



Partnership matters

GRADUATION PLEDGE ALLIANCE AND STEPS FOR BUILDING SUPPORT AND PARTICIPATION IN THE PLEDGE CAMPAIGN

In 1987, Humboldt State University (California) initiated the Graduation Pledge of Social and Environmental Responsibility. It states, "I pledge to explore and take into account the social and environmental consequences of any job I consider and will try to improve these aspects of any organizations for which I work." (students define what being "responsible" means to themselves). Dozens of colleges and universities have enacted the pledge, at schools which range in size from Earlham, to Harvard, to University of Kansas. Graduates who voluntarily signed the pledge have turned down jobs they did not feel morally comfortable with and have worked to make changes once on the job. For example, some have promoted recycling at their organization and in one case, a graduate helped to convince her employer to refuse a chemical weapons contract.

In 1996, Manchester College in Indiana began coordinating of the campaign effort, which has taken different forms at different institutions. At Manchester, it is a community-wide event coordinated by a diverse committee. Fifty to sixty percent of students sign and keep a wallet-size card stating the pledge, while students and supportive faculty wear green ribbons at commencement and the pledge is printed in the formal commencement program. Depending upon the school, it might take several years to reach this level of institutionalization. If one can just get a few groups/departments involved, and get

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informally, to when the Pledge, hopefully, becomes "institutionalized" and fully a part of the school officially as part of commencement. Experiences at various schools suggest certain steps that will make it more likely that the school, as whole, will formally adopt the Pledge:

1) There, of course, needs to be one continuing group (campus organization, committee, official college administrative or student office) that makes sure the Pledge happens each year. Find what makes most sense for your school and circumstances.

2) Get campus groups to endorse, participate, and get out word to their constituencies (student groups--e.g., social service, community service, environmental, peace, human rights; programs/departments/schools within the university--social work, sociology, environmental studies, women studies-- or any socially concerned active ones on campus; offices/councils/centers--career services, community services, women centers, student government). Another approach is to get senior class officers or reps involved, as they often have good channels of communication with all seniors.

3) Get administrative offices which have sway over the commencement activities to come on board. If that doesn't happen the first year it likely will in the future if there is enough grassroots support of the type listed above. Unless you can guarantee that The Pledge will "automatically" happen every year, it is best if the project can be housed in some official program/office/council so it is assumed that someone will do it each year, without a group of seniors having to get excited about it and starting fresh each year. Our personal hope always is that it is a community effort, with students, staff, and faculty involved in planning. The Pledge was on a number of campuses in the late 1980s and disappeared in all but a couple because of lack of institutionalization.

4) Get sophomores/juniors/faculty/staff involved, as it helps ensure future work on the project.

5) Get as much publicity as you can media and otherwise both on and off campus, as this will get people's attention and more students will get involved and participate. It will also help spread the idea to the general public and to other schools.

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Models That Work!

Interdisciplinary Teams of GWUMC and GMU College of Nursing and Health Science Health Students are Important Link in Unique Community Health Education Program

Washington, DC--The Interdisciplinary Student Community Patient Education Service program (ISCOPES) at The George Washington University Medical Center (GWUMC) has been awarded the Dr. and Mrs. Cyril Schulman Distinguished Service Award at GW's 1999 Convocation and White Coat Ceremony.

ISCOPES involves teams of first and second year medical, physician assistant, physical therapy, nurse practitioner, and public health students. These interdisciplinary teams identify health needs and design health education and health promotion activities in partnership with community sites throughout the DC Metropolitan area, which include Mary's Center, Miriam's Kitchen, Washington Free Clinic, IONA Senior Services, and Whitman Walker Clinic. Populations at these sites include pre-school-aged children, immigrants, senior citizens, homeless individuals, and the underinsured and uninsured. ISCOPE is the only program of its kind in the Washington, DC area.

The ISCOPE teams are supervised by University and community preceptors and are placed in community sites to learn while providing services. Past service-learning projects have included asthma management classes, developing a program to address iron deficiency anemia in pregnant women and young children within the Hispanic community, and developing and implementing health promotion activities for the elderly. One of the important aspects of the program is the interdisciplinary approach in that various health profession students can learn from each other.

According to Gene Kallenberg, MD, professor of health care sciences and of medicine; director, division of Family Practice and one of the

founders of the ISCOPE program, "The goal of the ISCOPE program is to assess the health needs in a particular area and provide solutions to these needs through a multidisciplinary team approach. Given the dynamic nature of the health care system today and given the lack of adequate health services and health insurance coverage for so many people in our community, it is imperative that we find non-traditional solutions to solve the health care crisis in our country. The ISCOPE program is playing a vital role in facing these challenges by training our future health professionals to be more compassionate providers who work together to manage the health care of the community."

The program is an integral part of the curriculum at both GWUMC and GMU. Students are given curriculum modules on community-oriented primary care, teamwork, continuous quality improvement, and cultural competency, and are required to spend a set number of hours per month in the community.

Founded in 1995, ISCOPE is a collaborative effort between GWUMC and George Mason University College of Nursing and Health Science that was started with a grant from the Health Professions School in Service to the Nation (HPSISN) Program of the Pew Health Commissions and the National Fund for Medical Education. The Pew Charitable Trusts, the Corporation for National Service, and the Bureau of Health Professions sponsor the HPSISN.

Founded in 1824, The George Washington University Medical Center is a nationally recognized, interdisciplinary academic health care center comprising the University Hospital, the GW Medical Faculty Associates, the School of Medicine and Health Sciences, the School of Public Health and Health Services, and the GW Health Plan.

News from CCPH



"Staff of the week..."

Piper Krauel, M.A.

Program Director

Community-Campus Partnerships for Health

As Program Director, Piper Krauel directs CCPH's annual national conference and service-learning training institutes, and special projects like the service-learning in Family Health Program. She also supports CCPH's membership development activities.

A native of San Diego, Piper Krauel moved to the Bay Area in 1992 to attend UC Berkeley, where, after spending one year studying abroad in Spain, she graduated with a major in Peace and Conflict Studies and a minor in Spanish.

A year after graduation, Piper headed to Washington DC to attend The American University, to pursue an MA in International Peace and Conflict Resolution. Piper developed experience in analyzing the interdisciplinary connections among different fields, including ethics, women's studies social justice, economic development, human rights, and conflict resolution on both domestic and global levels.

While in Washington, Piper was the Research Associate at ADR Vantage, a federally-contracted dispute resolution firm, where she wrote mediation curriculum, co-facilitated mediation training, and managed projects for clients

such as the US Dept. of Education and the National Science Foundation. Piper also worked as the Membership Manager at the Association for Women in Development, an international coalition focusing on women's issues in developing countries.

Piper can be reached at piperk@itsa.ucsf.edu or (415) 502-7933

January 2001 Board Meeting Outcomes

The CCPH board of directors took a number of important actions at its first board meeting of the new year, January 12-13 in Houston. The board elected Douglas Simmons as the new secretary/treasurer and Tom O'Toole as the new chair-elect, effective May 4. Terri Kluzik, who has been serving as chair-elect since last spring, will become the new board chair on May 4.

To read brief biosketches of these and other board members, please go to <http://futurehealth.ucsf.edu/ccph/board.html>

A highlight of the board meeting was a dialogue with community leaders from the Acres Home community in Houston, who have established a partnership with the University of Texas Houston Health Science Center that is addressing the health and economic concerns of the community. During meetings three times a year in different locations, the board takes part in dialogues, site visits and informal gatherings with local CCPH members to see and reflect on the CCPH mission "in action."

6) Decide what is best for your campus regarding specific actions tied to the Pledge.

Here are a few examples:

A) Get some type of recognition/publicity at the commencement ceremony (ies) itself.

-- have those taking the Pledge wear green ribbons, as might supportive faculty.

-- get one of the speakers to discuss/ note the Pledge at the ceremony.

-- have the Pledge printed in the commencement program.

-- have posters/brochures describing the Pledge near the commencement festivities.

B) Different schools sign up people differently.

-- at Manchester, cards and diplomas (stating the Pledge) are given to participants well before graduation day.

-- another school has participants sign a poster, which is on display.

-- another has people sign a sheet after they have gone across the stage and gotten their diploma.

C) Different schools have modified the Pledge wording to fit their own needs.

D) There is much information available for graduates at the web site for the Pledge

(http://www.manchester.edu/academic/programs/departments/peace_studies/files/gpa.html).

For example, there is information/links to socially responsible jobs, listings of questions one might ask a potential employer, links to information on influencing one's employer to be more socially and environmentally responsible. Lead people to the web

Dear CCPH...

Q: Dear CCPH, I understand that CCPH has a Mentor Network of trainers and consultants. What kind of training and consultation do they provide? How can I access them? How much does it cost?

A: The CCPH Mentor Network is comprised of individuals from higher educational institutions, community agencies and nonprofit organizations who have experience, expertise and proven records of success in important areas related to community-campus partnerships: service-learning, partnership-building, cultural competency, interdisciplinary collaboration, and so forth. The main goal of the CCPH Mentor Network is to foster partnerships between communities and educational institutions through high-quality and effective training and consultation services.

Training and consultation provided by the CCPH Mentor Network takes many forms. These include workshops, presentations and training institutes; telephone consultation; on-site consultation; strategic planning; program evaluation; and meeting facilitation.

Recent examples of Mentor Network activities include:

*a two-day service-learning institute for faculty, students and community partners of Case Western University's nurse practitioner program

*a keynote presentation on community-campus partnerships at a rural women's health conference

*a one-day partnership-building workshop for faculty, residents and community partners of Columbia University's pediatric residency program

CCPH Mentor Network services are usually provided on a fee-for-service basis according to a fee schedule. In some cases, the organization requesting assistance builds the CCPH Mentor Network into a grant proposal. Discounted fees are provided to CCPH members and to programs paying with federal funds. To learn more about the CCPH Mentor Network, or to arrange for a training or consultation, please contact CCPH executive director Sarena D. Seifer, by phone at 206/616-4305 or by email at sarena@u.washington.edu

site or distribute such information to all graduates, Pledge signers, Career Services office, etc.

E) Different schools recognize or celebrate the Pledge in different ways. Be it a reception for Pledge signers, a speech by a faculty member, a voluntary or required seminar on socially responsible careers, or otherwise, think of a good way to further bring publicity to the effort.

7) See another piece on the web site called "Building Consciousness Raising around the Pledge." It has various ideas on institutionalizing the pledge (e.g., making it a part of first-year orientation, classroom discussions, campus forums, bulletin board displays). And see another web piece on getting your alumni and career services offices involved in the effort.

PLEASE KEEP US INFORMED OF ANY PLEDGE EFFORTS YOU UNDERTAKE, AS WE TRY TO MONITOR WHAT IS HAPPENING, AND PROVIDE PERIODIC UPDATES ON THE NATIONAL EFFORT.

Contact NJWollman@Manchester.edu for information/questions/comments; or write GPA, MC Box 135, Manchester College, 604 E. College Ave., North Manchester, IN 46962.

The Campaign also has a web site, at <http://ARES.manchester.edu/departments/peaceStudies/gpa.html>.

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We are on the
web!

[http://futurehealth.
ucsf.edu/ccph/guide.
html#PartMatters](http://futurehealth.ucsf.edu/ccph/guide.html#PartMatters)

UPCOMING EVENTS!

CCPH Sponsored Events

- **January 27-30, 2001-** Community-Campus Partnerships for Health's Advanced Service-Learning Institute, Charleston, SC.
- **May 5-8, 2001-**Community-Campus Partnerships for Health's 5th annual national conference, "Health for All 2010: Confirming our Commitment, Taking Action." San Antonio, TX.
- **June 23-26, 2001-** Community-Campus Partnerships for Health 6th annual introductory service learning institute. Leavenworth, WA (in the Cascade Mountains near Seattle) Application deadline is April 20, 2001. To obtain the application, please visit our website at <http://futurehealth.ucsf.edu/ccph/projects.html> or call CCPH's fax-on-demand service at 1-888-267-9183 and select document # 206. For more information on any of these CCPH events, please contact Piper Krauel at piperk@itsa.ucsf.edu or call her at (415) 502-7933.

Other events

February 21-24, 2001-"Teaching Diversity and Cross-Cultural Competency in Health Care: A Trainer's Guide," University of California San Francisco, Laurel Heights Campus, CA. This four-day workshop, developed by Melissa Welch, is designed to introduce health care professionals to the fundamentals of designing and delivering a two- to eight-hour diversity training on valuing diversity and increasing cultural competence in the health care setting. Workshop registration fee is \$900 for those health professionals requiring continuing medical education credits and \$850 for all other health professionals. Please register by **January 31, 2001**, as only 25 participants will be accommodated. For registration, questions, please call 415. 476.5808. *The program, lodging or parking, questions, please contact Indria Sylvester, Program Assistant at The Network at indrias@itsa.ucsf.edu or at 415.502.7979.*

ANNOUNCEMENTS

PROMOTING SERVICE-LEARNING IN K-12 EDUCATION: NATIONAL COMMISSION LAUNCHED

The new National Commission on Service-Learning, chaired by former U.S. Senator John Glenn, and staffed by Corporation for National Service CEO Harris Wofford, Governor Jim Geringer of Wyoming, outgoing Governor James Hunt of North Carolina, Michigan First Lady Michelle Engler, and fifteen other high profile leaders and innovators from the fields of education, business and government, met for the first time on December 6. This Commission seeks to increase and improve service-learning programs by developing recommendations and an action plan for all K-12 students and encouraging adoption of service-learning among target audiences. The Commission will develop a publication on service-learning that will: define and clarify the value of service-learning; synthesize best practices; summarize recommendations; and provide the basis for outreach. See <http://www.servicelearningcommission.org/> for more information

SUMMER INSTITUTE FOR STUDENTS STUDYING VOLUNTARY SERVICE

The Summer Institute on Philanthropy and Voluntary Service, a program of the Center on Philanthropy in Indiana is seeking college

students to take part in a six-week residential program, from June 9 to July 21, 2001. This program allows students engaged in off campuses service programs to deepen their understanding of the history and ethics of philanthropy and volunteering. Students gain first-hand experience through an extensive volunteer internship with a local nonprofit, and meet with nationally prominent leaders in philanthropy and voluntary service.

For more information please contact Ms. Martel Plummer, Center on Philanthropy at the Indiana University-Purdue University Indianapolis (IUPUI) at mkplumme@iupui.edu or call at 317.684.8959, you can also visit the website at www.ipvs.org or www.philanthropy.iupui.edu.

SCHOLARSHIP PROGRAM

NIH Undergraduate Scholarship Program announces scholarships in biomedical research. The NIH Undergraduate Scholarship Program is offering competitive scholarships to students from disadvantaged backgrounds who are committed to careers in biomedical research. The program is primarily designed to provide an incentive for exceptional scholars to pursue biomedical research careers at NIH. An online application and information on scholarship requirements, awards, service obligations, and the evaluation process are available at <http://ugsp.info.nih.gov>.

The application deadline is March 31, 2001

CALL FOR NOMINATIONS

The Public Health Nursing Section of the American Public Health Association is calling for nominations for three awards to be presented at the 2001 Annual Meeting in Atlanta in October.

The Ruth B. Freeman Award is for recognition of a person who has had a distinguished career in public health, in service or education.
The Public Health Nurse Creative Achievement Award is for recognition of an individual's creative contribution to public health nursing practice, research, education, or administration.
The Lillian Wald Service Award is for recognition of individuals, agencies, or media depicting exemplary public health nursing practice to the public, especially in political, legislative, professional, or interdisciplinary activism.

To make a nomination, submit nomination materials to the PHN Section Awards Committee, at the address below, by May 1, 2001.

To request nomination criteria and forms, please contact: Bevely J. Hays, The University of Nebraska Medical Center College of Nursing, 985330 Nebraska Medical Center, Omaha, NE 68198-5330 or by fax at 402.559.6379 or call 402.559.6375

Grant Alert!

Grants for Acute Care, Rehabilitation, and Disability Prevention Research

The Centers for Disease Control and Prevention (CDC) announces that grant applications are being accepted for Injury Prevention and Control Research Grants for fiscal year (FY) 2001. This announcement is related to the Healthy People 2010 focus areas of Injury and Violence Prevention. The purposes of this program announcement are to (1) solicit research applications that address the priorities reflected under the heading, "Programmatic Interests;" (2) build the scientific base for the prevention of injuries, disabilities, and deaths; and (3) encourage professionals from a wide spectrum of disciplines such as engineering, bioengineering, medicine, health care, public health, health care research, behavioral and social sciences, and others, to undertake research to prevent and control injuries.

Letter of Intent Date: February 6, 2001 .

Application Deadline: March 6, 2001

Contact: Angela Webb, 2920 Brandywine Road, Room 3000, Grants Management Branch, Procurement and Grants Office, Program Announcement #01013, Centers for Disease Control and Prevention (CDC), Atlanta, GA 30341 or call 770.488.2784 or email awebb@cdc.gov or visit the website at <http://www.cdc.gov>

Basic Nurse Education and Practice Grants funded by the US Department of Health and Human Services, Public Health Service Health Resources and Services Administration. The purposes of the Basic Nurse Education and Practice grants are (1) establishing or expanding nursing practice arrangements in non-institutional settings to demonstrate methods to improve access to primary health care in medically underserved communities; (2) providing care for underserved populations and other high-risk groups such as the elderly, individuals with HIV-AIDS, substance abusers, the homeless, and victims of domestic violence; (3) providing managed care, quality improvement, and other skills needed to practice in existing and emerging organized health care systems; (4) developing cultural competencies among nurses; (5) expanding the enrollment in baccalaureate nursing programs; (6) promoting career mobility for nursing personnel in a variety of training settings and cross training or specialty training among diverse population groups; or (7) providing education for informatics, including distance learning methodology. Only one purpose may be selected as the primary focus of the application.

Application Deadline: February 22, 2001

Contact : 5600 Fishers Lane, Operation Unit, Grants Management Branch, Bureau of Health Professions, Health Resources and Services Administration, Parklawn Building, Room 8C-26, Rockville, MD 20857 or call 301.443.6960

Safe and Drug-Free Schools and Communities Act (SDFSCA) National Program: Grant Competition to Prevent High-Risk Drinking and Violent Behavior Among College Students funded by the US Department of Education Under Secretary Planning and Evaluation Service Elementary and Secondary Division. The purpose of the Grant Competition to Prevent High-Risk Drinking and Violent Behavior Among College Students is to provide funds that support the development or enhancement, implementation, and evaluation of campus- and/or community-based prevention strategies to reduce high-risk drinking and/or violent behavior among college students. Some of the application requirements are to (1) identify a specific student population to be served by the grant and provide a justification for its selection; (2) provide evidence that a needs assessment has been conducted on campus to document prevalence rates related to high-risk

drinking by the population selected (or to violent behavior); (3) set measurable goals and objectives for the proposed project and provide a description of how the progress toward achieving goals will be measured annually; (4) design and implement prevention strategies, using student input and participation, that research has shown to be effective in preventing high-risk drinking by the target population (or violent behavior among college students);

To learn more about the requirements and procedure, contact Richard Lucey, US Department of Education, 400 Maryland Ave, SW, Room 3E252, Washington, DC 20202 -6123 or call 202.205.5471; 202.260.7767 FAX or email at richard_lucey@ed.gov

Application Deadline: February 16, 2001

Alcoholic Beverage Medical Research Foundation

Deadlines for receipt of applications for the spring and fall meetings of the Medical and Behavioral/Social advisory councils are

February 1 and September 1 respectively.

The Foundation does not encourage applications on treatment of the complications of advanced alcoholism. However, research involving treatment intended to elucidate the pathogenesis of alcohol-related problems will be considered. Non-research activities such as education projects, public awareness efforts and referral services are not eligible for support. The Foundation does not support training of pre- and post-doctoral fellows, graduate students and medical students, interns and residents. It does not fund thesis or dissertation research.

Grants are made to academic and research institutions in the USA and Canada -- not to individuals.

Contact information as follows, Alcohol Beverage Medical Research Foundation, 1122 Kenilworth Drive, Suite 407, Baltimore, Maryland 21204, or by fax: 410.821.7065 or email at info@abmrf.org or visit the website at <http://www.abmrf.org/grants.html>

Developing Leadership in Reducing Substance Abuse 2001

The nation has made great strides in the fight against substance abuse - alcohol, tobacco, and other drugs. To carry this momentum into the next century, today's leaders in the substance abuse field must pass the baton to a new generation of leaders. To help build a pool of competent, visionary, and diverse leaders, the Robert Wood Johnson Foundation has created a program titled, "Developing Leadership in Reducing Substance Abuse." This program provides leadership development for individuals who are early in their careers yet have shown the potential to become future leaders in reducing the harm caused by substance abuse through public health approaches. Through an intensive three-year mentoring experience, the program links emerging leaders with the field's current nationally recognized leaders. The mentorships are designed for fellows to remain in their current positions, and are intended to offer participants the experiences, insights, competencies, and skills necessary to achieve or advance in a leadership position.

Application Deadline: February 2, 2001

Contact, Cynthia Happel, Deputy Director, Developing Leadership in Reducing Substance Abuse, 317 George Street, Suite 201, New Brunswick, NJ 08901 -2008, or call 732.235.9609; 732.235.9619 fax or email info@SALeaders.org or visit www.SALeaders.org

CALL FOR SUBMISSIONS/PROPOSALS

The Campus Compact National Center for Community Colleges (CCNCCC) 2001 Collaboration Awards.

Deadline for submission is March 1, 2001.

The application will be available on the Center's web site at www.maricopa.edu/academic/compact. The award is to be given at the 10th Annual Conference, "Reflections of Our Past for Charting Our Future," to be held in Scottsdale, AZ, from May 23-25.

The competition is open to all two-year colleges who collaborate through service-learning with social agencies, business and industry, K-12 or universities. Only one nomination per college in one category will be accepted. Please refer your questions about the application or process to Angela Coleman at 480.461.6280 or email her at mary.coleman@mccmail.maricopa.edu.

The AAMC is issuing a call for submissions for the Group on Educational Affairs Annual Meeting and the 40th Annual Research in Medical Education Conference to be held at the 112th AAMC Annual Meeting on Nov. 2-7, 2001 at the Hilton Washington and Omni Shoreham in Washington, D.C.

As guidelines and forms will be made available only through the Internet, there will be no paper copies of calls for submissions mailed to constituents.

The submission deadline for Research in Medical Education Conference Papers is March 16.

Guidelines and forms will be available Jan. 17 at

<http://www.aamc.org/rime>.

The submission deadline for GEA Mini-Workshop Proposals is April 6. Guidelines and forms will be available Jan. 19 at <http://www.aamc.org/gea/miniwrks.htm>.

The submission deadline for GEA Small Group Discussion Proposals is April 6. Guidelines and forms will be available Jan. 19 at <http://www.aamc.org/gea/smallgrp.htm>.

The submission deadline for Innovations in Medical Education Exhibits is June 1. Guidelines will be available March 16 at <http://www.aamc.org/ime>.

Contact: M. Brownell Anderson, AAMC Division of Medical Education at 202.828.0665 or mbanderson@aamc.org, Cynthia A. Woodard, at 202.828.0449 or cawoodard@aamc.org, or Caroline Ford Coleman at 202.828.0412 or by email at ccoleman@aamc.org.

Project SHINE, a service learning program in which college students volunteer to tutor older immigrants who want to learn English, has received funding through the Corporation for National Service to expand to five new cities. A request for proposals is being sent to universities and community colleges. Institutions with a history of service learning programs, particularly those in areas which have a large immigrant population, would be most interested in this RFP. For more information contact: Daryl Gordan at: daryl@astro.temple.edu

Publications

Resources for conducting Community Assessments:

A Guide to Evaluating Asset-Based Community Development: Lessons, Challenges, and Opportunities by John McNight and Jody Kretzmann

ACTA Publications, Contact, 4848 North Clark St., Chicago, IL 60640 or call 1.800.397.2282 or fax to 1.800.397.0079 or visit the website: <http://www.nwu.edu/IPR/abcd.html>

Also from same authors: **Building Communities From The Inside Out: A Path Toward Finding and Mobilizing A**

Community's Assets. The book has three workbooks entitled: (1) A Guide To Mapping and Mobilizing The Economic Capacities of Local Residents; (2) A Guide To Mapping and Mobilizing Business Assets and Mobilizing Local Business Capacities; (3) A Guide To Mapping and Mobilizing Consumer Expenditures and Mobilizing Consumer Expenditure Capacities.

America's Children and the Environment: A First View of

Available Measures is the U.S. Environmental Protection Agency's first report on trends in measures reflecting environmental factors that may affect the health and well-being of children in the United States. This report represents an initial step in the identification, development, and compilation of a set of measures that fully reflect environmental factors important for children. Access the report online at http://www.epa.gov/children/indicators/about_report.html.

HRSA's Community Healthy Status

Reports is now available online at www.communityhealth.hrsa.gov to local health departments, local health planners, community residents, and others interested in community health improvement. A CHSI Report is available on the Web for all 3,082 counties in the United States. Health officials in local jurisdictions identified the need for easy-to-use

county level health information.

In response, the Health Resources and Services Administration, the Association of State and Territorial Health Officials, the National Association of County and City Health Officials, the Public Health Foundation, and numerous advisors, technical experts and liaisons involved in national health improvement activities collaborated to develop these county health profiles.

States and counties can use this concise set of indicators as a baseline for benchmarking local Healthy People 2010 activities, comparing one's county to peers and the U.S., and characterizing the overall health of the county and its citizens to support health planning. Contact Information: Health Resources and Services Administration (HRSA) at 1.888.ASK-HRSA or www.hrsa.gov

