

# IN THIS ISSUE

This issue of Connections launches a change in the way the Children, Youth and Family Consortium organizes its work. CYFC will now focus a significant portion of its work around annual themes, allowing us to address identified topics in more depth, to sustain the work over time, and to create opportunities for community/university partnerships and discussions around the topic. The 2005-2006 theme will be Policy From A Family Perspective. (A spring event in 2006 will kick off the CYFC theme for 2006-2007, as the Summit did this year.)

The intended and unintended consequences that policies – both public and private - have on families is an area that has been largely unexplored in research and policy circles until very recently. While there have been some initiatives focusing on this topic, such as Family Impact Seminars based at the University of Wisconsin-Madison, formal exploration of the impact of policies on families has been fairly rare. This issue of Consortium Connections focuses on the intersection of families and policy.

**Smart Policies: Strong Families** was the focus of the 2005 Children's Summit, the third in a series of Summits on children, youth and family issues held as part of the University of Minnesota's President's Initiative on Children, Youth and Families. A variety of speakers, videos and panels addressed topics related to how families are affected by policies of all kinds. But the "work" of the Summit was the use of a tool, "A Checklist for Assessing The Impact of Policies and Programs on

Families," to analyze a specific policy or program. Over ten breakout groups went to work assessing policies ranging from the Family and Medical Leave Act to All-Day Kindergarten, using the checklist as a guide for assessing the impact on families.

The checklist, re-published recently by the National Council on Family Relations is reprinted with permission in the pull-out section of this issue of Connections.

In addition, an applied example of the checklist used to assess a policy is found on pages 4-5 of this issue. Sara Lassig and Kristin Schneider, PhD students in the Family Social Science department in the College of Human Ecology, used the checklist to evaluate the consequences of Domestic Violence Mandatory Arrest Policies for families. Their briefing papers are published here, and a background paper and PowerPoint presentation can be found in the web version of Connections.

As has been the case with the last several issues, this issue of Connections has an enhanced on-line version, that can be found at: <http://www.cyfc.umn.edu/publications/connection/index.html>. It contains articles expanded from the print versions, additional articles not included in the print version, and references and resources related to all articles. We plan to continue to develop the enhanced on-line version.

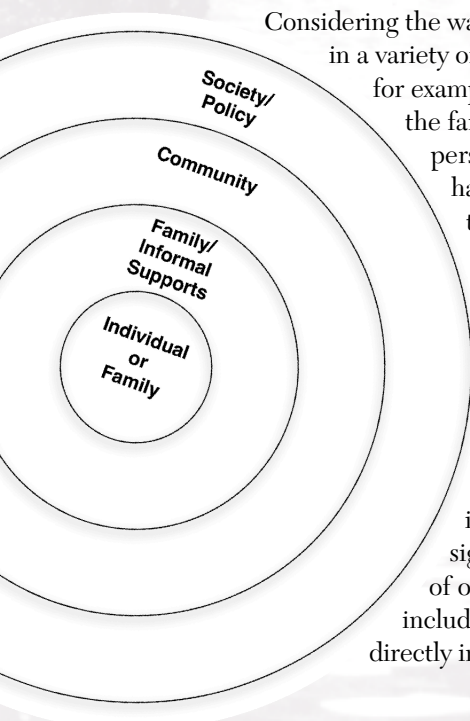
We welcome your feedback on these changes. Call us at (612)625-7849 or e-mail at [cyfc.umn.edu](mailto:cyfc.umn.edu).

## The Ecological Model of Human Development:

### The Foundation for A Family Policy Perspective

Considering the ways in which families are affected by policies created in a variety of places – schools, worksites, and child care centers, for example, as well as all levels of government – requires that the family be viewed from an ecological, or social ecology, perspective. This perspective recognizes that things that happen to individual family members, as well as things that occur outside the family have a profound effect on the quality and nature of the relationships and actions within the family.

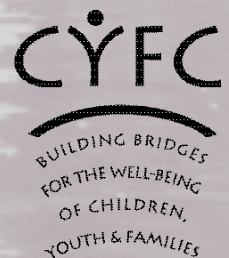
The original "ecological model" developed by Urie Bronfenbrenner in the late 1970s is well-known to most family scholars and practitioners. The model has had many permutations and interpretations over the years, but at base level, it recognizes that each individual, as well as the family as a unit, is significantly affected by interactions among a number of overlapping contexts, systems or environments. This includes systems in which the family and/or its members are directly involved, such as neighborhoods or schools, as well as



The Ecological Model... — continued on page 2

The Children, Youth & Family Consortium was established in fall 1991 in an effort to bring together the varied competencies of the University of Minnesota and the vital resources of Minnesota's communities to enhance the ability of individuals and organizations to address critical health, education, and social policy concerns in ways that improve the well-being of Minnesota children, youth, and families.

# CONSORTIUM CONNECTIONS



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systems that are more distant from direct interaction or influence, such as society, culture, and policy.

The most familiar model is illustrated here, using the language of individual, family/informal supports, community, society and policy. Sometimes the contexts are described as microsystem, mesosystem, exosystem and macrosystem. Other language used to talk about the spheres of the human ecological model are the natural environment, the human environment, the social environment and the designed environment. More detail on the ecological model is available on the web version of this Connections issue.

**No matter how one describes it, some fundamental principles apply:**

- The influence of all contexts/systems/environments on the individual and the family must be recognized in order to completely understand and assist in family functioning.
- Individuals and families also have an influence on the systems beyond themselves.
- As children grow and develop, they interact directly with more and more systems.
- The larger, macro systems such as culture, society and policy, may not interact directly with families, but they still have a significant influence on families. Some of these influences are unintentional.
- A change in any one system in which a family interacts creates ripple effects, or changes in other systems.
- For change to occur, issues must be addressed on many levels at the same time, rather than just one level.
- The most effective approach leading to healthy behaviors is a combination of efforts at all levels.

**So what does this have to do with policy development?**

Policies developed at all levels have an impact on families. Policies such as No Child Left Behind or Welfare to Work have an obvious relationship to families. Worksite policies have a clear relationship to the employee's ability to relate to his/her family. Others, such as transportation or feedlot zoning issues may not seem to have an obvious impact on families, but if one looks beneath the surface into the intended and unintended consequences for families of all kinds, an unmistakable relationship is present.

**Policies are most beneficial to families when they:**

- Foster and support rather than hinder or replace the major functions of families - family creation, economic support, rearing children, and caring for their members.
- Encourage and reinforce family membership and stability
- Recognize the interdependence and strength of family relationships, even when those relationships may be conflicted.
- Encourage families to be involved in addressing issues that affect them
- Recognize that there are many forms and configurations of families, and the effects of policies on diverse families may be very different.
- Recognize and act on the need to support families who are vulnerable economically and/or socially.

Although the intent is often behavior change on the part of individuals at the center of the model, public policies are most often targeted at the society or community level, with little or no consideration given to the consequences for the family and other informal supports for the individual. It is much more effective to begin with the individual, and build the supports needed for effective behavior change at each level of interaction – from family to society.

In an ideal world, all policies would be assessed using the above criteria (the Family Impact Checklist included as a pull-out resource in this issue of Connections gives some specific questions in each of these areas that can be used). This “family impact assessment” would become standard practice, much like the environmental impact assessment or economic impact assessment currently used in policy development.

**The “family impact assessment” found on the center pages of this issue of Connections illustrates this ecological perspective on families, and highlights some of the unintentional consequences of one specific policy. Additional examples can be found in the web version.**

*By Madge Alberts, Program Coordinator, CYFC*

## CONSORTIUM CONNECTIONS

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# The Impact of Work-Life Policies on Families

The ability of families to fulfill their basic functions of family creation, economic support, child rearing and caring for their members is significantly influenced by the roles, options and policies the adults in the family have at their places of employment.

Policies developed by and related to the workplace may “make or break” a family’s ability to care for its members and rear children, and often the same policy can have both positive and negative consequences. A public policy such as the Family and Medical Leave Act is intended to support families in their caretaking and childrearing roles. However, FMLA can undermine the ability of families in their role of providing adequate economic support since the leave allowed by FMLA is unpaid, and many middle and low wage earners cannot afford to use it. In addition, FMLA does not apply to families where the adults are unmarried heterosexual or same sex partners.

This article considers workplace policies related to leaves and child care. Policies related to working time, tax laws (including tax laws related to child care and working time), pensions and social security are included in the on-line version of this article.

## Leave policies

The U.S. lags far behind many other industrialized nations in its policy supports for working families. More parents are covered by leave policies and they receive a much higher level of salary replacement during leaves in many other countries. For instance, a recent report from the Harvard School of Public Health found that 160 countries offer guaranteed paid leave to women in connection with childbirth. The U.S. does not.

The ability of families to take time off for any kind of personal needs – from vacation to illness to caregiving – has an impact on the choices family members make about their jobs and families.

The federal Family and Medical Leave Act of 1993 requires employers with 50 or more employees to allow some employees to take up to 12 weeks of unpaid leave for specific purposes. The federal law technically does not include the common illnesses of young children, although some employers do allow for them. Some states have augmented FMLA with additional leave policies. For instance, California is currently the only state that provides paid family leaves to mothers, fathers and those caring for sick relatives.

Minnesota enhances FMLA with its Minnesota Parental Leave Law, that requires smaller employers with 21 or more employees to provide unpaid leave to mothers and fathers upon the birth or adoption of a child. In addition, employers with 21 or more employees must allow parents who are employed at least half-time to use their paid sick leave to care for their own sick child, including common illnesses. And all workers in Minnesota, regardless of the size of the employer, must be allowed to take up to 16 hours per year of unpaid leave to attend school, child care, or other activities of their children. These additional policies put Minnesota in the top 20% of states’ policies on family leave, according to one ranking by the National Partnership for Working Families.

## Child care supports

The United States does not fund child care for the general public. Child care subsidies are available only to the very neediest families – and even then, states vary widely on how much subsidized care is provided. In contrast to many other countries where governments fund the operation and oversight of quality child care facilities, child care in the U.S. is private and there is a wide range of quality, even in licensed care. And it is often the case that the lowest income families are not able to afford licensed care and have to settle for care with which they may not feel comfortable, or they are put in the position of asking relatives to provide care at minimal or no cost.

It must be emphasized that work-life policies disproportionately benefit higher income families. Half of American workers are not covered by FMLA because they work for small employers, have changed jobs, or are part-time. Lower income workers often do not have access to flextime scheduling, sick leave, vacation, and other benefits. In addition, low income workers typically cannot afford to take advantage of unpaid leaves, and paid leaves are not universally available to them. The lowest income workers do not always earn enough income to file tax returns, and thus cannot take advantage of child care or other tax credits (unless they are reimbursable without tax liability). In addition, less privileged workers likely do not have the time, energy, money or clout to advocate for policies that would meet their needs and thus may remain at a disadvantage.

The way public and private work-life policies affect families is complex. Not only do they impact day-to-day decisions about a variety of family issues, but they make a difference in the long term job security and wages of employees, especially women. Research is increasingly looking at whether employers considered to be “family-friendly” have a competitive advantage in recruiting and retaining workers.

*By Erin Kelly, Professor, Department of Sociology, U of MN*

“Failing to respond to the past century and a half’s change in work means that we are failing to meet the essential needs of children and adults in the United States. The gaps in caregiving do not exist because parents work or even because they work hard. The gaps are formed by social conditions that never adapted to the changes in where and how parents work.”

—*Jody Heymann,*  
*Harvard School of Public Health*

# Families and the

The Family Impact Assessment below is provided as a sample of how the enclosed "Checklist for Assessing The Impact" both graduate students in the Family Social Science Department in the College of Human Ecology, University of Minnesota. A background paper and a PowerPoint presentation can be found in the web version of this issue of Connections.

## Reasons for Domestic Violence Mandatory Arrest Policies

*"We've got to find a way to take responsibility for the violence... Domestic violence is not a woman's issue, and not strictly a law-enforcement issue. It's society's problem."*  
The Providence Journal

### Domestic Violence Mandatory Arrest Policies' Intended Consequences:

- Prevent recidivism
- Ensure adequate attention given to domestic violence cases
- Shift social views of domestic violence from private matter to social justice matter
- Remove blame/responsibility/guilt from the victim, thus empowering her
- Assist in victim's ability to separate from abuser
- Offer safety and resources to women
- Act on behalf of victims who fear retaliation or betraying racial, cultural, or social norms preventing them from seeking help themselves
- Provide victims an arena to fight back

### Using the Checklist

#### Principle 1: Family Support and Responsibilities

- Supports and supplements family members' ability to carry out their responsibilities by providing a safe environment

#### Principle 2: Family Membership and Stability

- Uses appropriate criteria to justify removal of an adult from the family
- Strengthens parental obligations by removing dangerous threats

#### Principle 3: Family Involvement and Interdependence

- Recognizes the reciprocal influence between family and individual needs
- Addresses issues of power inequality in families
- Protects the rights and safety of the family while respecting family integrity

#### Principle 4: Family Partnership and Empowerment

- Makes services easily accessible to families
- Prevents victims from being devalued, stigmatized, or subjected to humiliating circumstances

#### Principle 5: Family Diversity

- Affects various types of families
- Acknowledges intergenerational relationships and responsibilities among family members

#### Principle 6: Supports Vulnerable Families

- Identifies and publicly supports services for families in the most extreme social need
- Gives support to families who are the most vulnerable and have the fewest resources
- Targets preventing family problems before they become serious crises or chronic situations

## Keeping Families in Mind: Q & A

Families are integral to the well-being of their members as is the public life that sustains them. Senator Steve Kelley, chair of the Education Committee, Minnesota Senate, responded to several questions about the integration of family in the public policy process at a state level.

*Q. Do you think about the potential impact public policy can have on families?*

A. My fundamental proposition about public policy is that government action and public policy can't make other people's lives better. They have to make their own lives better. What we can do is to make that an easier or harder thing for them. And so when I think about public policy and families, we have to think of ways to either stay out of the way of or support families that already have a lot of capacity for improving their own lives. Then pay attention to how to provide greater levels of support to families who currently do not have a lot of capacity to improve their situation or the lives of their kids.

*Q. As you consider new pieces of legislation how do you incorporate thinking about families in this process?*

A. With a lot of issues, what I come back to is are we going to do something that is going to increase the opportunity, particularly for kids. Certainly, education, childcare, health care fit into that category. But then in terms of other policies, it's more about the economic conditions so that their parents can have good jobs or start their own businesses. These are the kinds of things that will help make the family better off.

*Q. When you author or co-author a bill do you consider the impact of the bill on families even if the bill is not specific to families?*

A. No. I mean I think some bills, where if prompted, I would see the connection-I would see the need to analyze the effect on families. But I think there are some bills where I just don't ask that question because the proximity seems so remote.

# Impact of Policies

"Impact of Policies and Programs" can be applied to a specific policy. It was prepared by Sara Lassig and Kristen Schneider, Minnesota for a Family Policy course taught by Dr. Jean Bauer. They graciously allowed us to reprint it here. Their

## Reasons Against Domestic Violence Mandatory Arrest Policies

*"If I call the police, and my boyfriend is arrested, I have nothing...no money, no food, no house – nothing. What will my kids do?"*  
— Words from an abused Florida woman

### Domestic Violence Mandatory Arrest Policies' Unintended Consequences:

- Victims that are dependent on the abuser for shelter, food, and income may not call for help if they know the abuser will be arrested.
- Arresting a batterer may reduce violence in the short term but increase it in the long term (Buzawa & Buzawa, 1996).
- Power is taken away from the victim and given to the police
- If shelter, monetary support, and social support are not in place, the victim is left with no assistance following the arrest of the abuser.

### Using the Checklist

#### Principle 1: Family Support and Responsibilities

- Sets unrealistic expectations for the families to assume financial and caregiving responsibilities for dependents

#### Principle 2: Family Membership and Stability

- Provides incentives to separate/divorce
- Does not allocate resources to helping keep the family or marriage together
- Does not strengthen marital commitment

#### Principle 3: Family Involvement and Interdependence

- Doesn't respect the family's decisions
- Doesn't balance the needs, rights and interests of various families members
- Doesn't acknowledge the persistence of family ties – even when problematic

#### Principle 4: Family Partnership and Empowerment

- Doesn't allow families to make their own choices
- Doesn't provide a range of choices to families
- Doesn't prevent perpetrators from being devalued or stigmatized

#### Principle 5: Family Diversity

- Doesn't identify and respect the different values, attitudes, and behaviors of families from various racial, ethnic, religious, cultural, and geographic backgrounds

#### Principle 6: Supports Vulnerable Families

- Not applicable

## One Legislator's Perspective

*Q. How does an emphasis on the role of families in society influence your policy work?*

A. Certainly in education, the whole issue of family stability and the role of the adult supporting the child pursuing ambitions... Those are the things I think about a fair amount when we are trying to figure out how to improve our results in education. It requires a partnership between a publicly sponsored service or activity and family activities.

*Q. In your opinion can anything be done to encourage a greater focus on families as part of the policymaking process? What resources would support this effort?*

A. Yes. One resource is the intellectual or academic resource. For example, the analytical work Art Rolnick has been doing is a good foundation for an initiative, but if it wasn't also matched with a sort of civic organizing around that work nothing might have happened... I see parents getting more and more active in a variety of ways around supporting

education and supporting opportunities for kids... In our current economic and political climate short-term thinking and short-term results generate a lot of focus. It takes a lot more work both intellectually and organizationally to get people to pay attention to long-term effects.

Families support their members and are supported by the public life in which they live. Public policy can impact families and the communities that support these families. Private policy can also affect families' well-being. Keeping families in mind with respect to public and private policy can contribute to the development of smart policies to strengthen families.

*By Jessica Siebenbruner,  
based on an interview with Sen. Steve Kelley*

# University of Minnesota Programs Address Family-Related Policy

## Early Childhood Policy Certificate

Early education and care is at a critical juncture, both as an academic field and as an area of public policy and service. As part of the President's Initiative on Children, Youth and Families, the University of Minnesota is offering a unique graduate certificate in early childhood policy studies to provide leadership for this emerging field.

The goal of the Early Childhood Policy Certificate is to develop individual capacity to apply research-informed knowledge of early development to federal and state policy affecting children up to age 8. "We saw the need for an academic home to foster multidisciplinary discussions on policy problems and solutions as they apply to the early childhood years. This program will prepare advocates and policy analysts for Minnesota and the nation," says Dr. Scott McConnell, director of graduate studies for the program and the director of the Center for Early Education and Development (CEED). The program, co-sponsored by CEED and the Institute of Child Development, is governed by a multidisciplinary group of faculty from a range of academic departments including applied economics, child development, nursing, political science, public health, and social work.

The curriculum is designed to better prepare early childhood leaders to address the gap between what we know and what we do about supporting optimal early development. A hallmark of the certificate's curriculum is the application of knowledge. In addition to completing coursework, students in the certificate program complete two types of applied work: participation in an Individualized Learning Experience (ILE) as a practicum experiences or individual research and participation in local discussion and action groups as part of the McEvoy Lecture Series on Early Childhood Policy. These three certificate components – coursework, ILE, and discussion groups – provide a vehicle for students to be part of a cohort, gain a similar set of skills, and foster connection between the university and the community.

Tracy Morgan completed her ILE at the legislature during the 2005 session. A doctoral student in Special Education, Tracy is a current certificate student who served as an intern with the Early Childhood Caucus. Commenting on her experience at the capitol, Tracy says that "working with legislators helped me understand the process of policy formation and policy change. I also have a better idea of how legislators' balance their intentions and the realities of distributing limited funds to so many different interests."

The idea for the certificate program was originally spearheaded by Dr. Mary McEvoy. Dr. McEvoy – a former director of CEED and Professor and Chair of Educational Psychology – was a noted researcher and policy maker in early childhood care and education. Before her death in October, 2002, Dr. McEvoy was working Don Fraser, former congressman and Minneapolis mayor, and Humphrey Institute lecturer Avisia Whiteman to design and launch this program. Fraser and Whiteman had been teaching a course at the Humphrey Institute of Public Affairs on the topic (the same course that will be offered this fall and taught by state representative Nora Slawik). "Our initial thinking about the certificate really came from Mary's understanding, interest, and knowledge about how the university could be more involved in increasing opportunities for early childhood policy development," Fraser says. "We envisioned a program that could be taken advantage of both by current students and by those already in field. We wanted to build capacity for people thinking in policy terms, who could do the hard, broad thinking that wasn't necessarily tied to a single program."

For more information, contact Karen Cadigan at 612-626-8723 or [cadi0004@umn.edu](mailto:cadi0004@umn.edu) or go to <http://education.umn.edu/SPS/programs/certificates/ECPolicy.html>.

*By Karen Cadigan, Research Fellow, Center for Early Education and Development, U of MN*

## Family Policy Minor

A graduate level, multi-disciplinary minor in Family Policy has been established by the College of Human Ecology in partnership with the U of M Law School and the Humphrey Institute of Public Affairs.

Intended to help graduate students analyze public policies and understand the unique impact policies have on families, the degree program is the first of its kind in the U.S. Students completing the family policy minor will be knowledgeable about major public and private policies that affect families, and will develop a framework in which to analyze policies for their impact on families, as well as an understanding of the different ways in which policies affect diverse families.

Students will take required courses in family policy, and elective courses from a variety of disciplines, including applied economics, family social science, housing, law, political science, public health, public policy, social work and sociology.

Dr. Jean Bauer, family social science professor in the College of Human Ecology, is the director of the family policy minor. For more information, visit the program's website at: [http://fsos.che.umn.edu/graduate/minor\\_fp.html](http://fsos.che.umn.edu/graduate/minor_fp.html), or contact Dr. Bauer at (612)625-1763 or at [jbauer@che.umn.edu](mailto:jbauer@che.umn.edu).

# Getting to the Heart of the Matter: Policy and Systems Change Grantmaking

Like the heart, the major organ in our body that is at the core of our bodily functions, systems and policies play an important role in shaping services and supports for children and their families in our society. An increasing number of foundations in Minnesota and across the country are beginning to look beyond the traditional role of grantmakers as a funder of direct social services to a role that provides the opportunity for impact and change on a greater scale.

After many years of providing direct service funding, The Minneapolis Foundation began to develop a new “theory of change”—to get to the root of underlying causes of community issues and to fundamentally change the policies, procedures, structures and systems that stand in the way of equity, justice and positive life success for the residents of Minnesota. In the analysis of our grantmaking it was clear that many of the issues we cared deeply about as an institution (affordable housing, education, poverty, etc.) required a different approach to creating change that would have broad impact. Since the fall of 2000, The Minneapolis Foundation has been a policy and systems change funder. The Foundation views itself and its grantees as change agents in the areas of education, affordable housing, economic opportunities and the health and well-being of children, youth and families. These areas represent the 4 goal areas of our community grantmaking.

As we think about policy and systems change at The Minneapolis Foundation, I like to think we have a broad definition of what that is. How we achieve these aims varies depending on the issue. Following are the kinds of questions that we ask ourselves as we explore potential grantmaking investments in two of our grantmaking areas: affordable housing and education—both issues that dramatically impact children and their families.

In the area of affordable housing, we are less likely to fund the development of individual units of housing that solves the affordable housing crisis one person at a time—unit by unit—and we are more likely to ask the questions: What is standing in the way of increased development in our community? Is it the absence of tax incentives for developers? Is it the attitudes of some Minnesotans who don’t want affordable housing in their back yard? Is it policies at the city or state level that prevent dollars from flowing on this issue? Are there institutionalized and structural barriers that prevent people of color from accessing capital to purchase a home?

In the area of education, we are less likely to fund individual schools and individual after school programs for single children or small groups of children. We are more likely to ask the questions: What will fundamentally close the achievement gap between white children and children of color? What is standing in the way of success on this issue? Is it the quality of teaching? Is it racism? Is it lack of funding from a state level? Is it the dynamics within the educational systems? Is it public will? Our goal is to make grants to impact these issues on a macro level.

Under the rubric of systems and policy change we fund a wide variety of strategies including advocacy, lobbying, organizing, research leading to the development of an action agenda for change, and new models of providing services more effectively and efficiently. Systems change is:

- **multi-level** (can happen at the local, city, state, or federal level or at different levels within organizations or institutions)
- **contextual** (the issue itself and the interactive factors such as the current political climate and public will to make change on an issue),
- **time-sensitive** (long-term systemic change doesn’t happen over night and often requires sustained investments.)

Making grants that forever change the way systems operate and policies and procedures are designed is the core of policy and systems change grantmaking. Getting to the heart of the matter matters for children and families.

*By Karen Kelley-Ariwoola, Vice President Community Philanthropy,  
The Minneapolis Foundation*

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**Charles Casey** Dean, U of M Extension Service  
**Joanne Dish** Dean, School of Nursing  
**Alex Johnson, Jr.** Dean, Law School  
**Deborah Powell** Dean, Medical School  
**Steve Yussen** Dean, College of Education & Human Development

# BRIEFS...

The recently released ***Motherhood Study*** was sponsored by CYFC, in partnership with the Center for Survey Research and Analysis at the University of Connecticut. It was commissioned by the Mothers' Council in New York and funded by various private foundations and individual contributors, including the McKnight Foundation. Principal Investigator Marti Erickson and a national team of 12 social science researchers led a rigorous large-scale investigation. The study featured a survey of more than 2,000 mothers, a nationally representative sample reflecting the demographics of the total U.S. population of mothers 18 and older with at least one child under the age of 18. That quantitative analysis was complemented by in-depth interviews and focus groups to provide more detail about the experiences of mothers. The study was designed to enrich public dialogue by creating a vehicle for mothers of diverse racial, ethnic, and socio-economic backgrounds — and varied life circumstances regarding family structure and employment — to express their beliefs and concerns about mothering and their thoughts about social change. The report, available at [www.motherhoodproject.org](http://www.motherhoodproject.org), includes a guide to facilitate local discussion and social action among groups of mothers or those who care about mothers, children and families.

**Ladan Ali and Fardowsa Hassan** have joined the CYFC team for the summer. Ladan and Fardowsa join us from the Minneapolis Public School district through the STEP-UP program. They are working on a variety of projects, contributing to CYFC's work as well as learning new skills and becoming more familiar with the U of MN. The STEP-UP Summer Employment Program, part of Achieve!Minneapolis, places Minneapolis youth in summer jobs in citywide locations. The University of Minnesota placed 33 young people throughout the Twin Cities campus. U Connects, led by Tex Ostvig, and part of the President's Initiative on Children, Youth and Families, serves as the coordinating hub for the program at the U.

**Cari Michaels**, joined CYFC in January as Coordinator for the Center of Excellence in Children's Mental Health. Cari works with university and community partners to build connections and strengthen links between research, practice, and policy to promote children's mental health and well-being in MN. The Center of Excellence is one of the key action items for the U of M Presidential Initiative on Children, Youth, and Families. Previously, Cari was Associate Director of the Minnesota Center Against Violence and Abuse (MINCAVA) where she developed educational courses and programs, directed a post-baccalaureate certificate program, taught courses in violence prevention and worked to improve violence-related higher education throughout Minnesota. She has worked in several rural and urban settings supporting children and their families. Cari earned a masters degree in Public Health from the Department of Health Behavior and Health Education at the University of North Carolina in Chapel Hill, and a bachelor's degree from the University of Minnesota with concentrations in public health and child development. She brings to this position a passion for interdisciplinary education, health promotion activities, and creative supports for families with young children.

## Who's The Consortium?

**Dr. Jean Bauer** is professor, director of graduate studies and Extension specialist in the Family Social Science department, College of Human Ecology at the University of Minnesota. Among her many other academic pursuits, Dr. Bauer teaches family policy and is director of the new graduate level, multi-disciplinary Family Policy Minor.

**Philip Gonzales** is the community integration coordinator with Arc Hennepin-Carver. He works to provide direct advocacy services to children, youth, and adults with developmental disabilities and their families. Philip was integral in the planning and implementation of this year's *Minnesota Children's Summit 2005: Smart Policies, Strong Families*.

**Dr. Erin Kelly** is assistant professor in the Department of Sociology at the University of Minnesota, where she studies the adoption, implementation, and consequences of employers' anti-discrimination and "family-friendly" policies in U.S. workplaces. Dr. Kelly served as a resource for the breakout sessions at the 2005 Children's Summit.

**Ellen Shelton** is a Research Scientist with the Wilder Research Center, specializing in policy analysis and studies relating to children and families. She has worked with CYFC on many policy-related initiatives over the years. Most recently, Ellen trained the volunteers who facilitated breakout sessions at the 2005 Children's Summit in the use of the Family Impact Checklist.

***And the Consortium is YOU!***

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