



# PARTNERSHIP MATTERS

July 25, 2003

Volume V, Issue 15

## A NEED, A RESOURCE, AND A PARTNERSHIP: A Guide to Developing a Peace Corps Fellows/USA Program

*Reprinted from Peace Corps Fellows/USA Program Guide*

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### Community-Campus Partnerships for Health

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*What Is Fellows/USA?* Peace Corps Fellows/USA is a graduate fellowship program for returned Peace Corps Volunteers. As Peace Corps Fellows, returned Volunteers use the skills and experiences they gained overseas to work with underserved communities in the United States while they pursue graduate studies at reduced cost. Fellows/USA is a collaboration of universities, public school systems, community agencies, the Peace Corps, and the Fellows themselves. Its partners highly value the unique perspectives and special skills that former Volunteers bring to classrooms and communities.

*Benefits to University Partners* Through affiliation with the program, universities gain continuing access to potential, current, and returned Volunteers through the Peace Corps website, the 11 Peace Corps regional offices in the United States, and the more than 70 Peace Corps offices around the world. In addition, universities can take advantage of annual meetings of on-campus Fellows/USA program coordinators at universities around the country and professional conferences and meetings of the program partners.

*How Does a University Begin a Program?* A Fellows/USA program usually begins with a university faculty or staff member who is aware of a need in an underserved community near the university and is willing to commit to establishing and running a program on his or her campus. This individual writes a proposal for the establishment of a program and submits it to the Peace Corps. The proposal should

provide information on the community problem the program would address, the university and community resources (human, financial, organizational, etc.) available to support the program, the academic program(s) to be offered, and the budget, including how the program would be funded. The university is responsible for all administrative costs of the program, and for providing specific financial benefits to the Fellows, e.g. in-state tuition rates or other tuition waivers, relocation allowances, assistantships, fellowships, etc. Examples of possible funding sources are donations from foundations or businesses, contributions from the community partners that provide the Fellows' internships, Work Study funds, or grants such as those of AmeriCorps. To be strong and viable, a Fellows/USA program needs a "champion" in the program coordinator, i.e. someone willing to commit the time and energy required to establish and sustain a program.

*PeaceCorps Volunteer Benefits* Earn an advanced degree at reduced cost and serve U.S. communities at the same time. Study and exchange ideas with other RPCVs who share your interests. Learn skills that can easily be applied to work overseas. Benefit from lifelong eligibility as a returned Volunteer. Choose from degrees offered in a variety of areas including business, community and economic development, environmental studies, the sciences, health care, education, and more.

*For More Information* Visit <http://www.peacecorps.gov/fellows>, call 1(800) 424.8580, ext. 1440, or write to: [fellows@peacecorps.gov](mailto:fellows@peacecorps.gov)

## MESSAGE FROM OUR EXECUTIVE DIRECTOR



As many of you know, Community-Campus Partnerships for Health was a partner in this year's Cover the Uninsured Week, held in March 2003. CCPH members from across the country participated in such activities as health fairs, community forums, policy briefings and outreach as part of this national effort led by the Robert Wood Johnson (RWJ) Foundation to draw attention to the millions of Americans without health insurance. (See related articles in the December 27, 2002 and April 4, 2003 issues of *Partnership Matters* newsletter). This fall presents an opportunity to build on this momentum through the back-to-school campaign of the related RWJ initiative, *Covering Kids & Families*.

A majority of the more than 8 million uninsured children in the United States are eligible for Medicaid and the State Children's Health Insurance Program (SCHIP) but are not enrolled. Most come from homes where at least one parent works full-time. Many Americans are not aware of public and private sector health coverage programs available for children in working families. In fact, a recent national survey found that six out of 10 parents whose uninsured children qualify for Medicaid or SCHIP did not believe those free or low-cost public coverage programs applied to them. In addition to lack of awareness, other reasons for under-enrollment include the complexity of the application process, the perceived stigma attached to public coverage, disruption of continuous coverage due to categorical changes in eligibility, and the lack of seamless coordination across public and private sector programs that provide coverage for children.

To address the compelling need to reduce the number of uninsured children, The Robert Wood Johnson Foundation in 1997 established *Covering Kids: A National Health Access Initiative for Low-Income, Uninsured Children* to help states and local communities increase the number of eligible children who benefit from health insurance coverage programs. What began as a \$13 million initiative planned for up to 15 states grew into a \$47 million initiative with projects in 50 states and the District of Columbia and 170 local pilot communities. The Covering Kids initiative has maintained a consistent focus on three goals:

- design and conduct outreach programs that identify & enroll eligible children into Medicaid & other health coverage programs;
- simplify enrollment processes; and
- coordinate existing coverage programs for low-income children.

During the months of August and September, *Covering Kids & Families* coalitions from coast to coast host more than 1,000 outreach and enrollment events to inform families about low-cost and free health care coverage programs for children. We encourage CCPH members in the US to get involved. The Covering Kids and Families web site at <http://www.coveringkids.org/> lists key contacts in each state and a number of useful tools and resources that can be tailored to local programs.

### NEWS FROM CCPH

Please join us in welcoming our new program coordinator **Jen Kauper-Brown**. Jen started work this month in the Seattle office. She brings a wealth of valuable experiences to CCPH and we know you will enjoy working with her. Jen graduated from the University of Washington in 2002 with a Master's in Public Health. Her Masters thesis, entitled *How Participatory Action Research Contributes to Systems Change: A Qualitative Case Study*, explored how this research methodology influences change in public sector systems.

Through her professional and volunteer experiences, Jen has gained extensive experience in public health education and community development. Her work has included policy research and analysis on the issues of health care access and early childhood education, HIV prevention with homeless youth, health program development with low-income women and children as an AmeriCorps\*VISTA community service worker, and community environmental health assessment in an urban neighborhood in Minnesota. Jen received her BA in Environmental Studies and Biology from Macalester College.

At CCPH, Jen will be coordinating the awards program, the ASPH/CDC Examining Community Partnerships for Prevention Research project, and two new projects that get underway this summer: the Casey-funded project on health institutions as community anchors, and the Kellogg-funded project on community-engaged scholarship in the health professions.

Jen can be reached by phone at (206) 543-7954 or email at [jenbr@u.washington.edu](mailto:jenbr@u.washington.edu). We wish Stacy Holmes, who recently left her position as CCPH program coordinator, the best of luck in her new position with the National Voicemail Program. Stacy's contributions will be long-felt at CCPH, having inaugurated the CCPH awards program and our initiatives in community-based participatory research, among other projects.



## MEMBERSHIP MATTERS

### WAYS TO GET THE WORD OUT ABOUT YOUR PARTNERSHIP

We recognize that one of the key issues for sustainability is getting the word out about your partnership's activities and accomplishments. By doing this your partnership gets priceless visibility and gains much-needed advocates. Thus, we offer our members several different opportunities for you to publicize your partnership.

#### Featured Member

Bimonthly CCPH highlights a Featured Member on its homepage. The Featured Member is an active CCPH member who exemplifies exceptional work in the areas of community-campus partnerships, health professions education, civic responsibility, and/or improving health for all. Conducted as an informal interview, it enables CCPH members to share their wisdom and passion with others while gaining national and international exposure (in 2002, alone the CCPH homepage had more than 25,000 page views!).

To nominate someone for a Featured Member spotlight, contact Catherine Immanuel at [csi@itsa.ucsf.edu](mailto:csi@itsa.ucsf.edu). Self-nominations are welcomed.

#### Members in Action

Partnership Matters, the CCPH biweekly e-newsletter, features a "Members in Action" column. CCPH members are invited to contribute articles, editorials and announcements.

#### Submission Guidelines:

- There is no deadline for submissions
- Please limit announcements and questions to not more than 150 words; as for articles and editorials, not more than 250 words
- Provide the names of all authors, their current institutional affiliations and/or photos
- Explain all abbreviations and unusual terms when first used
- Please send submissions to newsletter editor Annika Robbins at [ccphpm@u.washington.edu](mailto:ccphpm@u.washington.edu).



## DEAR CCPH..

### Feedback on Internet Community Organizaing Requested Dear CCPH,

For a revised version of Meredith Minkler's book *Community Organizing & Community Building for Health*, I am writing a chapter on community organizing over the Internet. The message is that the internet has made many aspects of community organizing quicker & easier (access to data, collaborative writing etc), but that we still need the spaghetti dinners - i.e. Internet organizing can't replace traditional organizing.

As this is a textbook for many public health students, I would love to include examples/perspectives you may have. Below are some leading questions, but please share any experiences you like. Before publishing I will, of course, run the text by anyone who submits an example I include. Thanks in advance for your thoughts,

#### Questions:

1. Has the internet been useful in building or strengthening communities?
2. How has the internet improved your organizing efforts?
3. What is your favorite website for use in activism/ community organizing?
4. What tips would you give someone creating an activist oriented website? (i.e. have a digest version of your listserv, etc)
5. What is lost by using the Internet as the primary activist/ community organizing tool?
6. What compelling examples exist of blending traditional and internet based organizing?

*Please email your responses directly to:* Sonja Herbert of Berkeley, California at [sherbert@world.oberlin.edu](mailto:sherbert@world.oberlin.edu)

### Dear CCPH, Manual "Teaching Seniors to be Educators"

We have an elective for teaching seniors to be educators called the TALKS, "Teaching Senior Students to Be Educators" program. It has been going for about 7 years now (its development was fueled by a Culpeper grant) and recently, about 40% of the class (60 to 80 students) have elected it. As part of the grant, we developed a manual plus accompanying tape. \$45 for the manual alone \$57 for manual plus tape. We are charging only the cost of materials, production, and postage.

*Contact information* If you are interested, please contact Barbara McGowan of our Biomedical Communications department at (202) 994-2904. Payment can be by check or credit card.

Benjamin (Jim) Blatt, The George Washington University School of Medicine, Washington, D.C.



## NIH HEALTH DISPARITIES ELIMINATION STRATEGIC PLAN BEING “FINALIZED,” RUFFIN SAYS

*From a July 2, 2003 article by Natalie A. Ochs for Washington Fax* A strategic plan to eliminate health disparities at the National Institutes of Health (NIH)— one component of the agency-wide strategic roadmap initiative — is being “finalized,” National Center on Minority Health and Health Disparities (NCMHD) Director John Ruffin announced at NCMHD’s third advisory council meeting on June 17. It is hoped the plan eventually will affect all Health & Human Services (HHS) agencies, Ruffin opined.

The NIH Committee on Minority Health and Health Disparities Research Definitions and Application Methodology is making final the “technical aspects” of the plan, which will involve and affect every NIH institute and center, Ruffin noted. The final plan will have “new definitions” and a “revised application methodology” NIH will use for “future reporting purposes,” a 2002 NIH document outlining the plan states.

The final plan will be posted on the NCMHD web site to receive public comment for 60 days following its release, the center director said. NCMHD’s advisory council also will have the chance to review and comment on the plan, Ruffin stated.

“We need consistent definitions across the NIH of how we define... ‘health disparities’ and what we mean by ‘minority health,’ ” Ruffin stressed, citing past “disparities” in tracking minority health and health disparities research funding “because people have different ways of compiling” the numbers.

“Over the coming weeks,” Ruffin explained, the drafts of the new definitions will be pilot tested by six NIH institutes: the National Cancer Institute, the National Heart, Lung and Blood Institute, the National Institute of Dental and Craniofacial Research, the National Institute of Neurological Disorders and Stroke, the National Institute of Child Health and Human Development and the National Institute on Alcohol Abuse and Alcoholism.

The NIH committee will develop a “guidance” based on the pilot test results that will provide NIH with: “operational definitions” and a “consistent methodology for applying the definitions” to minority health and health disparities research, “criteria necessary to identify both minority health and health disparities population groups and diseases” and the “foundation for identifying, coding, tracking and reporting” NIH activities and resources, the agency document notes. Based on this guidance, NIH expects to submit a report to Congress by December describing the methodology used to determine the amount of resources the agency dedicates to health care disparities research, Ruffin stated.

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## Please Join Us In Welcoming The Following New CCPH Members!

### Individuals

**VanLeit, Betsy**, University of New Mexico, Albuquerque, NM

### Organizations

**Belcher, Anne E.**, Indiana University, Indianapolis, IN

**Bell, Brenda**, Creighton University, Omaha, NE

**Bunch, Channing**, Creighton University, Omaha, NE

**Daley, Sandra P.**, University of California San Diego, La Jolla, CA

**Gibbs, Rynda**, Office of Continuing Medical Education, La Jolla, CA

**Henkle, Joan**, Indiana University, Indianapolis, IN

**Lohman, Helene**, Creighton University, Omaha, NE

**Hulvershorn, Leslie**, Indiana University, Indianapolis, IN

**Scott, Jeff**, Indiana University, Indianapolis, IN

**Slattery, Barb**, Creighton University, Omaha, NE

## Thank You To These Renewing Members For Their Continued Support!

### Individuals

**Ahmed, Syed**, Center for Healty Communities, Milwaukee, WI

**Benz Scott, Lisa A**, State University of New York Stony Brook, Stony Brook, NY

**Pennella, Ann**, College of Notre Dame of Maryland, Baltimore, MD

**Shellenbarger, Teresa**, Indiana University of Pennsylvania, Indiana, PA

**Peters, Sandra**, Midwestern University, Glendale, AZ

### E-individuals

**Ford, Valda**, University of Nebraska Medical Center, Omaha, NE

**Gottlieb, Jan**, Robert Wood Johnson Medical School, New Brunswick, NJ

**Hewitt, Anne**, Seton Hall University, Mendham, NJ

**Labant, Amy**, Indiana University of Pennsylvania, Indiana, PA

**Zook, Letha B.**, Wheeling Jesuit University, Wheeling, WV

### Organizations

**Dillard, Wanda**, The Ohio State University Medical Center, Columbus, OH

**Jundt, Michelann**, University of Washington, Seattle, WA

**Paskett, Electra**, The Ohio State University Medical Center, Columbus, OH

**Friedman, Jerry**, The Ohio State University Medical Center, Columbus, OH



## UPCOMING EVENTS!

### CCPH SPONSORED EVENTS

For more event listings, see CCPH's website at <http://futurehealth.ucsf.edu/ccph/conferences.html>

**November 16, 2003:** CCPH is teaming up with the American Public Health Association to offer a **Continuing Education Institute on Advancing the Healthy People 2010 Objectives Through Community-Based Education**. The Institute takes place from 2:30 - 6 pm in San Francisco during the APHA conference. To register, visit: <http://www.apha.org>. To learn more about the Curriculum Planning Guide on which the Institute is based, visit: <http://www.ccph.info>

**February 7-10, 2004:** CCPH 4th annual **Advanced Level Service-Learning Institute: Fostering Leadership for Service-Learning Sustainability** at Chaminade, Santa Cruz, CA. The institute focuses on the skills and knowledge to sustain and institutionalize service-learning. Details, including application materials and deadline, will be posted soon at <http://www.ccph.info>. To view proceedings from the 2nd annual institute, visit [http://futurehealth.ucsf.edu/pdf\\_files/slia02proceedings.pdf](http://futurehealth.ucsf.edu/pdf_files/slia02proceedings.pdf)

**October 6-10, 2004:** CCPH and The Network: Toward Unity for Health are co-sponsoring an International Conference: **Overcoming Health Disparities: Global Experiences from Partnerships Between Communities, Health Services and Health Professional Schools** in Atlanta, Georgia USA that will replace our individual conferences for that year. By collaborating in these and other ways, we hope to strengthen the many wonderful partnerships already underway around the world, as well as to engage new individuals and organizations in this important work. For more information, visit <http://www.ccph.info>. For more information on The Network, visit <http://www.the-network.org>

### OTHER EVENTS

**August 1-4, 2003:** **Pathway to Participation: Volunteering and Voting**, Washington, D.C. Sponsored by the Arsalyn Foundation. <http://www.arsalynorg/TA.asp>

**3-4, 2003:** **Navigating Troubled Waters: 16th Annual State Health Policy Conference** in Portland, Oregon. Sponsored by the National Academy for State Health Policy, the conference will focus on topics such as Medicaid's Future; Multi-State Strategies for Weathering the Budget Storm; Value-Based Purchasing: Definition, Promise and Practice; and State Efforts to Contain Cost and Expand Access to Prescription Drugs. The keynote speaker will be former Oregon Gov. John Kitzhaber, M.D. For more details or to register online, go to <http://www.nashp.org>

**22-24, 2003:** **Building Strong Networks and Coalitions** in Harpers Ferry, West Virginia sponsored by the Praxis Project Learning Circle Series. This session will focus on how to develop strong outreach, recruitment and retention strategies for building a diverse, engaged base as well as effective strategies for building strong alliances. For more information or to register, please visit <http://www.thepraxisproject.org> or call our offices at (202) 234-5921.

**September 12-13, 2003:** **Best Practices in Patient Safety Education: A National Workshop for Health Sciences Faculty and Educators**, in Seattle, Washington. Sponsored by the University of Washington. After attending this course, participants will be better able to assess the culture of clinical practice that affects their students; identify opportunities for improving the culture of clinical practice; write an action plan for implementing and evaluating an interprofessional educational experience around patient safety at their own institutions and much more! For more information visit <http://www.son.washington.edu/cne/conf/welcome.asp>

**November 13-15, 2003:** **Achieving Greater Expectations: A working conference designed for teams and individuals from higher education and K-12 education**, in Washington, D.C. Sponsored by the Association of American Colleges and Universities (AAC&U) and its Network for Academic Renewal. Released in Sept. 2002, the AAC&U report, *Greater Expectations: A New Vision for Learning as a Nation Goes to College*, calls for a dramatic reorganization of undergraduate education to ensure that ALL students receive an education of lasting value. *Achieving Greater Expectations* will feature leaders from education, business, community action, and the policy sector who have a stake in powerful 21st century college education. Registration is limited and material will be available at <http://www.aacu.org> beginning August 1, 2003. For more information about the conference and/or to obtain copies of the report, please contact AAC&U: <http://www.aacu.org>, [meetings@aacu.org](mailto:meetings@aacu.org) or 202-387-3760.

## ANNOUNCEMENTS

### Dr. Satcher's Keynote Presentation from the 2003 CCPH Conference Now Available!

Dr. David Satcher, the 16th US Surgeon General and now director of the National Center for Primary Care at Morehouse School of Medicine in Atlanta, gave the opening keynote presentation at CCPH's 7th annual conference, "Taking Partnerships to a New Level: Achieving Outcomes, Sustaining Change."



As Surgeon General, he was able to draw attention to issues that are often overlooked and had never been subjects of previous Surgeon General reports: mental health, suicide, and oral health, to name a few. To view these reports, see <http://www.surgeongeneral.gov>.

Dr. Satcher's keynote highlighted the Healthy People 2010 objectives and their focus on eliminating health disparities. He outlined a strategy for the future that will depend on commu-

nity partnerships, advocacy, undoing individual and institutional bias, and cultural competency.



The original presentation was in PowerPoint format. To view Dr. Satcher's slides in HTML format go to,

<http://futurehealth.ucsf.edu/ccph/DrSatcher/DrSatcherKeynote.htm>

### CCPH Conference Dialogue on the Human Right to Health

A Breakfast Dialogue on Sunday, April 27 during the CCPH annual conference centered on "The Human Right to Health." Roberta Cottman, CCPH member from Wayne State University, convened a group that consisted of 8 participants, including Kathleen Clapham, Sandy Chan, Priscilla Heffelfinger, Ruth Jiminez, Yohamed Amine Kraba, Jim Randall, and Nancy Shore.

The group reviewed the UN Universal Declaration of Human Rights signed in 1948 (see below). It was noted that at the time of signing, South Africa and the United States were the only two industrialized nations in which its citizens are disenfranchised. Now the United State of America is the sole, and richest country in the world, in which its people do not have the right to a quality of life through health and well-being. 2001-2011 is the United Nations Decade

for "Building a Culture of Peace and Non-Violence for the Children of the World."

*For more information* Please contact Roberta Cottman at [ah2206@wayne.edu](mailto:ah2206@wayne.edu) or (313) 577-1432

### *The Universal Declaration of Human Rights*

Adopted by the United Nations General Assembly  
December 10, 1948

#### Article 23

- 1) Everyone has the right to a standard of living adequate for the health and well-being of himself and of his family, including food, clothing, housing and medical care and necessary social services, and the right to security in the event of unemployment, sickness, disability, widowhood, old age or other lack of livelihood in circumstances beyond his control.
- 2) Motherhood and childhood are entitled to special care and assistance. All children, whether born in or out of wedlock, shall enjoy the same social protection.

### Toyota USA Foundation Announces Awards for Math, Science Teaching

The Toyota USA Foundation has announced that it is awarding \$695,965 in grants to four universities to support initiatives designed to enhance the teaching of K-12 math and science. Recipients of the awards are the University of Central Florida, Orlando; the University of Denver, Colorado; New Mexico State University, Las Cruces; and the University of Central Arkansas, Conway.

"We're pleased to announce this new partnership with these institutions of higher learning," says Atsushi "Art" Niimi, president, Toyota USA Foundation. "Each of these schools has developed important, innovative teaching and learning opportunities for K-12 math and science."

*For additional information:*  
Visit <http://www.toyota.com/foundation>

### Medicare Drug Benefit Calculator

The Kaiser Family Foundation has produced an easy-to-use online calculator that "allows users to enter their prescription drug costs to determine what they would pay under leading Medicare reform proposals being considered in Congress." <http://www.kaisernetwork.org/static/kncalc.cfm>

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### **National 'Road Map' Targets Higher Education's 10 Most Critical Issues**

*Reprinted from Black Issues in Higher Education, April 24 issue*

A new nonpartisan guide aimed at making it easier for legislators and interested constituents to understand higher education's most pressing issues has come out just as Congress is preparing to vote on the Higher Education Reauthorization Act, scheduled for this fall. "Reauthorizing the Higher Education Act, Issues and Options," evaluates 10 critical HEA policy issues, pinpointing options for change and weighing the resulting trade-offs. Six of the issues addressed by the guide involve barriers to access and persistence. Between 2000 and 2015, the college-age population will increase by 2.6 million (16 percent), 80 percent of which will be minorities, and nearly half Latino. These populations, says the guide, historically suffer most from financial, academic, and cultural barriers to higher education, and "policy steps will need to be taken...if this country is to meet its future workforce needs." Some of the key questions the guide explores are:

- Are there viable federal options for controlling college costs?
- How can the federal government overcome financial, cultural and academic barriers to college access for so many?
- What reforms are needed for loan and grant programs to function as they were meant to?
- How can the HEA connect with the No Child Left Behind Act to deal with poor K-12 academic preparation?
- How will policy decisions enhance quality, address accountability, distance learning, etc.?

The guide also addresses federal options for controlling the cost of higher education. "How Congress responds to these critical policy issues will impact virtually all aspects of American society for the next decade or more," says Thomas Wolanin, senior associate at the Institute for Higher Education Policy, lead analyst and editor of the report. Copies of the report are available online at <http://www.ihep.org>

### **Dynamic Dollars to Mobilize Public Health Efforts: Preventive Health and Health Services Block Grant**

The Preventive Health and Health services (PHHS) Block Grant is a congressionally mandated grant provided annually to 61 grantees (all 50 states, the District of Columbia, 2 Native American Indian Tribes, and 8 U.S. Pacific Islands) to support the *Healthy People 2010* health objectives. The Center for Disease Control and Prevention (CDC) recently developed a brochure to increase awareness of the valuable role the PHHS Block Grant funds play to complement categorical and state funding to address and improve the public's health.

*For additional information:* Call 770-488-5645 or visit <http://www.cdc.gov/nccdphp/prevbloc.htm>

### **Job Opening - Program Coordinator at James Madison University, Harrisonburg, VA**

Now Hiring! Tobacco Free Youth Coordinator to prevent tobacco use by teens using a Social Norms Marketing approach. Full time James Madison University grant funded position with benefits under the Office on Children and Youth. Qualifications include coordinating possible 3 year grant. Masters degree preferred or equivalent experience in Health and Human services, communication, marketing or other prevention related field.

Duties will include program promotions, data collection, media message development, testing and reinforcement, incentives and evaluation. Will supervise college students and will work closely with middle school and high school youth to develop social norms marketing approach. A resume and Virginia state application are required.

A stat application can be obtained through JMU Human Resources at <http://www.jmu.edu/humanresources> (under employment). Please mail resume and state application to: Jane Hubbell, The Office on Children and Youth, P.O. Box 1753 Harrisonburg, VA 22803. (The state application can be emailed to [hubbeljx@jmu.edu](mailto:hubbeljx@jmu.edu))

Application review will begin July 28, 2003

### **The Infant Adoption Awareness Training Program**

The Infant Adoption Awareness Training Program is funded by a grant from the US Department of Health and Human Services that was awarded to the National Council for Adoption. This is an educational program offered to Title X clinics, community health centers, and other health facilities. In addition to increasing knowledge about various aspects of adoption, all training time (3 days) can be applied to Continuing Education Units. This training has been designed for people such as counselors, caseworkers, social workers, nurses, and other health professionals who are in contact with women who have unplanned pregnancies. All expenses (hotel, travel, food) are paid for each participant. In addition, each participant receives a \$50/day stipend and a \$25/day allotment for ground transportation and dinner. Adoption Specialists, upon completion of the training, can provide a one-day Adoption Liaison Training to other members of the staff in their facility. This training would be done in conjunction with a Master Trainer from the Infant Adoption Awareness Training Program.

*To find out more about this program* Please visit the website at <http://www.infantadopt.org> To register for a training near you, please visit <http://www.infantadopt.org/ia-datesandplaces.html> or call toll-free 866-212-3678.

*Announcements continued on page 9*

## GRANTS ALERT!

### **Martín-Baró Fund for Mental Health and Human Rights Announces 2004 Guidelines - Deadline: September 1**

A special fund administered by the Funding Exchange, the Ignacio Martín-Baró Fund for Mental Health and Human Rights supports groups or projects that work on mental health and human rights and are organized to support survivors of state-sponsored violence, including torture, war, and displacement, and political, social, and economic oppression.

The fund has a strong preference for projects that are developing innovative and progressive ways to deal with the mental-health consequences of violence and political repression. The fund does not view mental health and human rights as issues that can be addressed separately; rather, it seeks to support activities that explore the links between them. The fund focuses most of its support on existing grantees. Applicants should understand that funds are very limited, and that it is likely that no more than two or three new projects will be funded each year.

The fund prefers to support grassroots, community-based projects that focus on the needs and concerns of the community as well as of the individual. Almost all of the projects supported by the fund are outside the United States. The fund is especially interested in supporting groups located in regions harmed by U.S. policies and/or addressing problems created or aggravated by those policies. Grants are usually no more than \$7,000.

See the fund's Web site for complete program guidelines and restrictions and application forms (in English and Spanish). <http://www.martinbarofund.org/>

### **Patsy Takemoto Mink Foundation - Deadline: August 1**

A call for applications from women, 18 years or older, in the pursuit of education training, from ESL and skills training to GED, associates, and bachelor's/master's/doctoral degrees. Grants range from \$500-\$2000. First deadline is August 1, 2003 for \$2000 awards and then rolling deadlines for smaller grants. Applicants must be low-income, teenage/adult women, please pass along. Visit <http://www.ptmfoundation.net/home.shtm>

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In an April 29 interview with *Washington Fax*, NIH Deputy Director Raynard Kington noted NIH has reached the point where minority health and health disparities are "no longer considered at the margins of what we do; we see it as a core part of what we do. The nation invests in science to promote the health of the American people," all of the American people.

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We find out what makes certain people sick and other not at a basic and epidemiological and population level...then we use the knowledge to prevent and treat disease, Kington said. ♦

## RURAL GRANTS AVAILABLE

Applications are currently available for Outreach and Network Grants from the Office of Rural Health Policy (ORHP). Grants available are the Rural Health Outreach Grant Program, the Network Development Grant Program, and the Network Development Planning Grant Program. Information can be found at <http://ruralhealth.hrsa.gov/> under "funding."

Most application materials are posted on the web, or you can contact the HRSA Grant Application Center at 1-877-477-2123, 1-877-477-2234 (fax), or [HRSAGAC@hrsa.gov](mailto:HRSAGAC@hrsa.gov) and ask to be placed on the mailing list to receive the Rural Health Outreach or Network Development official application kits.

### **The Rural Health Outreach Grant Program**

#### **Deadline: September 12**

<http://ruralhealth.hrsa.gov/funding/outreach.htm> focuses on service delivery through creative strategies requiring the grantee to form a network with at least two additional partners. Applications are due September 12th. A technical assistance conference call is scheduled for Tuesday July 29th, 2pm EDT. Use the link above for more information about this TA opportunity.

Cite the reference number HRSA 04-001

### **The Network Development Grant Program**

#### **Deadline: September 26**

<http://ruralhealth.hrsa.gov/funding/network.htm> focuses on furthering ongoing collaborative relationships among health care organizations by funding rural health networks that focus on integrating clinical, information, administrative, and financial systems across members. Applications are due September 26th. A technical assistance conference call is scheduled for July 31st at 2pm EDT. See the above link for more information. Cite the reference number HRSA 04-002

### **The Network Development Planning Grant Program**

#### **Deadline: September 10**

<http://ruralhealth.hrsa.gov/funding/networkplanning.htm> provides one-year of funding to rural communities needing assistance in the development of an integrated healthcare network. The planning grants are to be used to develop a formal network with the purpose of improving the coordination of health services in rural communities and strengthening the rural health care system as a whole. A technical assistance conference call is scheduled for August 5th at 2pm EDT. Please use the above link for more information. Cite the reference number HRSA-003.

### **Hasbro Children's Foundation Grants - Deadline: Open**

The Hasbro Children's Foundation makes grants to organizations committed to working toward the improvement of childrens' emotional, mental and physical needs. Grants are given to both national and locally-based programs. Gifts range from \$500 to over \$35,000. Requests for funding are reviewed on a rolling basis. <http://www.hasbro.org/hcf/>

Announcements continued from page 7

### New Program Aims to Increase Number of Bilingual Health Professionals

The Cleveland Clinic Foundation has partnered with El Barrio, a Latino social services provider, and area schools on a program to train Latino high school students and adults as nursing assistants and promote health careers in the Latino community. The program, announced July 9, will work to increase the number of bilingual health care professionals while helping Latino youth stay in school and prepare for high-demand jobs in the health care field. Participants in the program, called *Creando Posibilidades/Creating Possibilities*, will be able to train as patient care/nursing assistants beginning in September at Cleveland Clinic. In Fall 2004, the program will launch a bilingual nursing academy at a Cleveland high school. The program also will offer health careers education for elementary and middle school students, and community outreach to enhance access to bilingual health care. It has received a \$475,000 matching grant from the Robert Wood Johnson Foundation and \$717,000 in funding from a local coalition including hospital foundations. For more on the program, go to <http://www.elbarrio.org/press.html>

### Gates Foundation Continues Fight Against World's Health Problems

Since Microsoft (<http://www.microsoft.com/>) co-founder Bill Gates and his wife started the Bill & Melinda Gates Foundation (<http://www.gatesfoundation.org/>) less than four years ago, \$3.2 billion of the organization's total \$6.2 billion in grants has gone toward improving health in developing countries, making it one of the most influential players in global health, the New York Times reports.

The foundation's grantmaking includes \$126.5 million to the International AIDS Vaccine Initiative (<http://www.iavi.org/>), \$50 million to the Global Alliance for Improved Nutrition (<http://www.gainhealth.org/>), and \$750 million — its largest single grant — to help start the Global Alliance for Vaccines and Immunization (<http://www.vaccinealliance.org/>), which is working to improve vaccination rates and develop new vaccines. And at least \$50 million of the \$1.5 billion to be distributed by the Global Fund to Fight AIDS, Tuberculosis and Malaria (<http://www.globalfundatm.org/>) comes from the foundation, which has also provided \$610 million on its own to combat those diseases and plans to spend at least \$478 million more by the end of 2005.

More recently, the foundation announced that it would give \$200 million to underwrite research on crucial health problems, and the National Institutes of Health (<http://www.nih.gov/>) has promised to finance the implementation of any discoveries resulting from the effort. "The goal of this is to create buzz everywhere, not limited to Harvard and Oxford but at Makerere University in Uganda and the University of Cape Town," said Richard D. Klausner, executive director of the foundation's global health program.

Indeed, the foundation prefers collaborative efforts that involve government, industry, scientists, and nonprofits, channeling 80 percent of its global health contributions through public-private partnerships. "They don't focus on defining a problem and looking to single-handedly address it, although they certainly could," said Melissa A. Berman, president and CEO of Rockefeller Philanthropy Advisors (<http://www.rockpa.org/>). "They look at a whole system and how that system can be used to address the problem on a very large scale. They are always looking at the grander vision."

Gates himself professes greater excitement about the foundation's health program than about its other main focus, education. "In health, I get very involved in the sense of learning about it," he told the Times. "I'm very excited we're doing education, but it's a little bit different. I haven't read eighty books on education...." He also measures his philanthropic achievements in simple terms: "With world health, every life you save is a wonderful thing, so it's not this question of whether you solve it or you don't....the thing is that you get to save the first child, the second child, the third child. You can just feel good about that."

Strom, Stephanie. "Gates Aims Billions to Attack Illnesses of World's Neediest." New York Times 07/13/03. <http://www.nytimes.com/2003/07/13/national/13GATE.html>  
Report on bioterrorism education for medical students

In a new report, "**Training Future Physicians About Weapons of Mass Destruction**," the Association of American Medical Colleges provides the first guidance ever issued to medical educators about how to prepare tomorrow's doctors to care for victims of bioterrorism and other weapons of mass destruction (WMD). According to the report, the nation's medical schools should thoroughly educate students about the public health and emergency services systems to ensure coordinated responses to WMD or other public health threats, and should incorporate WMD education into all four years of medical education.

The study, funded through a cooperative agreement between the AAMC and the Centers for Disease Control and Prevention (CDC), was the work of a multi-disciplinary panel of educators from schools of medicine, nursing and public health, experts in WMD preparedness and military medicine, and representatives from the CDC and AAMC. The new report is an extension of the AAMC's "First Contact, First Response" initiative, which was developed in the fall of 2001.

<http://www.aamc.org/newsroom/pressrel/2003/030707.htm>  
<http://fdncenter.org/pnd/news/story.jhtml?id=39000032>

## PERSUADING STUDENTS TO CARE

### Program aims to prod colleges into encouraging civic involvement

*Excerpted from an article by Jeffrey R. Young in the April 11, 2003 Chronicle of Higher Education, p. A47*

Democracy in America is at risk, and colleges are not doing enough about it, says Eugene M. Lang, a philanthropist known for tackling large problems in education. Colleges may say they encourage good citizenship, he says, but their efforts are often “random,” and students are increasingly tuning out of the democratic process. Although more and more students are volunteering during high school and college, Mr. Lang says, fewer young people are voting or taking on leadership roles in their communities. It seems, he says, that college students feel that a few hours of community service are an adequate replacement for other civic involvement. “It’s very important that people understand that working in a soup kitchen is not the equivalent of voting,” he says, “Just by putting in so many hours, they are presumed to have accomplished a purpose, and in some cases they don’t.”

Mr. Lang, a retired businessman and entrepreneur and a chairman emeritus of Swarthmore College’s Board of Trustees, is trying to jolt academe into greater civic-mindedness. Two and a half years ago, he invited 10 college presidents to a meeting and challenged them to work together to improve their colleges’ efforts in community service, and to make civic engagement a part of the curriculum in every department. The effort came to be called **Project Pericles**, after the Greek statesman who is seen as a founder of modern democracy. The presidents were quick to join Mr. Lang’s project—perhaps because of his unusually successful and generous track record in philanthropy. His I Have a Dream Foundation, formed in the mid-1980s, has helped thousands of inner-city kids get to college, and it has inspired many states and foundations to set up similar efforts around the country.

In [April 2003], those officials, as well as a delegation of students, faculty members, administrators, and trustees from each of their institutions, met at a planning conference here [New York City] as they prepared to expand the program to other colleges. In his keynote speech at the conference, Mr. Lang said that **Project Pericles** would bring a revolution in academe, and its creation “will come to be regarded as a seminal event in the history of higher education in the United States.”

#### A Pledge from Trustees

What sets **Project Pericles** apart from other efforts to promote civic engagement is the top-level institutional support and coordination required of its members. To join, a college must meet five requirements, including establishing a committee of its board of trustees to make sure the pledge of civic engagement is not just empty rhetoric. “This is my business experience talking,” says Mr. Lang. “Resolutions are fine, but we also require that the boards set up a formal, regular standing committee whose charge is to oversee the implementation of the resolution. That makes it organic.” As Hampshire College’s president, Gregory S. Prince Jr., put it at the conference, “I don’t think our goals are new—the real focus is on practice and implementation.”

Colleges in **Project Pericles** must also assign a staff person to oversee all community-service and civic-engagement efforts. At many campuses, those projects have sprouted up independently in various departments without anyone trying to connect them—or, as Mr. Lang puts it, they are “random activities, functioning at the periphery of curricula with imprecise standards and objectives, little accountability for performance or results, and poor if any criteria for evaluation.”

Students who are involved with the project say they are trying to make sure the effort doesn’t become too top-down, however, and that students have a voice in how Pericles develops. To get the project started, Mr. Lang offered each of the 10 pilot colleges a grant of \$50,000 if they provided matching funds. Eight colleges took him up on the offer for the grants. That grant money will not be offered to colleges that join the project in the future, however, says Mr. Lang. Mr. Lang says he hopes membership in Pericles will become a kind of seal of approval that a college is serious about teaching students to be good citizens, and that member colleges will tout that membership in their admissions materials. Officials at member colleges say they hope Pericles will become a clearinghouse of new ideas for blending community service into their curriculums and for encouraging civic-mindedness. For more information visit: <http://www.projectpericles.org/>

#### Promoting Civic Engagement

*To qualify for membership in Project Pericles each college must:*

- Secure a formal resolution by its board pledging that the college will “instill in students an active and abiding sense of social responsibility.”
- Create a program on the campus that oversees all civic and community activities and courses there, with a central administrator assigned to the program.
- Establish a standing, multi-constituent committee of its board to “oversee the implementation of the above commitment.”
- Attempt to involve all those concerned with the college—faculty and staff members, students, alumni, trustees, and administrators, as well as local residents—in community service.

*continued on page 11*



## CALLS FOR SUBMISSIONS

### **Toy Industry Foundation Announces RFP for U.S. and Canadian Organizations Serving Children in Need - Deadline: August 31**

As an expression of the commitment of the Toy Industry Association ( <http://www.toy-tia.org/> ) to the welfare of children and the improvement of their physical, emotional, and mental well-being, the association has created the Toy Industry Foundation (TIF) to make a significant contribution to improving the lives of children in need.

TIF focuses its grantmaking and other charitable activities on organizations that provide goods or services to children who are homeless in the U.S. and Canada, specifically targeting organizations that are currently bringing and/or planning to bring a play and/or recreational element to their program. Through proactive and thoughtful partnerships with organizations that share the industry's commitment to the power of play, TIF is committed to achieving its mission to bring joy, happiness, and comfort to children in need through the experience of toys and play.

During the current grant period, TIF will award up to seven grants in the amount of \$25,000 per program element. TIF will consider requests only from groups that qualify as 501(c)(3) organizations and whose proposals are consistent with current TIF policies and guidelines.

For complete funding guidelines and application procedures, see the program's Web site: <http://www.toy-tia.org/industry/ATI/index.html>

### **Courage Center Seeks Nominations for Annual Jay and Rose Phillips Awards - Deadline: August 1, 2003**

Courage Center, a national rehabilitation and resource center for people with disabilities, is accepting nominations for the annual Jay and Rose Phillips Awards. Established in 1964, the Jay and Rose Phillips Awards are designed to encourage individuals with disabilities to prepare for and find employment in their chosen field and to encourage employers to recognize the advantages of hiring people with disabilities.

The awards are presented each year to people with disabilities who have achieved outstanding success in their vocation. Winners receive a special plaque and cash award, and are recognized at Courage Center's annual awards/fundraising gala Celebration of Courage. Nominees for the Jay and Rose Phillips Awards must have a physical disability and be vocationally and financially independent (medical assistance excluded) for a minimum of three years. Self-employed individuals are eligible for the award. Employers are encouraged to nominate employees who meet the nomination criteria. Complete nomination guidelines are available at the Courage Center Web site: <http://www.courage.org/>

*continued from page 10*

- Set defined objectives and perform evaluations of programs aimed at fostering civic engagement.

#### **Some projects by member colleges:**

##### **• Periclean Scholars program at Elon University:**

Students who apply and are accepted to the program will take a course together each semester throughout their career at the university. The students will investigate a subject of their choosing and then create a public-service project to help confront the problems involved. Students are applying now for the program, which begins next semester.

##### **• Engaged Departments Initiative at Macalester College:**

It would provide \$1,000 grants to departments that agree to perform a self-evaluation of their existing civic-engagement activities and to propose new efforts, to be

overseen by a faculty member outside the department. This program is set to begin this summer or fall.

##### **• Center for Political Participation at Allegheny College:**

The program will bring together scholarly work on party politics, voter turnout, and related issues, and will hold voter-registration drives and other activities for Allegheny students. The center opened in October.

##### **Pilot members of Project Pericles:**

Allegheny College  
 Bethune-Cookman College  
 Elon University  
 Hampshire College  
 Macalester College  
 New England College  
 Pace University  
 Pitzer College  
 Swarthmore College  
 Ursinus College



## PUBLICATIONS

### Searching for the Uncommon Common Ground: New Dimensions on Race in America

An in-depth discussion of the persistently divisive issues surrounding race in this country. In this fourth book in the American Assembly's Uniting America series, the issue of race takes center stage. Authors Angela Glover Blackwell, Stewart Kwoh, and Manuel Pastor explore various dimensions related to the pursuit of racial equality and set the stage for a much-needed conversation on race with facts, insight, and analysis. By both giving this important and divisive issue the attention it deserves and providing essential background material, Blackwell, Kwoh, and Pastor present their readers with a crucial text, one that views race from a sociological, economic, political and even personal perspective. For more information about the book visit <http://www.wwnorton.com> or call 1-800-233-4830.

### Freedom's Answer: Too Young to Vote but Old Enough to Lead

Its authors had never written anything more than eight pages. *Freedom's Answer: Too Young to Vote but Old Enough to Lead*, all 148 pages of it, is the product of high school students calling themselves the September 11 Generation. They are united in the belief that the difference they make for democracy is their answer to September 11. Six authors interviewed 700 students and pored through thousands of pages of notes. The group met face-to-face twice on the East Coast, and in between they e-mailed and phoned each other to stay on track with the book. They tell the story of how students helped break the mid-year election voting record, filling the pages with anecdotes from students coast to coast.

Individuals in North Carolina paid for the first printing of *Freedom's Answer* using money generated by the initial 5,000, the September 11 Generation hopes to print 500,000 and get them into schools all over the country. Books, at \$6.95 per copy, can be ordered through <http://www.September11Generation.org> or contact Dane Anderson at [daneanderson@comcast.net](mailto:daneanderson@comcast.net) or visit <http://www.freedomsanswer.net>

### Budget Cuts Toolkit

All over the country, health programs are facing severe budget crises. Vital programs are slated for deep cuts and the human toll is hard to fathom. Tobacco control programs, like much of the work around chronic disease and prevention, have come under particularly heavy pressure. This "kit" will help groups better understand the economic context in which budget cuts are taking place; develop strategic communications and organizing plans for approaching this issue; and gain/identify tools and methods for researching state budget processes.

In developing this kit, the Praxis Project worked from three assumptions:

- A broad, multi-issue coalition in each state is necessary to beat back these cuts, and these coalitions must be formed around our common interests.
- We have to expose problems with the budget process as well as with budget spending priorities.
- It will be important to go beyond defending our programs to posing alternatives, especially ways to increase revenues at the state level and increased matching funds at the federal level.

The kit is available from the Praxis Project website:

<http://www.thepraxisproject.org>

### NATIONAL FETAL AND INFANT MORTALITY REVIEW PROGRAM RESOURCES

#### Smoking Cessation During Pregnancy

The American College of Obstetricians and Gynecologists (ACOG), with support from the Robert Wood Johnson Foundation, prepared a manual and set of educational materials called, "Smoking Cessation During Pregnancy: A Clinician's Guide to Helping Pregnant Women Quit Smoking." This new practice resource includes a slide show and lecture guide, self-instruction tool kit, and evidence-based guidelines on smoking cessation during pregnancy. The self-study program, once completed, offers a maximum of 3 hours in category 1 credit towards the AMA Physician's Recognition Award. To order contact the ACOG Resource Center at [resources@acog.org](mailto:resources@acog.org) or call (202) 863-2518.

#### Fathers Supporting Breastfeeding

The United States Department of Agriculture, Food and nutrition Services is targeting African American fathers in a new breastfeeding promotion project called *Fathers Supporting Breastfeeding*. The project goals are to increase breastfeeding initiation and duration rates among African American women by involving fathers in breastfeeding promotion. The project materials include posters, educational brochures, and a video/discussion guide set-all of which are appropriate for other ethnic male groups. To order these free materials visit the Fathers Supporting Breastfeeding Web site at <http://www.fns.usda.gov/wic/Fathers/SupportingBreastfeeding.htm>

#### Women's Health USA Databook

Modeled after *Child Health USA*, the Health Resources and Services Administration (HRSA), Maternal and Child Health Bureau released the Women's health USA databook. This new databook presents vital data to profile the health of women throughout the United States by reviewing population characteristics, health status and health services utilization. To order online visit the HRSA Information Center Web site at <http://www.ask.hrsa.gov> or calling 1-888-ASK-HRSA.



MISSION: TO FOSTER PARTNERSHIPS BETWEEN COMMUNITIES AND EDUCATIONAL INSTITUTIONS THAT BUILD ON EACH OTHER'S STRENGTHS AND DEVELOP THEIR ROLES AS CHANGE AGENTS FOR IMPROVING HEALTH PROFESSIONS EDUCATION, CIVIC RESPONSIBILITY AND THE OVERALL HEALTH OF COMMUNITIES

