not a danger to self or others. Symptoms may include serious disturbance in judgment, thinking, mood or reality testing. Parent and/or child seek improvement in area of mental health.

(2) Mild Strength: Due to mental disturbance, some of the child s functioning and daily activities are impaired, where some activities could be substantially affected while others remain unaffected. Symptoms may include refusal to attend school, bed-wetting, excessive aggression, withdrawal, or avoidance of others. Child may have some mental health disorders that are being addressed in treatment. Parent and/or child seek improvement in area of mental health.

(3) Moderate Strength: Child does not have a diagnosable mental disorder. Due to recent stressful life events, (e.g. recent separation or divorce of parents, relocation, etc.), the child may be experiencing mild and transient symptoms of psychological distress. These issues may have a minimal impact on functioning in daily activities (e.g. school, socialization).

(4) Solid Strength: Child has overall good mental health, emotional stability, and self-concept. Child may have mental health issues, but participates in treatment and/ or is taking medication and is making excellent progress.

(5) Clear Strength: Child has overall excellent mental health, emotional stability, and self-concept. Child is able to handle stress effectively.

4. Child's behavior

** This item refers to the child s behavior at home, school, or in the community. Recommendations or comments from parents or teachers may be used to help rate the child for this item.

(1) Weak Strength: Behavior is dangerous to self. Child is uncooperative, refuses to follow rules or do chores. Child may use drugs or threatened suicide. Parent and/or child seek improvement in child s behavior.

(2) Mild Strength: Child engages in disobedience or misconduct at home or in school (e.g. small thefts, stays out late, running away, sexual "acting out," breaking or smashing things, threats, fighting with siblings, some drug use), but no injuries involved. Household or classroom is often disrupted by child s behavior. Parent and/or child seek improvement in child s behavior.

(3) Moderate Strength: Child s behavior is mostly manageable and fairly normal for his or her age. Some discipline problems are present (e.g. argumentative, rude, throws tantrums), but transient. Child is usually cooperative but has some difficulty in following rules or completing chores, but problems do not merit intervention.

(4) Solid Strength: Child is behaving normally for age. Minor disobedience is quickly resolved; episodes are isolated and do not escalate. Child is viewed as cooperative, follows rules, and does chores. Contributes to child s learning and increasing maturity.

(5) Clear Strength: Child has exemplary behavior. Episodes of noncompliance are extremely rare and child is polite and cooperative.

5. Child's school performance

** This item refers to the child s performance in all aspects of school.

(1) Weak Strength: Child has frequent periods of poor attendance, poor academic record, and/or many behavior problems in school. Child goes back and forth between tolerating and disliking school, and/or periodically avoids school with illness or truancy. Parent and/or child seek improvement in child s school performance.

(2) Mild Strength: Child has fair attendance, a fair academic record, and occasional to frequent behavior problems in school. Child seems to tolerate school, but takes advantages of opportunities to miss school. Parent and/or child seek improvement in child s school performance.

(3) Moderate Strength: Child has good attendance and an average academic record. Behavior problems at school are rare.

(4) Solid Strength: Child has good school attendance and an average to good academic record. Child tries hard. Child reports to like school and/or behaves appropriately in school.

(5) Clear Strength: Child has good school attendance and an excellent academic record. Child is an exemplary student.

6. Teenager's movement toward self-sufficiency

** This item refers to the teen s progress in functioning appropriately in everyday life.

(1) Weak Strength: Parent(s), caretakers, and/or professionals make all decisions for teen. Teen lacks the ability to ask questions when clarification is needed, make compromises, ask for help, control or explain feelings, and respect others. Parent and/or child seek improvement in this area.

(2) Mild Strength: Teen relies heavily on parents, caretakers, and/or professionals to make decisions affecting his/her daily life. Teen has some trouble in the areas of seeking clarification, recognizing and explaining feelings, controlling actions, delayed gratification, setting goals, making compromises, asking for help, and respecting others. Parent and/or child seek improvement in this area.

(3) Moderate Strength: Teen often goes to parent(s), caregiver, or professional to help make decisions affecting his or her life. Teen is able to ask questions when needed, recognize and explain feelings, control actions, delay gratification, set goals, make compromises, and respect others.

(4) Solid Strength: Teen goes to parent(s), caregiver, or professionals to help him or her make important decisions affecting his/her daily life but is also able to make sound decisions on own regarding the lesser problems and issues of daily living.

(5) Clear Strength: Teen possesses and has shown the ability to make rational decisions based on careful thought and/ or consultation with a parent, caregiver, professional, or other mentor. Teen can not only ask for help when needed, but can also ask clarifying questions, recognize and explain feelings, control actions, follow through with outlined plans, present ideals to others, accept both praise and criticism gracefully, respect others, and lead group activities (i.e. sports or school).

B. Overall Parent Functioning

This sub-scale should be used when a parent is participating in an activity or series of activities that pertain to parenting. These activities may include parent education activities, parenting workshops, parent enrichment activities, etc.

1. Parenting skills, knowledge, and attitudes

**This item refers to a parent s knowledge and understanding of child development; his or her comfort level in parenting; and his or her parenting skills.

(1) Weak Strength: Parent possesses limited knowledge of child s developmental stages; parent often does not feel comfortable assuming parental role; parent s discipline and limit-setting for child may vary from age-appropriate to too harsh or to too lenient. Parent seeks improvement in parenting skills, knowledge, and attitudes.

(2) Mild Strength: Parent possesses some knowledge of child s developmental stages; parent has some mixed feelings about authority/role as a parent; parent provides adequate supervision of child; parent s communication with child is brief, but mostly positive and appropriate; parent s discipline and limit-setting for child is age-appropriate, but can be inconsistent. However, these inconsistencies do not create major difficulties. Parent seeks improvement in parenting skills, knowledge, and attitudes.

(3) Moderate Strength: Parent has adequate knowledge of child s developmental stages; parent feels generally positive about parental role; parent provides and seeks out age-appropriate supervision of child; parent has good rapport and positive communication with child; parent s discipline and limit-setting for child is age-appropriate and generally consistent.

(4) Solid Strength: Parent has an excellent knowledge of child s developmental stages and seeks out new information about these stages; parent feels positive and generally enjoys parental role; parent provides, seeks out, or creates age-appropriate supervision of child; parent has excellent rapport with child; parent s discipline and limit-setting for child is age-appropriate and consistent.

(5) Clear Strength: Parent has a superior knowledge of child s developmental stages and seeks out and analyzes new information about child s developmental stages; parent relishes parental role; parent provides, seeks out, or creates age-appropriate supervision that child feels content with; parent has an excellent rapport with child and child freely shares and initiates communication with parent; parent s discipline and limit-setting for child is age-appropriate, consistent, and creative, depending on the needs of the child.

2. Parent's sense of support in parenting role

** This item refers to the support a parent experiences from key others regarding his or her parenting.

(1) Weak Strength: Parent receives no support or occasionally feels supported by partner in parenting role but experiences inconsistencies in support; parent experiences no support or experiences limited support for parenting and some negative support from extended family; parent reports having no

support or limited support network regarding parenting that he or she desires to expand (i.e. very few or no friends, neighbors, church and/or community friends).

(2) Mild Strength: Parent reports positive emotional and tangible support in parenting role from partner but would like more support; parent experiences generally positive support for parenting from extended family; parent reports an adequate support network regarding parenting that he or she may want to expand (i.e. limited number of close friends, neighbors, church, and/or community friends).

(3) Moderate Strength: Parent reports positive emotional and tangible support in parenting role from partner that is adequate; parent seeks out and receives positive support for parenting from extended family; parent reports having a strong support network regarding parenting (i.e. adequate number of close friends, neighbors, church, and/or community friends).

(4) Solid Strength: Parent reports strong and consistent emotional and tangible support in parenting role from partner; parent seeks out and receives positive support for parenting from varied extended family; parent reports a strong and varied support network regarding parenting (i.e. close and casual friends, neighbors, church, and/or community friends).

(5) Clear Strength: Parent reports strong, consistent and reciprocal emotional and tangible support in parenting role from partner; parent reports strong and reciprocal support for parenting from varied extended family; parent reports a large, strong, and varied support network regarding parenting (i.e. many close and casual friends, neighbors, church, and/or community friends).

3. Parent's physical health

** This item refers to a parent s overall physical health.

(1) Weak Strength: Parent has at least one acute or chronic disease, disability, or condition (i.e. severe asthma, diabetes, obesity, heart problems, multiple sclerosis, cancer, etc.) that impairs his/her parental functioning significantly. Parent reports few personal resources or tangible supports to deal effectively with this condition. Parent would like to increase his/her resources and supports.

(2) Mild Strength: Parent has at least one acute or chronic disease, disability, or condition (i.e. severe asthma, diabetes, obesity, heart problems, multiple sclerosis, cancer, etc.) that may impair his/her parental functioning. Some everyday activities related to the child are negatively affected by this condition, while other activities are not. Parent has some personal resources and tangible supports to deal effectively with this condition. Parent would like to increase his/her resources and supports.

(3) Moderate Strength: Parent may or may not have an acute or chronic disease, disability, or condition (i.e. severe asthma, diabetes, obesity, heart problems, multiple sclerosis, cancer, etc.). If present, the condition rarely affects parental functioning. If not present, parent has good overall health and nutrition, although he or she participates sporadically in exercise. Parent has good personal resources and tangible supports to deal effectively if condition is present.

(4) Solid Strength: Parent has good overall health and nutrition. Parent participates regularly in exercise activities and in maintaining good nutritional habits. Parent has good resources and tangible supports that encourage these positive habits.

(5) Clear Strength: Parent has excellent overall health and nutrition. Parent actively encourages regular physical activities and healthy eating habits of child and partner. Parent participates individually and with child and partner in regular exercise activities and in good eating habits. Parent has good personal resources and supports that encourage these positive habits.

4. Parent's mental health

**This item refers to a parent s overall mental health.

(1) Weak Strength: Parent has at least one type of mental disability (i.e. depression, bipolar disorder, substance abuse, psychosis, etc.) that impairs his/her parental functioning significantly. Parent has few personal resources or tangible supports to deal effectively with this issue. Parent would like to increase his/her resources and supports.

(2) Mild Strength: Parent has at least one type of mental disability (i.e. depression, bipolar disorder, substance abuse, psychosis, etc.) that may impair his/her parental functioning occasionally. The issue may affect some everyday activities related to the child, while other activities are not. Parent has some personal resources or tangible supports to deal effectively with this issue. Parent would like to increase his/her resources and supports.

(3) Moderate Strength: Parent may or may not have a type of mental disability (i.e. depression, bipolar disorder, substance abuse, psychosis, etc. . . If present, the issue rarely affects parental functioning. If not present, parent has good overall mental health, although he or she may be experiencing some type of psychological stress (i.e. job difficulties, a difficult family relationship, etc.).
Parent has good resources or tangible supports to deal effectively with the issue or stress if present.

(4) Solid Strength: Parent has good overall mental health and self-esteem. Parent does not experience any type of mental disability and he or she is not experiencing any significant psychological stress. Parent has good personal resources or tangible supports that encourage positive mental health and self-esteem.

(5) Clear Strength: Parent has excellent overall mental health and self-esteem. Parent actively encourages building positive self-esteem and maintaining positive mental health with child and partner. Parent does not experience any type of mental disability and he or she is not experiencing any significant psychological stress. Parent has excellent personal resources or tangible supports that encourage these positive traits.

5. Parent's educational attainment

** This item refers to a parent s level of education and training.

(1) Weak Strength: Parent has not completed high school or GED. Parent is "self-taught" and skilled, but he or she has not actively pursued further education or training opportunities in the past. Parent is interested in increasing his or her education or training.

(2) Mild Strength: Parent has completed high school or GED. Parent is "self-taught" and skilled. In the past, parent has actively pursued further education or training opportunities. Parent is interested in increasing his or her education or training.

(3) Moderate Strength: Parent has completed high school or GED. In the past, parent has actively pursued further education or training opportunities. Parent is interested in increasing his or her education or training. Parent may have pursued some college (i.e. an Associate degree).

(4) Solid Strength: Parent has completed high school or GED. In the past, parent has actively pursued further education or training opportunities. Parent is interested in increasing his or her education or training, and he or she is currently pursuing opportunities. Parent also may have a four-year college degree.

(5) Clear Strength: Parent has completed high school or GED. In the past, parent has actively pursued further education or training opportunities. Parent is interested in increasing his or her education or training. He or she also may encourage others to pursue continued education and he or she may help facilitate continuing education opportunities. Parent also may have completed a graduate degree (i.e. Masters degree, Ph. D., J. D., etc.)

6. Parent's leadership skills

** This item refers to a parent s leadership skills at home, work, and within the community.

(1) Weak Strength: Parent sees self as a participant rather than as a leader at home, work, and/or community settings. Parent doesn't like to assume authority in different areas and prefers others to assume leadership roles. Parent likes role as a participant.

(2) Mild Strength: Parent sees self as a participant rather than as a leader at home, work, and/or community settings. Parent has not felt comfortable assuming authority but is willing to assume leadership roles. Parent likes role as a participant but may be interested in limited leadership roles.

(3) Moderate Strength: Parent has assumed roles as both a leader and as a participant at home, work, and/or in the community. Parent expresses some interest in assuming a broader range of leadership roles. Parent seeks increased leadership roles.

(4) Solid Strength: Parent has assumed a number of leadership roles at home, work, and/or community. Parent enjoys assuming an authority position. Parent seeks broader and deeper leadership roles.

(5) Clear Strength: Parent has assumed a number of leadership roles at home, work, and/or community and is widely recognized by others for leadership. Parent enjoys assuming an authority position. Parent is recognized for excellent leadership skills and abilities.

7. Parent participation in community groups and activities

** This item refers to a parent s level of involvement within the community.

(1) Weak Strength: Parent rarely participates in community groups and activities. If he or she participates, he/she views self as an outsider in community settings.

(2) Mild Strength: Parent participates in some community groups and activities. Parent prefers role as a participant in community groups and activities over role as a leader. Parent expresses some interest in participating in more community activities and/or groups.

(3) Moderate Strength: Parent participates in community groups and activities on a regular basis. Parent may have assumed some leadership roles in addition to his/her role as a participant in community groups and activities. Parent expresses interest in participating in more community groups and activities and/ or assuming leadership roles within community groups and activities.

(4) Solid Strength: Parent participates in community groups and activities on a regular basis. Parent has assumed some leadership roles within community groups and activities. Parent may express some interest in assuming a broader range of leadership roles. Parent is a link between community groups and/or activities and members of their community.

(5) Clear Strength: Parent participates in community groups and activities very regularly. Parent has assumed a number of leadership roles within community groups and activities. Parent enjoys assuming an authority position in community settings. Parent is recognized for excellent leadership skills and activities within the community, and he/she is widely viewed as a community leader.

C. Overall Family Functioning

This sub-scale should be completed when a family is participating in an activity that affects the family s overall functioning. These activities may include parent education classes, parenting workshops, family enrichment activities, family-based activities, budgeting workshops, etc.

1. Parent-child interactions, parent-child relationship

** This item refers to the nature of the relationship between the parent and child as well as their interactions.

(1) Weak Strength: Parent and/or child show little emotional investment. Parent is often irritable and misinterprets cues most of the time. Parent frequently does not respond or responds inappropriately. Parent and/or child seek improvement in this area. Parent and/or child report arguing with one another on an almost daily basis. Interactions are characterized by raised voices, criticism, and no resolution of conflicts. There may currently be violent/destructive behavior between parent and child. Interaction between parent and child is primarily for purposes of discipline (parent) or for request for resources (child). Child receives little emotional nurturing from parent. Cooperative decision making rarely occurs.

(2) Mild Strength: Parent is sometimes frustrated or intrusive. Some ambivalence and/or passiveness are detected. Parent responds to physical and/or social needs inconsistently. Parent has some difficulty in reading child s cues. Parent and/or child seek improvement in this area. Interactions between parent and child are often marked by conflict and argument, but parent and/or child report that they are able to engage is some activities without conflict. Conflict may occur when parent attempts to modify child s behavior. When conflict occurs, parent and child are often unable to resolve the conflict without escalation into an argument or destructive behavior. Parent occasionally seeks feedback for child prior to making decisions that directly impact child. Child seldom goes to parent for emotional support.

(3) Moderate Strength: Parent exhibits adequate emotional involvement and support. Parent has occasional difficulty allowing independence or differences. Parent reads child s cues correctly most of the time. Despite occasional arguments and escalation of behavior, parent-child interactions occur regularly and consistently. Parent and child are able to discuss problems and/or recent conflict but have some difficulty finding resolution to these issues. Parent occasionally seeks feedback for child prior to making decisions that directly impact child. Child seeks out support from parent for some issues.

(4) Solid Strength: Parent-child relationship is balanced. Parent encourages appropriate independence, is warm and attentive, and responds appropriately to needs. Parent reads child s cues correctly. Parent and child regularly spend time together and this interaction is marked by engagement in mutually enjoyable activities. Disagreements or problems are handled without escalation of conflict. Parent and child both actively involved (when appropriate) in decisions that impact child. Child regularly seeks support from parent.

(5) Clear Strength: Parent-child relationship is very balanced. Parent is encouraging, promotes independence, is warm and attentive, reads cues correctly, and responds appropriately to needs of child. A strong sense of connectedness is exhibited. Parent and child regularly spend time together and the interaction is marked by engagement in mutually enjoyable activities. Parent and child both compromise in order to resolve conflicts. Parent and child communicate regarding areas of conflict or disagreement and are able to find solutions to these conflicts. Child solicits parent s advice and emotional support.

2. Family communication

** This item refers to the communication among family members.

(1) Weak Strength: Family has very poor communication, lots of misunderstandings and misreading of other s cues is present. Family seeks improvement in this area.

(2) Mild Strength: Conversations are usually of daily life or are business oriented. There is little "quality conversation" within the family. Communication is isolated. Family seeks improvement in this area.

(3) Moderate Strength: Family generally has good communication, although has difficulty communicating about important or "heavy" issues.

(4) Solid Strength: Family has open communication where there is frequent sharing of ideas, feelings, and experiences.

(5) Clear Strength: Family has excellent communication within the family. There is a frequent sharing of ideas feelings, and experiences. Everyone s voice is "heard" and considered within the family. Time may set aside to promote this open communication.

3. Family cohesiveness, mutual support

** This item refers to how "connected" and supported family members feel with one another.

(1) Weak Strength: Refers to poor emotional and/or physical support among family members. Family rarely provides transportation, day care, or financial assistance when needed. Frequent undermining and jealousy of success between family members is present. Family seeks improvement in this area.

(2) Mild Strength: Refers to fair emotional and/or physical support among family members. Family may provide one or more of the following: transportation, day care, or financial assistance when requested, but often family cannot offer support in these areas. Family seeks improvement in this area.

(3) Moderate Strength: Refers to good support within the family. Some physical support is provided when requested by a family member. Most requests for help from family members are met by other family members

(4) Solid Strength: Refers to good emotional and/or physical support within the family. Physical support is given when needed, such as providing day care, transport, or financial help. Family members appear to help each other willingly.

(5) Clear Strength: Refers to excellent emotional and/or physical support within the family. Physical support such as day care, transportation, or financial help is readily available to family. Family members help each other willingly.

4. Physical, learning, emotional environments in the home

**This item refers to the physical, learning, and emotional climate present within the family s home.

(1) Weak Strength: Little interest in child learning and development is seen. Parent(s) avoid school contact or parent(s) put excessive pressure on the child to exceed. Family may receive low ratings in the areas of housing stability, safety in the home and /or community, transportation, hygiene, and food and nutrition. Family seeks improvement in this area.

(2) Mild Strength: Parent(s) allow child(ren) to develop without interfering. Parent(s) allow child(ren) to watch any program on T.V. (although parent(s) might verbally disapprove). Parent(s) interact with the school only at schools request. Some pushing to unrealistic achievement (i. e. child must read before starting school) may be seen. Refers to fair ratings in the areas of housing stability, safety in the home and /or community, transportation, hygiene, and food and nutrition. Family seeks improvement in this area.

(3) Moderate Strength: Parent(s) read to child(ren) frequently, as time allows. Television programs are generally monitored. Parent(s) occasionally plan learning activities. Parent(s) may check homework but do not actively seek out constant involvement with child s school, however does make time available if requested. Refers to adequate ratings in the areas of housing stability, safety in the home and /or community, transportation, hygiene, and food and nutrition.

(4) Solid Strength: Parent(s) plan reading time, carefully selects activities and experiences, and plans outings. Parent(s) is actively involved with school and helps child(ren) to attain appropriate developmental tasks. Age appropriate games and toys are provided. Refers to good ratings in most of the areas of housing stability, safety in the home and /or community, transportation, hygiene, and food and nutrition.

(5) Clear Strength: Parent(s) are actively involved in child s learning. Parent(s) sets aside time for reading and plans regular educational outings. Parent is actively involved in school and may serve a leadership role within a parent committee. Age appropriate games and toys are provided. Refers to excellent ratings in areas of housing stability, safety in the home and /or community, transportation, hygiene, and food and nutrition.

5. Informal social support (from friends, extended family)

** This item refers to the support that the family experiences from friends and/or extended family.

(1) Weak Strength: Family is isolated. Parents more or less have no relations with people outside the family other than on a polite "hello-goodbye" level. There is no one person that can be called on a regular basis for significant help or assistance, or no one who takes a substantial interest in the parent. There is never anyone to talk to. Neighbors and others might tend to avoid the parents and help might be rejected if requested by the parents. Parents generally do not know how to carry out relations with others, or have characteristics that cause others to avoid closer interaction. Family seeks to improve the level of support.

(2) Mild Strength: Parents have few friends or relatives they can regularly turn to. Parents have acquaintances (work, neighbors) but cannot go to them with important personal problems. Can request and receive help at times with the lesser problems of everyday life. Parents do not want to "impose" on people although people are generally friendly. Close relatives may live too distant to offer regular support, though parents may be in touch through correspondence. Family seeks to improve the level of support.

(3) Moderate Strength: Parents may have a few friends to talk and/or one or two relatives that live near by to offer emotional support and some concrete help (i. e., babysitting, transportation, assistance with household, shopping). Parent(s) generally go to community resources for help.

(4) Solid Strength: Parents have frequent contact with a few close friends or relatives outside of the household that they can count on for emotional support and concrete help. Parents have support available in a crisis, and a few people available for everyday activities or regular socializing. Social contact may include some church and/or community involvement.

(5) Clear Strength: Parents are well supported and have frequent and regular contact with several relatives and/or close friends outside of the household that they can count on for emotional and concrete help when needed (i.e. babysitting, transportation). Relatives or friends don t "drift away" when there are problems, and do not give off the feeling of being imposed upon. Parents have support available in crisis as well as for lesser problems in everyday life.

6. Family economic self-sufficiency

** This item refers to financial well-being of the family.

(1) Weak Strength: Family is in debt over their heads. Parents practice irresponsible spending habits; luxuries are often bought before necessities. Family has chaotic budget. Family seeks improvement regarding financial well-being.

(2) Mild Strength: Family has no plan for use of money. Parents occasionally buy things on impulse. Children are not deprived of necessities but there would be a problem if there were an emergency. Family seeks improvement regarding financial well-being.

(3) Moderate Strength: Refers to family having debts, but debts are under control. Family has some problems with budgeting but there is a planned use of money. Problems do not prevent the family from meeting their basic needs.

(4) Solid Strength: Refers to family using money in a way that provides benefits financially and family has clear spending plans or priorities. Debts are small and manageable. There is a planned use of money and no back bills. Family is good at bargain hunting.

(5) Clear Strength: Family uses money in an appropriate way. Family has clear spending plans and priorities. Bills are always paid on time. Money is regularly put into savings or other investments.

7. Ability to meet basic economic needs

** This item refers to the family s ability to address financial needs satisfactorily.

(1) Weak Strength: Family is deprived of some necessities and/or cannot repay debts. Income cannot be stretched far enough, even by borrowing (have difficulty obtaining loans).There is usually not enough food; rent or utility payments are far behind. This may be the result of a sudden reduction in income or unexpected large expenses. Family is getting further into debt. Family seeks improvement in addressing economic needs.

(2) Mild Strength: Family has constant financial problems, but is "scraping by". Basic necessities can usually be paid for, but delays occur. Family borrows money frequently and bills are not paid on time Often one essential purchase has to be delayed so that another may be paid for (e.g. doctor s visit needed so school clothes cannot be bought). Income may fluctuate but family is not suffering and debts are eventually repaid. Family seeks improvement in addressing economic needs.

(3) Moderate Strength: Family has occasional financial problems. Basic necessities are almost always paid for. Bills are usually paid on time. Money is available for small emergencies. Income is fairly stable.

(4) Solid Strength: Family has no continuing financial problems. Family is able to afford all necessities of daily living (rent, clothing, food, transportation, medical expenses, utilities), with some money available for recreation and amenities. Modest savings may be possible.

(5) Clear Strength: Family has no financial problems. Necessities and recreation are easily paid for. Family has some money in savings or other investments.

8. Ability to solve family disputes without violence

** This item refers to the family s ability to resolve conflicts.

(1) Weak Strength: Physical violence resulting in injury to an adult or child in the home has occurred and there may be threats of continuing violence. Violence between caregivers negatively affects ability to parent and/or has resulted in physical or emotional harm to children. Family seeks improvement regarding conflict resolution.

(2) Mild Strength: There are more periods of arguments than of peace and quiet. Since contacts often end in conflict; parents may withdraw from each other. There is little tolerance and "grudges" are held for long periods of time. Children are often the focus of arguments and may be blamed for adult conflicts. Family seeks improvement regarding conflict resolution.

(3) Moderate Strength: Physical abuse toward children has not occurred, or complaints/substantiations of abuse have occurred but satisfactory progress is being made through counseling or provision of other services. Family members solve problems without violence.

(4) Solid Strength: There are attempts at problem solving, but these are not always successful and channels of communication may temporarily close. Children are sometimes drawn into arguments between parents. There seems to be a strong emotional tie between adults and they usually support each other in important matters.

(5) Clear Strength: Refers to families in which violence has never occurred between caregivers, and all family members are encouraged to solve problems nonviolently. Also refers to families in which domestic violence has occurred but no longer occurs due to family s success in counseling and family actively discourages violence.

D. Family's Relationship with Community

This sub-scale should be used when a family is participating in an activity or series of activities that either relate to the community or relate to involvement with the community.

1. Family's knowledge of available human services

**This item refers to a family s level of knowledge regarding human services that are available within the community. (The individual child, parent, or family is referred to as "family" in the definitions).

(1) Weak Strength: The family is not familiar with the community and does not know about available human services located within the community. This FRC may be the first agency the family has come to for services. The family is interested in learning more about the available human services.

(2) Mild Strength: The family has some knowledge of the community and some knowledge regarding available human services located within the community. Family may have some knowledge of services because they have been mandated to participate in them (i.e. AA group, IFPS, health department for vaccines, etc). The family is interested in learning more about the available human services.

(3) Moderate Strength: The family has adequate knowledge about the community and adequate knowledge regarding available human services within the community. The family accesses human services as needed. The family is interested in increasing their knowledge about the available human services.

(4) Solid Strength: The family has good knowledge about the community and good knowledge regarding available human services within the community. The family accesses human services as needed, and the family knows where to get information regarding services they may need but have not yet accessed.

(5) Clear Strength: The family has excellent knowledge about the community and excellent knowledge regarding available human services within the community. The family accesses human services as needed, and has a network available to get additional information or resources if needed. The family is a source of information for other families within the community regarding available human services.

2. Linkages between family and human services

**This item refers to knowledge and the contacts between the family and the community

(1) Weak Strength: The family lacks information about the community and community resources. The family has not yet had contact with community and human services. The family would like to establish contact with desired community and human services agencies.

(2) Mild Strength: The family has some information about the community and community resources. The family has had limited contact with community and human services. The family would like to establish contact with desired community and human services agencies.

(3) Moderate Strength: The family has adequate information about the community and community resources. The family is involved in community activities and accesses human services as needed. The family would like to expand their involvement with desired community and human services agencies.

(4) Solid Strength: The family has good information about the community and community resources. All family members are actively involved with the community and they access human services as needed. The family possesses information or knows where to get information on additional agencies that they may need to contact in the future.

(5) Clear Strength: The family has excellent knowledge about the community and community resources. All family members are actively involved with the community and all family members access community resources or human services as needed. The family possesses information or knows where to get information on additional agencies that they may need to contact in the future. The family serves as a resource and link between other families and community resources.

3. Relations between family and human services staff

**This item refers to the nature of the relationship between a family and human services staff within the community, including the family support/resource program.

(1) Weak Strength: The family has no relationship or a poor relationship with community and human service staff members and the family has little or no prior relationship with the family support/family resource program staff. The family would like to improve or develop relationships with community and/or human services staff, including the family support/family resource program staff members.

(2) Mild Strength: The family has some relationship with community and human services staff members and some relationship with the family support/family resource program staff. The family would like to further develop relationships with community and/or human services staff, including family support/family resource program staff members.

(3) Moderate Strength: The family has adequate and consistent relationships with community and human services staff, and adequate and consistent relationships with the family support/family resource program staff. The family would like to further develop relationships with community and/or human services staff, including family support/family resource program staff members.

(4) Solid Strength: The family has good and consistent relationships with community and human services staff, and good and consistent relationships with the family support/family resource program staff. The family is pleased with their level of involvement with community and/or human services staff and with their relationships with these staff members, including family support/family resource program staff.

(5) Clear Strength: The family has excellent and consistent relationships with community and human services staff and excellent and consistent relationships with the family support/family resource program staff. The family is pleased with their level of involvement with community and/or human services staff and with their relationships with these staff members, including family support/family resource program staff. The family acts as a resource to facilitate relationships between other families and community and/or human services staff.

4. Family's participation in FS program governance

**This item refers to a family s involvement in the governance and administration of the family support/family resource program (i.e. board of directors etc.).

(1) Weak Strength: The family is not involved in the governance and administration of the family support/family resource program. The family desires involvement in the governance and administration of the program.

(2) Mild Strength: The family has had limited involvement in the governance and administration of the family support/family resource program. The family desires greater involvement in the governance and administration of the program.

(3) Moderate Strength: The family has adequate involvement in the governance and administration of the family support/family resource program. The family desires greater involvement in the governance and administration of the program.

(4) Solid Strength: The family has had good involvement in the governance and administration of the family support/family resource program. Family support/family resource program staff and others have recognized the family for their involvement in the governance and administration of the program.

(5) Clear Strength: The family has had outstanding involvement in the governance and administration of the family support/family resource program. Family support/family resource program staff and others have recognized the family for their involvement in the governance and administration of the program. The family has actively encouraged other families to participate in the governance and administration of the program.

E. Overall Individual Functioning

This sub-scale should be used when an individual adult is participating in an activity or series of activities that pertain to his or her development as an individual. While the items are similar to the items on the "Overall Parent Functioning" sub-scale, this scale should only be used for individuals participating in activities that do not pertain to increased child, parent, or family functioning, but pertain mainly to the individual. The individual and staff member should use their best judgment to make this determination. These activities may include GED classes, budgeting workshops, employment skills courses or coursework, etc.

1. Individual's skills, knowledge, and attitudes

** This item refers to an individual s overall skills, knowledge and attitudes.

(1) Weak Strength: Individual reports that he or she has limited skills and knowledge. He or she may not have completed high school or GED. Individual is "self-taught" and skilled, but he or she has not actively pursued further education or training opportunities in the past. Individual reports strict and rigid attitudes about certain topics. Individual is interested in pursuing further skills and knowledge development.

(2) Mild Strength: Individual reports that he or she has some varied skills or knowledge. He or she may have completed high school or GED. Individual may have developed skills and knowledge through school, training opportunities, and personal experience. Individual reports some strict and rigid attitudes about certain topics. Individual is interested in pursuing further skills and knowledge development.

(3) Moderate Strength: Individual reports that he or she has varied skills and knowledge. He or she may have completed high school or a GED. Individual may have developed skills and knowledge primarily through school and training opportunities. Individual reports some set attitudes about certain topics. Individual is interested in pursuing further skills and knowledge development and he or she is actively pursuing these opportunities. He or she also may have completed some college (a 2 year degree).

(4) Solid Strength: Individual reports that he or she has broad skills and knowledge. He or she may have completed high school or a GED. Individual may have developed skills and knowledge primarily

through school and training opportunities. Individual reports flexible attitudes about certain topics. Individual is goal-oriented and actively pursuing further skills and knowledge development to further his or her specific goals. He or she also may have a four-year college degree.

(5) Clear Strength: Individual reports broad and varied skills and knowledge. He or she may have completed high school or a GED. Individual may have developed specialized skills and knowledge primarily school or training opportunities. Individual reports flexible attitudes about a number of topics. Individual is goal oriented, and actively pursuing further skills and knowledge development to further his or her specific goals. He or she actively encourages others to pursue further skills and knowledge development. He or also may have a graduate degree (Masters, Ph. D., J. D., etc.).

2. Individual's sense of support in parenting role

** This item refers to the sense of overall support an individual experiences from key others.

(1) Weak Strength: Individual occasionally feels supported by partner but experiences inconsistencies in support; individual experiences limited support and some negative support from extended family; parent reports having limited support network that he or she desires to expand (i.e. very few or no friends, neighbors, church and/or community friends).

(2) Mild Strength: Individual reports positive emotional and tangible support from partner but would like more support; individual experiences generally positive support from extended family; individual reports an adequate support network that he or she may want to expand (i. e. limited number of close friends, neighbors, church, and/or community friends).

3) Moderate Strength: Individual reports positive emotional and tangible support from partner that is adequate; individual seeks out and receives positive support from extended family; individual reports having a strong support network (i. e., adequate number of close friends, neighbors, church, and/or community friends).

(4) Solid Strength: Individual reports strong and consistent emotional and tangible support from partner; individual seeks out and receives positive support from varied extended family; individual reports a strong and varied support network (i.e. close and casual friends, neighbors, church, and/or community friends).

(5) Clear Strength: Individual reports strong, consistent and reciprocal emotional and tangible support from partner; individual reports strong and reciprocal support from varied extended family; individual reports a large, strong, and varied support network (i.e. many close and casual friends, neighbors, church, and/or community friends).

3. Individual's physical health

** This item refers to an individual s overall physical health.

(1) Weak Strength: Individual has at least one acute or chronic disease, disability, or condition (i.e. severe asthma, diabetes, obesity, heart problems, multiple sclerosis, cancer, etc.) that impairs his/her functioning significantly. Individual reports few personal resources or tangible supports to deal effectively with this condition. Individual would like to increase his/her resources and supports.

(2) Mild Strength: Individual has at least one acute or chronic disease, disability, or condition (i.e. severe asthma, diabetes, obesity, heart problems, multiple sclerosis, cancer, etc.) that may impair his/her functioning. Some everyday activities are negatively affected by this condition, while other activities are not. Individual has some personal resources and tangible supports to deal effectively with this condition. Individual would like to increase his/her resources and supports.

(3) Moderate Strength: Individual may or may not have an acute or chronic disease, disability, or condition (i.e. severe asthma, diabetes, obesity, heart problems, multiple sclerosis, cancer, etc.). If present, the condition rarely affects functioning. If not present, individual has good overall health and nutrition, although he or she participates sporadically in exercise. Individual has good personal resources and tangible supports to deal effectively if condition is present.

(4) Solid Strength: Individual has good overall health and nutrition. Individual participates regularly in exercise activities, and in maintaining good nutritional habits. Individual has good resources and tangible supports that encourage these positive habits.

(5) Clear Strength: Individual has excellent overall health and nutrition. Individual actively encourages regular physical activities and healthy eating habits of any children and partner. Individual participates by self, and with children and partner in regular exercise activities and in good eating habits. Individual has good personal resources and supports that encourage these positive habits.

4. Individual's mental health

** This item refers to an individual s overall mental health.

(1) Weak Strength: Individual has at least one type of mental disability (i. e., depression, bipolar disorder, substance abuse, psychosis, etc.) that impairs his/her functioning significantly. Individual has few personal resources or tangible supports to deal effectively with this issue. Individual would like to increase his/her resources and supports.

(2) Mild Strength: Individual has at least one type of mental disability (i.e. depression, bipolar disorder, substance abuse, psychosis, etc.) that may impair his/her functioning occasionally. The issue may affect some everyday activities, while other activities are not. Individual has some personal resources or tangible supports to deal effectively with this issue. Individual would like to increase his/her resources and supports.

(3) Moderate Strength: Individual may or may not have a type of mental disability (i.e. depression, bipolar disorder, substance abuse, psychosis, etc.). If present, the issue rarely affects functioning. If not present, individual has good overall mental health, although he or she may be experiencing some type of psychological stress (i. e., job difficulties, a difficult family relationship, etc.). Individual has good resources or tangible supports to deal effectively with the issue or stress if present.

(4) Solid Strength: Individual has good overall mental health and self-esteem. Individual does not experience any type of mental disability and he or she is not experiencing any significant psychological stress. Individual has good personal resources or tangible supports that encourage positive mental health and self-esteem.

(5) Clear Strength: Individual has excellent overall mental health and self-esteem. Individual actively encourages building positive self-esteem and maintaining positive mental health with child and partner. Individual does not experience any type of mental disability and he or she is not experiencing any significant psychological stress. Individual has good personal resources or tangible supports that encourage these positive traits.

5. Individual's educational attainment

** This item refers to an individual s level of education and training.

(1) Weak Strength: Individual has not completed high school or a GED. Individual is "self-taught" and skilled, but he or she has not actively pursued further education or training opportunities in the past. Individual is interested in increasing his or her education or training.

(2) Mild Strength: Individual has completed high school or a GED. Individual is "self-taught" and skilled. In the past, individual has actively pursued further education or training opportunities. Individual is interested in increasing his or her education or training.

(3) Moderate Strength: Individual has completed high school or a GED. In the past, individual has actively pursued further education or training opportunities. Individual is interested in increasing his or her education or training. He or she also may have completed some college (i.e. an Associate degree).

(4) Solid Strength: Individual has completed high school or a GED. In the past, individual has actively pursued further education or training opportunities. Individual is interested in increasing his or her education or training. He or she is currently pursuing new educational opportunities. He or she also may have completed a four-year college degree, and he or she may have completed some graduate level work.

(5) Clear Strength: Individual has completed high school or a GED. In the past, individual has actively pursued further education or training opportunities. Individual is interested in increasing his or her education or training. He or she also may encourage others to pursue continued education and he or she may help facilitate continuing education opportunities. Individual also may have completed a graduate degree (i.e. Masters degree, Ph. D., J. D., etc.).

6. Individual's leadership skills

** This item refers to an individual s leadership skills at home, work, or within the community

(1) Weak Strength: Individual sees self as a participant rather than as a leader at home, work, and/or community settings. Individual doesn't like to assume authority in different areas and prefers others to assume leadership roles. Individual likes role as a participant.

(2) Mild Strength: Individual sees self as a participant rather than as a leader at home, work, and/or community settings. Individual has not felt comfortable assuming authority but is willing to assume leadership roles. Individual likes role as a participant but may be interested in limited leadership roles.

(3) Moderate Strength: Individual has assumed roles as both a leader and as a participant at home, work, and/or in the community. Individual expresses some interest in assuming a broader range of leadership roles. Individual seeks increased leadership roles.

(4) Solid Strength: Individual has assumed a number of leadership roles at home, work, and/or community. Individual enjoys assuming an authority position. Individual seeks broader and deeper leadership roles.

(5) Clear Strength: Individual has assumed a number of leadership roles at home, work, and/or community, and is widely recognized by others for leadership. Individual enjoys assuming an authority position. Individual is recognized for excellent leadership skills and abilities.

7. Individual's participation in community groups and activities

** This item refers to an individual s level of involvement within the community.

(1) Weak Strength: Individual rarely participates in community groups and activities. If he or she participates, he/she views self as an outsider in community settings.

(2) Mild Strength: Individual participates in some community groups and activities. Individual prefers role as a participant in community groups and activities over role as a leader. Individual expresses some interest in participating in more community activities and/or groups.

(3) Moderate Strength: Individual participates in community groups and activities on a regular basis. Individual may have assumed some leadership roles in addition to his/her role as a participant in community groups and activities. Individual expresses interest in participating in more community groups and activities and/ or assuming leadership roles within community groups and activities.

(4) Solid Strength: Individual has assumed a number of leadership roles at home, work, and/or community. Individual enjoys assuming an authority position. Individual seeks broader and deeper leadership roles.

(5) Clear Strength: Individual has assumed a number of leadership roles at home, work, and/or community, and is widely recognized by others for leadership. Individual enjoys assuming an authority position. Individual is recognized for excellent leadership skills and abilities.

7. Individual's participation in community groups and activities

** This item refers to an individual s level of involvement within the community.

(1) Weak Strength: Individual rarely participates in community groups and activities. If he or she participates, he/she views self as an outsider in community settings.

(2) Mild Strength: Individual participates in some community groups and activities. Individual prefers role as a participant in community groups and activities over role as a leader. Individual expresses some interest in participating in more community activities and/or groups.

(3) Moderate Strength: Individual participates in community groups and activities on a regular basis. Individual may have assumed some leadership roles in addition to his/her role as a participant in community groups and activities. Individual expresses interest in participating in more community groups and activities and/ or assuming leadership roles within community groups and activities.

(4) Solid Strength: Individual participates in community groups and activities on a regular basis. Individual has assumed some leadership roles within community groups and activities. Individual may express some interest in assuming a broader range of leadership roles. Individual is a link between community groups and/or activities and members of their community.

(5) Clear Strength: Individual participates in community groups and activities very regularly. Individual has assumed a number of leadership roles within community groups and activities. Individual enjoys assuming an authority position in community settings. Individual is recognized for excellent leadership skills and activities within the community, and he/she is widely viewed as a community leader.

Statewide Distribution of Programs by Model of Service and County

County	FRC 03/04	Respite 03/04	FRC 04/05	Respite 04/05	Adoption * 04/05	MRS
Alamance					X	X
Alexander					X	X
Alleghany	X		X		X	
Anson					X	
Ashe	X				X	X
Avery					X	
Beaufort					X	
Bertie	X		X	X	X	
Bladen	X		X		X	X
Brunswick	X		X		X	X
Buncombe	X	X	X	X	X	X
Burke			X		X	
Cabarrus					X	
Caldwell					X	X
Camden					X	
Cartaret	X		X		X	
Caswell					X	X
Catawba					X	X
Chatham					X	X
Cherokee	X	X	X	X	X	X
Chowan					X	
Clay		X		X	X	X
Cleveland	X				X	X
Columbus	X		X		X	
Craven					X	X
Cumberland	X				X	
Currituck					X	X
Dare					X	
Davidson	X				X	X
Davie				X	X	X
Duplin					X	X
Durham	X				X	X
Edgecombe	X		X		X	
Forsyth	X	X	X	X	X	
Franklin					X	X
Gaston	X		X		X	
Gates	X				X	X
Graham	X	X	X	X	X	X
Granville					X	
Greene					X	
Guilford	X	X	X	X	X	X
Halifax	X				X	X
Harnett					X	X
Haywood	X	X		X	X	X
Henderson					X	X
Hertford					X	
Hoke					X	
Hyde	X		X		X	
Iredell					X	X
Jackson	X	X	X	X	X	X

County	FRC 03/04	Respite 03/04	FRC 04/05	Respite 04/05	Adoption * 04/05	MRS
Johnston					X	X
Jones					X	
Lee					X	X
Lenoir					X	
Lincoln					X	X
Macon		X		X	X	X
Madison				X	X	
Martin	X		X		X	X
McDowell	X		X		X	
Mecklenburg	X				X	X
Mitchell				X	X	
Montgomery					X	
Moore	X		X		X	X
Nash	X		X		X	X
New Hanover					X	X
Northampton	X	X			X	
Onslow					X	
Orange	X		X		X	X
Pamlico					X	X
Pasquotank					X	X
Pender					X	
Perquimans					X	
Person					X	X
Pitt	X				X	
Polk					X	X
Randolph					X	
Richmond	X	X			X	
Robeson	X		X		X	
Rockingham					X	
Rowan					X	
Rutherford					X	
Sampson					X	
Scotland			X		X	X
Stanly					X	
Stokes				X	X	
Surry					X	
Swain	X	X	X	X	X	X
Transylvania	X		X		X	X
Tyrrell	X		X		X	
Union					X	X
Vance	X		X		X	
Wake	X		X		X	X
Warren	X		X		X	X
Washington					X	
Watauga					X	X
Wayne	X		X		X	
Wilkes					X	
Wilson					X	X
Yadkin					X	
Yancey				X	X	X

*To achieve statewide services, adoption contracts were awarded on a regional basis. In order to be considered, applicants had to offer services to all counties within a region.

Appendix F - Program Funding Amount and Source (by County)

County and Program Name	Funding Source and Amount		
	IVB-2	State	CB-CAP
Family Resource Centers			
Alleghany County	$100,000		
Alleghany FRC			
Bertie County		$100,000	
Bertie FRC			
Bertie County	$100,000		
Bertie County Healthy Marriages			
Bladen County	$100,000		$375
Bladen FRC			
Brunswick County	$100,000		$375
Brunswick CIS			
Brunswick Teen Family Development			
Buncombe County	$100,000		
The Family Room			
Emma FRC			
Burke County		$100,000	
Glen Alpine School			
Hillcrest School			
Cartaret County	$100,000		
ACORN Center			
Cherokee County	$100,000		
Cherokee FRC			
Columbus County	$100,000		$375
Family CHAMPIONS			
Edgecombe/Nash County 2 contracts	$200,000		
Down East Partnership			
Edgecombe County FRC Princeville			
Community Enrichment Organization			
Williford FRC			
Edgecombe County	$100,000		$300,375
Genesis FRC			
Forsyth County		$100,000	
Winston-Salem State University			
Gaston County		$100,000	
Highland FRC			
Graham County	$100,000		
Graham FRC			
Guilford County	$12,500		
First Farmington FRC			
Guilford County	$100,000		
Family Life Council			
Hyde County	$100,000		
Hyde FRC			
Jackson County +	$100,000*		
Mountain Youth Resources Fatherhood			
Jackson County	$100,000		
Jackson FRC			
Martin County	$100,000		
Friends of Families Family Support			
McDowell County	$100,000		
North Cove Family Network			
Old Fort Family Center			
Moore County	$100,000		$375
Northern Moore FRC			
Orange County			$100,000
South Estes FRC			
Trinity/Pritchard FRC			

County and Program Name	Funding Source and Amount		
	IVB-2	State	CB-CAP
Robeson County		$100,000	$375
Saddletree FRC			
Lumberton FRC			
Pembroke FRC			
Red Springs FRC			
Scotland County		$100,000	$375
Laurinburg FRC			
Swain County	$100,000		
Swain County Career Club			
Transylvania County	$100,000		
The Family Center			
Tyrrell County	$100,000		
Friends of Family Resource Center			
Vance County	$100,000		
South Henderson FRC			
Wake County	$100,000		$375
Raleigh FRC			
Warren County	$100,000		
Warren Family Institute			
Wayne County	$100,000		
Wayne County First Steps			
Respite Programs			
Bertie County			
Bertie County Respite			$30,000
Buncombe County ++			$30,000
Caring for Children			
Guilford County			$30,375
Youth Focus			
Children s Home Society			
Forsyth County +++			$30,000
Exchange Club			
Jackson County ++++			$60,000
Jackson County Respite 2 contracts			
Adoption Promotion and Support Programs			
Regions 1, 2, & 3	$300,000		
Mountain Youth Resources			
Regions 4 & 5	$200,000		
Children s Home Society			
Regions 6, 7, & 8	$300,000		
Another Choice for Black Children			
Regions 9 & 10	$200,000		
Martin County Community Action			

Counties indicated with an (+) also serve additional counties. See below for a listing of those counties.
+ Also serves Buncombe, Cherokee, Clay, Graham, Haywood, Henderson, Macon, Madison, Swain & Transylvania counties.
++ Also serves Madison, Mitchell, & Yancey counties
+++ Also serves Davie & Stokes counties
++++ Also serves Cherokee, Clay, Graham, Haywood, Macon, & Swain counties

* This program had no funding specifically for SFY 2004-2005. They used the remaining funds from a $100,000 contract originally awarded in SFY 2003-2004.

Appendix G – FRC/Adoption/Respite Sites – Service Types Offered

Family Resource Centers

Alleghany County $100,000 IV-B2

Alleghany County Family Resource	Individualized Activities		Summarized Activities	
Participant/Sessions and Participants by Service Type	Number	Percent	Number	Percent
Academic Success Programs/Tutoring	1046	63.70%	0	0.00%
Adult Education	83	5.10%	0	0.00%
Child Development	376	22.90%	0	0.00%
Family Education and/or Skill Training	72	4.40%	14	3.30%
Fatherhood	3	0.20%	37	8.50%
Individual or Family Counseling	0	0.00%	21	4.70%
Occupational Skills/Job Readiness/Job Placement	0	0.00%	75	17.10%
Other	0	0.00%	291	66.40%
Parent/Child Participation programs	62	3.80%	0	0.00%
Total	**1642**	**100%**	**438**	**100%**

Bertie County $100,000 State

Bertie County Family Resource Center	Individualized Activities		Summarized Activities	
Participant/Sessions and Participants by Service Type	Number	Percent	Number	Percent
Academic Success Programs/Tutoring	3025	36.50%	118	2.50%
Adoption Promotion and Support	9	0.10%	0	0.00%
Adult Education	693	8.40%	5	0.10%
Faith-Based Programs	0	0.00%	632	13.20%
Family Education and/or Skill Training	2921	35.30%	335	7.00%
Health Education	0	0.00%	849	17.70%
Healthy Marriages	0	0.00%	334	7.00%
HIV Education	1627	19.60%	0	0.00%
Individual or Family Counseling	0	0.00%	199	4.10%
Leadership Development	0	0.00%	186	3.90%
Occupational Skills/Job Readiness/Job Placement	0	0.00%	1708	35.60%
Other	0	0.00%	330	6.90%
Parent/Child Participation programs	10	0.10%	99	2.10%
Self Sufficiency	0	0.00%	6	0.10%
Total	**8285**	**100%**	**4801**	**100%**

Bertie County $100,000 IV-B2

Bertie County Healthy Marriages	Individualized Activities		Summarized Activities	
Participant/Sessions and Participants by Service Type	Number	Percent	Number	Percent
Academic Success Programs/Tutoring	772	7.00%	41	5.50%
Adult Education	0	0.00%	62	8.20%
Faith-Based Programs	0	0.00%	102	13.60%
Family Education and/or Skill Training	0	0.00%	34	4.60%
Fatherhood	0	0.00%	6	0.80%
Health Education	0	0.00%	176	23.50%
Healthy Marriages	4742	43.00%	89	11.90%
HIV Education	156	1.40%	0	0.00%
Individual or Family Counseling	0	0.00%	75	10.00%
Information & Referral, Resource Linkage	96	0.90%	0	0.00%
Leadership Development	5266	47.70%	28	3.80%
Other	0	0.00%	81	10.80%
Parent/Child Participation programs	0	0.00%	55	7.30%
Total	**11032**	**100%**	**749**	**100%**

Bladen County

$100,000 IV-B2
$375 CB-CAP

Bladen Family Support Initiative	Individualized Activities		Summarized Activities	
Participant/Sessions and Participants by Service Type	Number	Percent	Number	Percent
Academic Success Programs/Tutoring	469	25.30%	1119	2.90%
Adoption Promotion and Support	0	0.00%	13	0.00%
Adult Education	736	39.70%	0	0.00%
Case Management	10	0.50%	126	0.30%
Child Development	52	2.80%	13461	35.20%
Client Advocacy	0	0.00%	115	0.30%
Faith-Based Programs	0	0.00%	25	0.10%
Family Education and/or Skill Training	80	4.30%	24	0.10%
Family Reunification	0	0.00%	13	0.00%
Family Support	0	0.00%	12	0.00%
Fatherhood	0	0.00%	434	1.10%
Health Education	103	5.60%	25	0.10%
Healthy Marriages	0	0.00%	37	0.10%
HIV Education	0	0.00%	22	0.10%
Individual or Family Counseling	23	1.20%	1836	4.80%
Information & Referral, Resource Linkage	18	1.00%	58	0.20%
Leadership Development	15	0.80%	0	0.00%
Occupational Skills/Job Readiness/Job Placement	23	1.20%	20586	53.80%
Other	266	14.30%	1	0.00%
Parent/Child Participation programs	25	1.30%	0	0.00%
Respite Care	0	0.00%	295	0.80%
Self Sufficiency	29	1.60%	64	0.20%
Service Coordination	6	0.30%	0	0.00%
Total	**1855**	**100%**	**38266**	**100%**

Brunswick County - 2 sites

$100,000 IV-B2
$375 CB-CAP

Communities in Schools FRC	Individualized Activities		Summarized Activities	
Participant/Sessions and Participants by Service Type	Number	Percent	Number	Percent
Academic Success Programs/Tutoring	8893	70.80%	235	4.20%
Adoption Promotion and Support	0	0.00%	16	0.30%
Adult Education	0	0.00%	22	0.40%
Case Management	0	0.00%	0	0.00%
Child Development	0	0.00%	18	0.30%
Client Advocacy	0	0.00%	3	0.10%
Family Education and/or Skill Training	1730	13.80%	91	1.60%
Family Reunification	29	0.20%	0	0.00%
Fatherhood	0	0.00%	2352	41.50%
Healthy Marriages	0	0.00%	59	1.00%
Individual or Family Counseling	0	0.00%	442	7.80%
Information & Referral, Resource Linkage	0	0.00%	29	0.50%
Leadership Development	0	0.00%	6	0.10%
Occupational Skills/Job Readiness/Job Placement	0	0.00%	1612	28.50%
Other	0	0.00%	22	0.40%
Parent/Child Participation programs	1897	15.10%	0	0.00%
Respite Care	0	0.00%	28	0.50%
Self Sufficiency	3	0.00%	730	12.90%
Service Coordination	8	0.10%	0	0.00%
Total	**12560**	**100%**	**5665**	**100%**

Brunswick Co. PFC-Teen Fam. Dev.	Individualized Activities		Summarized Activities	
Participant/Sessions and Participants by Service Type	Number	Percent	Number	Percent
Child Development	872	25.20%	0	0.00%
Family Education and/or Skill Training	2413	69.70%	0	0.00%
Health Education	21	0.60%	0	0.00%
HIV Education	38	1.10%	0	0.00%
Occupational Skills/Job Readiness/Job Placement	120	3.50%	0	0.00%
Total	**3464**	**100%**	**0**	**0%**

Buncombe County - 2 sites $100,000 IV-B2

The Family Room	Individualized Activities		Summarized Activities	
Participant/Sessions and Participants by Service Type	Number	Percent	Number	Percent
Academic Success Programs/Tutoring	1477	54.80%	0	0.00%
Adult Education	1	0.00%	0	0.00%
Case Management	1	0.00%	0	0.00%
Child Development	55	2.00%	18	3.00%
Family Education and/or Skill Training	14	0.50%	0	0.00%
Healthy Marriages	0	0.00%	15	2.50%
HIV Education	0	0.00%	3	0.50%
Individual or Family Counseling	17	0.60%	225	37.80%
Information & Referral, Resource Linkage	838	31.10%	0	0.00%
Leadership Development	104	3.90%	0	0.00%
Occupational Skills/Job Readiness/Job Placement	0	0.00%	50	8.40%
Other	5	0.20%	150	25.20%
Self Sufficiency	0	0.00%	134	22.50%
Service Coordination	185	6.90%	0	0.00%
Total	**2697**	**100%**	**595**	**100%**

Emma Family Resource Center	Individualized Activities		Summarized Activities	
Participant/Sessions and Participants by Service Type	Number	Percent	Number	Percent
Academic Success Programs/Tutoring	1647	44.80%	30	0.80%
Adoption Promotion and Support	2	0.10%	0	0.00%
Adult Education	9	0.20%	0	0.00%
Case Management	38	1.00%	0	0.00%
Child Development	73	2.00%	78	2.10%
Client Advocacy	12	0.30%	0	0.00%
Faith-Based Programs	1	0.00%	0	0.00%
Family Education and/or Skill Training	15	0.40%	6	0.20%
Family Reunification	12	0.30%	0	0.00%
Family Support	0	0.00%	0	0.00%
Fatherhood	1	0.00%	0	0.00%
Health Education	4	0.10%	0	0.00%
Healthy Marriages	4	0.10%	0	0.00%
Individual or Family Counseling	144	3.90%	65	1.80%
Information & Referral, Resource Linkage	164	4.50%	78	2.10%
Leadership Development	340	9.20%	0	0.00%
Occupational Skills/Job Readiness/Job Placement	30	0.80%	2218	60.00%
Other	91	2.50%	0	0.00%
Parent/Child Participation programs	615	16.70%	0	0.00%
Respite Care	0	0.00%	1199	32.40%
Self Sufficiency	227	6.20%	22	0.60%
Service Coordination	250	6.80%	0	0.00%
Total	**3679**	**100%**	**3696**	**100%**

Burke County - 2 sites $100,000 State

Glen Alpine School	Individualized Activities		Summarized Activities	
Participant/Sessions and Participants by Service Type	Number	Percent	Number	Percent
Academic Success Programs/Tutoring	10	4.10%	7	2.20%
Child Development	60	24.40%	0	0.00%
Client Advocacy	0	0.00%	8	2.50%
Faith-Based Programs	0	0.00%	16	5.10%
Family Education and/or Skill Training	153	62.20%	7	2.10%
Fatherhood	0	0.00%	1	0.30%
HIV Education	0	0.00%	90	28.50%
Individual or Family Counseling	5	2.00%	58	18.20%
Information & Referral, Resource Linkage	1	0.40%	0	0.00%
Occupational Skills/Job Readiness/Job Placement	0	0.00%	41	12.90%
Other	0	0.00%	24	7.60%
Self Sufficiency	0	0.00%	65	20.50%
Service Coordination	17	6.90%	0	0.00%
Total	**246**	**100%**	**317**	**100%**

Hillcrest School	Individualized Activities		Summarized Activities	
Participant/Sessions and Participants by Service Type	Number	Percent	Number	Percent
Case Management	0	0.00%	4	0.50%
Client Advocacy	2	0.40%	25	3.30%
Family Education and/or Skill Training	405	72.30%	0	0.00%
HIV Education	0	0.00%	60	8.00%
Individual or Family Counseling	28	5.00%	63	8.30%
Occupational Skills/Job Readiness/Job Placement	0	0.00%	36	4.70%
Parent/Child Participation programs	67	12.00%	0	0.00%
Self Sufficiency	0	0.00%	573	75.40%
Service Coordination	58	10.40%	0	0.00%
Total	**560**	**100%**	**761**	**100%**

Cartaret County $100,000 IV-B2

ACORN Center for Families	Individualized Activities		Summarized Activities	
Participant/Sessions and Participants by Service Type	Number	Percent	Number	Percent
Academic Success Programs/Tutoring	559	53.30%	53	6.80%
Adult Education	0	0.00%	26	3.40%
Case Management	0	0.00%	40	5.10%
Faith-Based Programs	0	0.00%	3	0.30%
Family Education and/or Skill Training	8	0.80%	13	1.70%
Family Reunification	352	33.60%	40	5.10%
Family Support	0	0.00%	0	0.00%
Fatherhood	16	1.50%	50	6.50%
Healthy Marriages	0	0.00%	13	1.70%
Individual or Family Counseling	114	10.90%	447	57.40%
Other	0	0.00%	93	11.90%
Total	**1049**	**100%**	**778**	**100%**

Cherokee County $100,000 IV-B2

Cherokee County FRC	Individualized Activities		Summarized Activities	
Participant/Sessions and Participants by Service Type	Number	Percent	Number	Percent
Academic Success Programs/Tutoring	2	0.10%	55	0.70%
Adoption Promotion and Support	0	0.00%	0	0.00%
Adult Education	3	0.10%	300	3.60%
Case Management	1337	42.40%	220	2.70%
Child Development	293	9.30%	689	8.30%
Client Advocacy	7	0.20%	12	0.10%
Faith-Based Programs	212	6.70%	169	2.00%
Family Education and/or Skill Training	361	11.40%	482	5.80%
Family Reunification	3	0.10%	288	3.50%
Family Support	0	0.00%	217	2.60%
Fatherhood	6	0.20%	203	2.40%
Health Education	1	0.00%	107	1.30%
Healthy Marriages	4	0.10%	224	2.70%
Individual or Family Counseling	0	0.00%	2512	30.30%
Information & Referral, Resource Linkage	698	22.10%	0	0.00%
Occupational Skills/Job Readiness/Job Placement	0	0.00%	636	7.70%
Other	143	4.50%	1398	16.90%
Parent/Child Participation programs	50	1.60%	0	0.00%
Respite Care	7	0.20%	2	0.00%
Self Sufficiency	13	0.40%	777	9.40%
Service Coordination	13	0.40%	0	0.00%
Total	**3153**	**100%**	**8291**	**100%**

Columbus County

$100,000 IV-B2
$375 CB-CAP

Columbus Family CHAMPIONS	Individualized Activities		Summarized Activities	
Participant/Sessions and Participants by Service Type	Number	Percent	Number	Percent
Academic Success Programs/Tutoring	2204	81.60%	0	0.00%
Adoption Promotion and Support	0	0.00%	5	0.10%
Adult Education	397	14.70%	0	0.00%
Child Development	0	0.00%	222	3.40%
Family Education and/or Skill Training	0	0.00%	32	0.50%
Fatherhood	0	0.00%	1152	17.90%
Individual or Family Counseling	0	0.00%	341	5.30%
Occupational Skills/Job Readiness/Job Placement	0	0.00%	3297	51.10%
Other	0	0.00%	511	7.90%
Respite Care	0	0.00%	32	0.50%
Self Sufficiency	0	0.00%	858	13.30%
Service Coordination	101	3.70%	0	0.00%
Total	**2702**	**100%**	**6450**	**100%**

Edgecombe/Nash Counties - 4 sites

2 contracts each: $100,000 IV-B2

Down East Partnership for Children	Individualized Activities		Summarized Activities	
Participant/Sessions and Participants by Service Type	Number	Percent	Number	Percent
Adult Education	0	0.00%	1	0.20%
Child Development	0	0.00%	52	6.80%
Family Education and/or Skill Training	260	66.70%	180	23.50%
Healthy Marriages	0	0.00%	2	0.30%
Individual or Family Counseling	0	0.00%	338	44.20%
Information & Referral, Resource Linkage	0	0.00%	34	4.40%
Leadership Development	83	21.30%	18	2.40%
Occupational Skills/Job Readiness/Job Placement	0	0.00%	9	1.20%
Other	47	12.10%	130	16.90%
Respite Care	0	0.00%	1	0.20%
Total	**390**	**100%**	**765**	**100%**

Edgecombe County FRC - Princeville	Individualized Activities		Summarized Activities	
Participant/Sessions and Participants by Service Type	Number	Percent	Number	Percent
Adult Education	2	0.80%	0	0.00%
Client Advocacy	2	0.80%	0	0.00%
Family Education and/or Skill Training	3	1.20%	16	4.20%
Family Reunification	3	1.20%	0	0.00%
Fatherhood	0	0.00%	50	13.20%
Health Education	1	0.40%	0	0.00%
Healthy Marriages	1	0.40%	18	4.60%
Individual or Family Counseling	11	4.50%	281	73.90%
Information & Referral, Resource Linkage	60	24.40%	0	0.00%
Other	1	0.40%	16	4.10%
Parent/Child Participation programs	160	65.00%	0	0.00%
Service Coordination	2	0.80%	0	0.00%
Total	**246**	**100%**	**381**	**100%**

Community Enrichment Organization	Individualized Activities		Summarized Activities	
Participant/Sessions and Participants by Service Type	Number	Percent	Number	Percent
Academic Success Programs/Tutoring	7809	99.00%	26	1.10%
Adult Education	35	0.40%	0	0.00%
Case Management	0	0.00%	24	1.00%
Child Development	0	0.00%	132	5.30%
Faith-Based Programs	0	0.00%	3	0.10%
Family Education and/or Skill Training	0	0.00%	21	0.90%
Family Support	0	0.00%	7	0.30%
Fatherhood	0	0.00%	101	4.10%
Healthy Marriages	0	0.00%	107	4.30%
HIV Education	41	0.50%	0	0.00%
Individual or Family Counseling	0	0.00%	908	36.70%
Leadership Development	0	0.00%	1	0.00%
Occupational Skills/Job Readiness/Job Placement	0	0.00%	300	12.20%
Other	0	0.00%	8	0.30%
Self Sufficiency	0	0.00%	831	33.60%
Total	**7885**	**100%**	**2469**	**100%**

Williford Family Resource Center	Individualized Activities		Summarized Activities	
Participant/Sessions and Participants by Service Type	Number	Percent	Number	Percent
Academic Success Programs/Tutoring	1187	34.80%	0	0.00%
Adult Education	905	26.50%	5	3.60%
Faith-Based Programs	2	0.10%	0	0.00%
Family Education and/or Skill Training	1318	38.60%	9	6.40%
Fatherhood	0	0.00%	95	67.90%
Individual or Family Counseling	0	0.00%	8	5.70%
Other	2	0.10%	23	16.40%
Total	**3414**	**100%**	**140**	**100%**

Edgecombe County

$300,375 CB-CAP
$100,000 IV-B2

Genesis FRC	Individualized Activities		Summarized Activities	
Participant/Sessions and Participants by Service Type	Number	Percent	Number	Percent
Academic Success Programs/Tutoring	10057	98.50%	0	0.00%
Self Sufficiency	149	1.50%	0	0.00%
Total	**10206**	**100%**	**0**	**0%**

Forsyth County

$100,000 State

WSSU FRC	Individualized Activities		Summarized Activities	
Participant/Sessions and Participants by Service Type	Number	Percent	Number	Percent
Academic Success Programs/Tutoring	198	25.30%	9	3.60%
Family Education and/or Skill Training	439	56.10%	50	19.40%
Individual or Family Counseling	0	0.00%	116	45.00%
Other	0	0.00%	83	32.10%
Parent/Child Participation programs	145	18.50%	0	0.00%
Total	**782**	**100%**	**258**	**100%**

Gaston County $100,000 State Crime

Highland Family Resource Center, Inc.	Individualized Activities		Summarized Activities	
Participant/Sessions and Participants by Service Type	Number	Percent	Number	Percent
Academic Success Programs/Tutoring	1696	26.20%	0	0.00%
Adult Education	2833	43.70%	0	0.00%
Child Development	310	4.80%	6	2.00%
Family Education and/or Skill Training	112	1.70%	37	12.50%
Family Reunification	1	0.00%	0	0.00%
Fatherhood	0	0.00%	119	40.30%
Healthy Marriages	0	0.00%	25	8.50%
Individual or Family Counseling	65	1.00%	86	29.20%
Information & Referral, Resource Linkage	89	1.40%	0	0.00%
Occupational Skills/Job Readiness/Job Placement	880	13.60%	0	0.00%
Other	492	7.60%	0	0.00%
Respite Care	0	0.00%	16	5.40%
Self Sufficiency	0	0.00%	6	2.00%
Total	**6478**	**100%**	**295**	**100%**

Graham County $100,000 IV-B2

Graham County Family Resource Center	Individualized Activities		Summarized Activities	
Participant/Sessions and Participants by Service Type	Number	Percent	Number	Percent
Academic Success Programs/Tutoring	2262	73.70%	130	7.40%
Adult Education	0	0.00%	5	0.30%
Case Management	32	1.00%	0	0.00%
Child Development	7	0.20%	205	11.70%
Family Education and/or Skill Training	19	0.60%	68	3.90%
Family Reunification	73	2.40%	0	0.00%
Family Support	0	0.00%	1	0.10%
Fatherhood	0	0.00%	6	0.30%
Health Education	0	0.00%	9	0.50%
Individual or Family Counseling	0	0.00%	179	10.20%
Occupational Skills/Job Readiness/Job Placement	30	1.00%	198	11.30%
Other	215	7.00%	919	52.40%
Parent/Child Participation programs	258	8.40%	0	0.00%
Respite Care	0	0.00%	33	1.90%
Self Sufficiency	83	2.70%	0	0.00%
Service Coordination	90	2.90%	0	0.00%
Total	**3069**	**100%**	**1753**	**100%**

Guilford County $12,500 IV-B2

First Farmington	Individualized Activities		Summarized Activities	
Participant/Sessions and Participants by Service Type	Number	Percent	Number	Percent
Academic Success Programs/Tutoring	1229	56.70%	0	0.00%
Adult Education	65	3.00%	0	0.00%
Child Development	3	0.10%	0	0.00%
Fatherhood	0	0.00%	32	3.80%
Health Education	90	4.10%	0	0.00%
Information & Referral, Resource Linkage	0	0.00%	141	16.60%
Leadership Development	246	11.30%	0	0.00%
Occupational Skills/Job Readiness/Job Placement	123	5.70%	678	79.70%
Other	413	19.00%	0	0.00%
Total	**2169**	**100%**	**851**	**100%**

Guilford County $100,000 IV-B2

Family Life Council	Individualized Activities		Summarized Activities	
Participant/Sessions and Participants by Service Type	Number	Percent	Number	Percent
Academic Success Programs/Tutoring	3	0.00%	0	0.00%
Adult Education	0	0.00%	284	4.10%
Case Management	1	0.00%	0	0.00%
Child Development	476	4.80%	1040	15.10%
Faith-Based Programs	1	0.00%	5	0.10%
Family Education and/or Skill Training	435	4.40%	2634	38.30%
Family Reunification	15	0.20%	0	0.00%
Family Support	0	0.00%	11	0.20%
Fatherhood	136	1.40%	141	2.10%
Health Education	215	2.20%	1104	16.00%
Healthy Marriages	335	3.40%	519	7.50%
HIV Education	3031	30.80%	0	0.00%
Individual or Family Counseling	1	0.00%	2	0.00%
Information & Referral, Resource Linkage	1	0.00%	1118	16.20%
Leadership Development	1816	18.40%	0	0.00%
Occupational Skills/Job Readiness/Job Placement	1	0.00%	0	0.00%
Other	3155	32.00%	27	0.40%
Parent/Child Participation programs	72	0.70%	0	0.00%
Self Sufficiency	159	1.60%	0	0.00%
Total	**9853**	**100%**	**6885**	**100%**

Hyde County $100,000 IV-B2

Ocracoke Island FRC	Individualized Activities		Summarized Activities	
Participant/Sessions and Participants by Service Type	Number	Percent	Number	Percent
Academic Success Programs/Tutoring	2539	74.10%	7	0.50%
Child Development	0	0.00%	48	3.80%
Faith-Based Programs	77	2.20%	0	0.00%
Family Education and/or Skill Training	106	3.10%	16	1.30%
Family Support	0	0.00%	8	0.60%
Fatherhood	0	0.00%	2	0.20%
Health Education	144	4.20%	0	0.00%
HIV Education	0	0.00%	15	1.20%
Individual or Family Counseling	0	0.00%	181	14.10%
Information & Referral, Resource Linkage	0	0.00%	183	14.20%
Leadership Development	236	6.90%	0	0.00%
Occupational Skills/Job Readiness/Job Placement	0	0.00%	51	3.90%
Other	0	0.00%	735	57.00%
Parent/Child Participation programs	301	8.80%	0	0.00%
Respite Care	0	0.00%	39	3.10%
Self Sufficiency	25	0.70%	4	0.30%
Total	**3428**	**100%**	**1289**	**100%**

Jackson County (also serves Buncombe, Cherokee, Clay, Graham, Haywood, Henderson, Macon, Madison, Swain, Transylvania) No funds this year (used the remainder of a $100,000 CP-CAP contract from 2003-2004

Mountain Youth Resources Fatherhood	Individualized Activities		Summarized Activities	
Participant/Sessions and Participants by Service Type	Number	Percent	Number	Percent
Family Support	0	0.00%	5	100.00%
Fatherhood	344	100.00%	0	0.00%
Total	**344**	**100%**	**5**	**100%**

Jackson County $100,000 IV-B2

Jackson County Family Resource Center	Individualized Activities		Summarized Activities	
Participant/Sessions and Participants by Service Type	Number	Percent	Number	Percent
Academic Success Programs/Tutoring	458	54.90%	205	3.10%
Adoption Promotion and Support	1	0.10%	17	0.30%
Adult Education	0	0.00%	400	6.00%
Case Management	0	0.00%	69	1.00%
Child Development	0	0.00%	890	13.30%
Client Advocacy	0	0.00%	78	1.20%
Family Education and/or Skill Training	375	45.00%	364	5.50%
Family Reunification	0	0.00%	46	0.70%
Family Support	0	0.00%	12	0.20%
Fatherhood	0	0.00%	1	0.00%
Health Education	0	0.00%	6	0.10%
HIV Education	0	0.00%	54	0.80%
Individual or Family Counseling	0	0.00%	441	6.60%
Information & Referral, Resource Linkage	0	0.00%	733	11.00%
Occupational Skills/Job Readiness/Job Placement	0	0.00%	2359	35.30%
Other	0	0.00%	74	1.10%
Parent/Child Participation programs	0	0.00%	133	2.00%
Respite Care	0	0.00%	502	7.50%
Self Sufficiency	0	0.00%	296	4.40%
Total	**834**	**100%**	**6680**	**100%**

Martin County $100,000 IV-B2

Friends of Families/Family Support Service - Martin	Individualized Activities		Summarized Activities	
Participant/Sessions and Participants by Service Type	Number	Percent	Number	Percent
Academic Success Programs/Tutoring	983	49.80%	77	6.50%
Child Development	0	0.00%	15	1.30%
Client Advocacy	3	0.20%	0	0.00%
Family Education and/or Skill Training	356	18.00%	10	0.80%
Family Reunification	73	3.70%	0	0.00%
Family Support	0	0.00%	5	0.40%
Fatherhood	47	2.40%	24	2.00%
Health Education	162	8.20%	0	0.00%
Healthy Marriages	0	0.00%	12	1.00%
HIV Education	16	0.80%	0	0.00%
Individual or Family Counseling	0	0.00%	739	62.80%
Information & Referral, Resource Linkage	0	0.00%	59	5.00%
Occupational Skills/Job Readiness/Job Placement	0	0.00%	131	11.10%
Other	0	0.00%	105	8.90%
Self Sufficiency	16	0.80%	0	0.00%
Service Coordination	319	16.20%	0	0.00%
Total	**1975**	**100%**	**1177**	**100%**

McDowell County - 2 sites $100,000 IV-B2

North Cove Family Network	Individualized Activities		Summarized Activities	
Participant/Sessions and Participants by Service Type	Number	Percent	Number	Percent
Academic Success Programs/Tutoring	2854	88.70%	0	0.00%
Child Development	0	0.00%	19	4.70%
Information & Referral, Resource Linkage	0	0.00%	140	34.40%
Occupational Skills/Job Readiness/Job Placement	0	0.00%	160	39.30%
Other	0	0.00%	88	21.60%
Parent/Child Participation programs	362	11.30%	0	0.00%
Total	**3216**	**100%**	**407**	**100%**

Old Fort Family Center	Individualized Activities		Summarized Activities	
Participant/Sessions and Participants by Service Type	Number	Percent	Number	Percent
Academic Success Programs/Tutoring	713	13.50%	0	0.00%
Case Management	132	2.50%	0	0.00%
Child Development	3875	73.40%	0	0.00%
Fatherhood	84	1.60%	6	0.70%
HIV Education	0	0.00%	44	5.00%
Information & Referral, Resource Linkage	0	0.00%	377	43.10%
Other	0	0.00%	67	7.70%
Parent/Child Participation programs	475	9.00%	0	0.00%
Self Sufficiency	0	0.00%	380	43.50%
Total	**5279**	**100%**	**874**	**100%**

Moore County

$100,000 State
$375 CB-CAP

Northern Moore Family Resource Center	Individualized Activities		Summarized Activities	
Participant/Sessions and Participants by Service Type	Number	Percent	Number	Percent
Academic Success Programs/Tutoring	41	9.50%	0	0.00%
Child Development	368	85.20%	30	10.40%
Family Education and/or Skill Training	0	0.00%	6	2.10%
Individual or Family Counseling	0	0.00%	1	0.30%
Occupational Skills/Job Readiness/Job Placement	23	5.30%	234	81.00%
Self Sufficiency	0	0.00%	18	6.20%
Total	**432**	**100%**	**289**	**100%**

Orange County - 2 sites

$100,000 CB-CAP

Trinity/Pritchard FRC	Individualized Activities		Summarized Activities	
Participant/Sessions and Participants by Service Type	Number	Percent	Number	Percent
Academic Success Programs/Tutoring	2272	91.50%	0	0.00%
Adoption Promotion and Support	0	0.00%	0	0.00%
Adult Education	164	6.60%	20	1.10%
Child Development	0	0.00%	244	14.20%
Faith-Based Programs	0	0.00%	128	7.50%
Family Education and/or Skill Training	0	0.00%	28	1.60%
Fatherhood	0	0.00%	1231	71.70%
Health Education	47	1.90%	0	0.00%
Individual or Family Counseling	0	0.00%	2	0.10%
Information & Referral, Resource Linkage	0	0.00%	28	1.70%
Self Sufficiency	0	0.00%	36	2.10%
Total	**2483**	**100%**	**1717**	**100%**

South Estes FRC	Individualized Activities		Summarized Activities	
Participant/Sessions and Participants by Service Type	Number	Percent	Number	Percent
Academic Success Programs/Tutoring	2635	98.40%	0	0.00%
Child Development	0	0.00%	144	14.00%
Client Advocacy	0	0.00%	1	0.10%
Faith-Based Programs	0	0.00%	21	2.00%
Fatherhood	0	0.00%	780	75.70%
Health Education	44	1.60%	0	0.00%
Individual or Family Counseling	0	0.00%	4	0.40%
Information & Referral, Resource Linkage	0	0.00%	42	4.10%
Other	0	0.00%	34	3.30%
Self Sufficiency	0	0.00%	4	0.30%
Total	**2679**	**100%**	**1030**	**100%**

Robeson County - 4 sites

$100,000 State
$375 CB-CAP

Saddletree FRC	Individualized Activities		Summarized Activities	
Participant/Sessions and Participants by Service Type	Number	Percent	Number	Percent
Academic Success Programs/Tutoring	568	17.50%	0	0.00%
Adult Education	796	24.50%	0	0.00%
Case Management	12	0.40%	0	0.00%
Parent/Child Participation programs	1873	57.60%	0	0.00%
Total	**3249**	**100%**	**0**	**0%**

Lumberton FRC	Individualized Activities		Summarized Activities	
Participant/Sessions and Participants by Service Type	Number	Percent	Number	Percent
Academic Success Programs/Tutoring	284	22.30%	0	0.00%
Health Education	82	6.40%	0	0.00%
HIV Education	1	0.10%	0	0.00%
Parent/Child Participation programs	909	71.20%	0	0.00%
Total	**1276**	**100%**	**0**	**0%**

Pembroke FRC	Individualized Activities		Summarized Activities	
Participant/Sessions and Participants by Service Type	Number	Percent	Number	Percent
Academic Success Programs/Tutoring	259	10.30%	0	0.00%
Adult Education	609	24.20%	0	0.00%
Parent/Child Participation programs	1637	65.10%	0	0.00%
Respite Care	11	0.40%	0	0.00%
Total	**2516**	**100%**	**0**	**0%**

Red Springs FRC	Individualized Activities		Summarized Activities	
Participant/Sessions and Participants by Service Type	Number	Percent	Number	Percent
Academic Success Programs/Tutoring	259	33.00%	0	0.00%
Adult Education	311	39.60%	0	0.00%
Parent/Child Participation programs	215	27.40%	0	0.00%
Total	**785**	**100%**	**0**	**0%**

Scotland County

$100,000 State
$375 CB-CAP

Laurinburg FRC	Individualized Activities		Summarized Activities	
Participant/Sessions and Participants by Service Type	Number	Percent	Number	Percent
Academic Success Programs/Tutoring	115	17.20%	16	5.70%
Adult Education	0	0.00%	1	0.50%
Case Management	20	3.00%	6	1.90%
Child Development	0	0.00%	6	2.20%
Faith-Based Programs	0	0.00%	2	0.70%
Family Education and/or Skill Training	105	15.70%	37	12.80%
Fatherhood	0	0.00%	11	3.80%
Health Education	121	18.10%	0	0.00%
Healthy Marriages	0	0.00%	21	7.30%
Individual or Family Counseling	0	0.00%	136	47.20%
Information & Referral, Resource Linkage	86	12.80%	10	3.50%
Leadership Development	0	0.00%	1	0.30%
Occupational Skills/Job Readiness/Job Placement	63	9.40%	0	0.00%
Other	55	8.20%	20	6.90%
Parent/Child Participation programs	95	14.20%	0	0.00%
Respite Care	0	0.00%	4	1.20%
Self Sufficiency	10	1.50%	17	5.90%
Total	**670**	**100%**	**288**	**100%**

Swain County $100,000IV-B2

Swain County Career Club	Individualized Activities		Summarized Activities	
Participant/Sessions and Participants by Service Type	Number	Percent	Number	Percent
Academic Success Programs/Tutoring	2018	87.50%	0	0.00%
Adoption Promotion and Support	28	1.20%	12	0.60%
Case Management	0	0.00%	9	0.40%
Family Education and/or Skill Training	20	0.90%	0	0.00%
Family Reunification	73	3.20%	0	0.00%
Fatherhood	0	0.00%	1051	50.70%
Individual or Family Counseling	0	0.00%	964	46.50%
Parent/Child Participation programs	166	7.20%	0	0.00%
Self Sufficiency	0	0.00%	37	1.80%
Total	**2305**	**100%**	**2073**	**100%**

Transylvania County $100,000 State

The Family Center	Individualized Activities		Summarized Activities	
Participant/Sessions and Participants by Service Type	Number	Percent	Number	Percent
Academic Success Programs/Tutoring	875	18.50%	203	14.60%
Adoption Promotion and Support	18	0.40%	2	0.20%
Adult Education	89	1.90%	31	2.30%
Case Management	9	0.20%	26	1.90%
Child Development	258	5.50%	144	10.40%
Client Advocacy	0	0.00%	15	1.10%
Faith-Based Programs	0	0.00%	9	0.60%
Family Education and/or Skill Training	489	10.30%	121	8.70%
Family Reunification	38	0.80%	31	2.30%
Family Support	0	0.00%	157	11.30%
Fatherhood	47	1.00%	85	6.10%
Health Education	103	2.20%	121	8.70%
Healthy Marriages	61	1.30%	0	0.00%
HIV Education	0	0.00%	11	0.80%
Individual or Family Counseling	8	0.20%	120	8.60%
Information & Referral, Resource Linkage	49	1.00%	31	2.30%
Leadership Development	163	3.40%	39	2.80%
Occupational Skills/Job Readiness/Job Placement	25	0.50%	0	0.00%
Other	23	0.50%	172	12.40%
Parent/Child Participation programs	2247	47.50%	0	0.00%
Respite Care	172	3.60%	18	1.30%
Self Sufficiency	53	1.10%	52	3.70%
Total	**4727**	**100%**	**1388**	**100%**

Tyrrell County $100,000 IV-B2

Friends of Family Resource Center - Tyrrell	Individualized Activities		Summarized Activities	
Participant/Sessions and Participants by Service Type	Number	Percent	Number	Percent
Academic Success Programs/Tutoring	469	54.50%	28	1.20%
Adult Education	0	0.00%	1	0.00%
Case Management	0	0.00%	0	0.00%
Child Development	96	11.10%	53	2.30%
Family Education and/or Skill Training	6	0.70%	0	0.00%
Family Support	0	0.00%	12	0.50%
Fatherhood	54	6.30%	7	0.30%
Healthy Marriages	0	0.00%	10	0.40%
Individual or Family Counseling	10	1.20%	167	7.10%
Occupational Skills/Job Readiness/Job Placement	99	11.50%	54	2.30%
Other	50	5.80%	209	8.90%
Respite Care	0	0.00%	1490	63.20%
Self Sufficiency	0	0.00%	326	13.80%
Service Coordination	77	8.90%	0	0.00%
Total	**861**	**100%**	**2357**	**100%**

Vance County $100,000 IV-B2

South Henderson Family Resource Center	Individualized Activities		Summarized Activities	
Participant/Sessions and Participants by Service Type	Number	Percent	Number	Percent
Academic Success Programs/Tutoring	1508	77.30%	0	0.00%
Occupational Skills/Job Readiness/Job Placement	444	22.70%	0	0.00%
Total	**1952**	**100%**	**0**	**0%**

Wake County $100,000 IV-B2
$375 CB-CAP

FRC of Raleigh	Individualized Activities		Summarized Activities	
Participant/Sessions and Participants by Service Type	Number	Percent	Number	Percent
Academic Success Programs/Tutoring	328	80.40%	0	0.00%
Client Advocacy	0	0.00%	258	50.50%
Family Education and/or Skill Training	0	0.00%	86	16.70%
Individual or Family Counseling	0	0.00%	54	10.70%
Leadership Development	0	0.00%	18	3.50%
Occupational Skills/Job Readiness/Job Placement	80	19.60%	0	0.00%
Respite Care	0	0.00%	95	18.60%
Total	**408**	**100%**	**511**	**100%**

Warren County $100,000 IV-B2

Warren Family Inst. Inc.	Individualized Activities		Summarized Activities	
Participant/Sessions and Participants by Service Type	Number	Percent	Number	Percent
Academic Success Programs/Tutoring	2432	88.50%	147	15.30%
Child Development	0	0.00%	40	4.20%
Family Education and/or Skill Training	0	0.00%	12	1.20%
Individual or Family Counseling	0	0.00%	87	9.00%
Information & Referral, Resource Linkage	58	2.10%	0	0.00%
Leadership Development	228	8.30%	0	0.00%
Occupational Skills/Job Readiness/Job Placement	3	0.10%	133	13.80%
Other	28	1.00%	543	56.40%
Total	**2749**	**100%**	**962**	**100%**

Wayne County $100,000 IV-B2

Wayne County First Steps	Individualized Activities		Summarized Activities	
Participant/Sessions and Participants by Service Type	Number	Percent	Number	Percent
Child Development	0	0.00%	12	5.50%
Family Education and/or Skill Training	0	0.00%	67	30.60%
Fatherhood	0	0.00%	96	43.80%
Other	2539	100.00%	44	20.10%
Total	**2539**	**100%**	**219**	**100%**

Respite Programs

Bertie County $30,000 CB-CAP

Bertie County Respite	Individualized Activities		Summarized Activities	
Participant/Sessions and Participants by Service Type	Number	Percent	Number	Percent
Academic Success Programs/Tutoring	8307	100.00%	4	15.00%
Family Education and/or Skill Training	0	0.00%	2	10.00%
Health Education	0	0.00%	4	15.00%
Healthy Marriages	0	0.00%	5	20.00%
Individual or Family Counseling	0	0.00%	2	10.00%
Other	0	0.00%	2	10.00%
Parent/Child Participation programs	0	0.00%	5	20.00%
Total	**8307**	**100%**	**24**	**100%**

Buncombe County (also serves Madison, Mitchell & Yancey) $30,000 CB-CAP

Caring for Children Respite	Individualized Activities		Summarized Activities	
Participant/Sessions and Participants by Service Type	Number	Percent	Number	Percent
Respite Care	233	100.00%	0	0.00%
Total	**233**	**100%**	**0**	**0%**

Guilford County - 2 sites $30,375 CB-CAP

Youth Focus - Respite	Individualized Activities		Summarized Activities	
Participant/Sessions and Participants by Service Type	Number	Percent	Number	Percent
Academic Success Programs/Tutoring	14	2.80%	0	0.00%
Respite Care	492	97.20%	0	0.00%
Total	**506**	**100%**	**0**	**0%**

Childrens Home Society - Respite	Individualized Activities		Summarized Activities	
Participant/Sessions and Participants by Service Type	Number	Percent	Number	Percent
Academic Success Programs/Tutoring	1	0.60%	0	0.00%
Respite Care	175	99.40%	0	0.00%
Total	**176**	**100%**	**0**	**0%**

Forsyth County (also serves Davie, Stokes) $30,000 CB-CAP

Exchange Club - Respite	Individualized Activities		Summarized Activities	
Participant/Sessions and Participants by Service Type	Number	Percent	Number	Percent
Case Management	0	0.00%	77	89.50%
Individual or Family Counseling	0	0.00%	6	7.30%
Respite Care	87	100.00%	0	0.00%
Self Sufficiency	0	0.00%	3	3.20%
Total	**87**	**100%**	**86**	**100%**

Jackson County (also serves Cherokee, Clay. Graham, Haywood, Macon, Swain) 2 contracts each : $30,000 CB-CAP

Jackson Co. FRC - Respite Care	Individualized Activities		Summarized Activities	
Participant/Sessions and Participants by Service Type	Number	Percent	Number	Percent
Respite Care	334	100.00%	0	0.00%
Total	**334**	**100%**	**0**	**0%**

Adoption, Promotion & Support Programs

Regions 1, 2, & 3 (Alexander, Alleghany, Ashe, Avery, Buncombe, Burke, Caldwell, Cherokee, Clay, Caldwell, Catawba, Gaston, Graham, Haywood, Henderson, Iredell, Jackson, Lincoln, Macon, Madison McDowell, Mecklenburg, Mitchell, Polk, Rutherford, Swain, Transylvania)

$300,000 IV-B2

Mountain Youth Resources - Adoption	Individualized Activities		Summarized Activities	
Participant/Sessions and Participants by Service Type	Number	Percent	Number	Percent
Adoption Promotion and Support	0	0.00%	418	100.00%
Total	**0**	**0%**	**418**	**100%**

Regions 4 & 5 (Alamance, Anson, Cabarrus, Caswell, Davidson, Davie, Forsyth, Granville, Guilford, Montgomery, Orange, Person, Randolph, Rockingham, Rowan, Stanly, Stokes, Surry, Union, Vance

$200,000 IV-B2

Childrens Home Society - Adoption	Individualized Activities		Summarized Activities	
Participant/Sessions and Participants by Service Type	Number	Percent	Number	Percent
Adoption Promotion and Support	230	100.00%	194	100.00%
Total	**230**	**100%**	**194**	**100%**

Regions 6, 7, & 8 (Bladen, Brunswick, Chatham, Columbus, Cumberland, Durham, Duplin, Edgecombe, Franklin, Greene, Halifax, Harnett, Hoke, Johnston, Lee, Moore, Nash, New Hanover, Pender, Richmond, Robeson Sampson. Scotland, Wake, Warren, Wayne, Wilson

$300,000 IV-B2

Another Choice for Black Children	Individualized Activities		Summarized Activities	
Participant/Sessions and Participants by Service Type	Number	Percent	Number	Percent
Academic Success Programs/Tutoring	25	5.70%	0	0.00%
Adoption Promotion and Support	251	57.30%	521	43.20%
Case Management	12	2.70%	0	0.00%
Child Development	16	3.70%	79	6.60%
Faith-Based Programs	0	0.00%	30	2.50%
Family Education and/or Skill Training	0	0.00%	226	18.80%
Family Reunification	14	3.20%	0	0.00%
Family Support	0	0.00%	15	1.20%
Fatherhood	6	1.40%	0	0.00%
Health Education	0	0.00%	38	3.20%
Individual or Family Counseling	1	0.20%	230	19.10%
Information & Referral, Resource Linkage	38	8.70%	0	0.00%
Occupational Skills/Job Readiness/Job Placement	0	0.00%	33	2.70%
Other	0	0.00%	31	2.50%
Parent/Child Participation programs	45	10.30%	0	0.00%
Respite Care	22	5.00%	0	0.00%
Self Sufficiency	1	0.20%	0	0.00%
Service Coordination	7	1.60%	0	0.00%
Total	**438**	**100%**	**1203**	**100%**

Regions 9 & 10 (Beaufort, Bertie, Camden, Cartaret, Chowan, Craven, Currituck, Dare, Gates, Hertford, Hyde, Jones, Lenoir. Martin, Northampton, Onslow. Pamlico, Pasquotank, Perquimmens, Pitt,

$200,000 IV-B2

Martin Co Community Action - Adoption	Individualized Activities		Summarized Activities	
Participant/Sessions and Participants by Service Type	Number	Percent	Number	Percent
Academic Success Programs/Tutoring	88	33.20%	120	6.70%
Adoption Promotion and Support	173	65.30%	267	15.10%
Case Management	0	0.00%	61	3.50%
Client Advocacy	0	0.00%	79	4.50%
Faith-Based Programs	0	0.00%	98	5.50%
Family Education and/or Skill Training	0	0.00%	72	4.00%
Fatherhood	0	0.00%	53	3.00%
Health Education	0	0.00%	10	0.60%
Healthy Marriages	0	0.00%	34	1.90%
HIV Education	0	0.00%	19	1.10%
Individual or Family Counseling	4	1.50%	572	32.20%
Information & Referral, Resource Linkage	0	0.00%	112	6.30%
Leadership Development	0	0.00%	12	0.70%
Occupational Skills/Job Readiness/Job Placement	0	0.00%	12	0.70%
Other	0	0.00%	43	2.40%
Respite Care	0	0.00%	20	1.10%
Self Sufficiency	0	0.00%	192	10.80%
Total	**265**	**100%**	**1776**	**100%**

** Percentages totaling slightly more or less than 100% (99.8% to 100.2%) are due to rounding.*