

●●●●● PCSAO ●●●●●  
**FCNBcps CLIFF NOTES**

**Issue No. 2 - October 1997**

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This publication is part of a series created to assist counties with the implementation of family-centered, neighborhood-based child protection services. The tools and helpful hints produced herein are a by-product of the materials and documents provided to PCSAO by staff at the Cuyahoga County Department of Children Services; the Hamilton County Department of Human Services; and the Annie E. Casey Foundation. In some instances these materials have simply been reproduced. In other instances we have taken the liberty of interpreting and reformatting the information to enhance its usefulness. Included with each publication will be a feedback form. To help us know whether or not the publication is useful, we encourage the reader to complete the form and return it to PCSAO within 3 weeks of receipt of each issue.

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***Originally, this issue was to focus on Getting Started In Your Communities/Neighborhoods. Because of the many questions we have received regarding Getting Started With Staff, this issue has been revised and is now devoted to two key FCNBcps implementation topics: GETTING STARTED IN WORKING WITH YOUR COMMUNITIES (aka NEIGHBORHOODS) and GETTING STARTED WITH STAFF. Please note that issue 1 of the FCNBcps Cliff notes series also contained materials on Getting Started With Staff.***

## **I. GETTING STARTED IN DEFINED COMMUNITIES**

Please note, this publication uses the terms communities and neighborhoods interchangeably.

The Standards For Effective Practice that link to this topic include:

Standard 1.1 Management of the PCSA; 1.4 Staff Orientation and Training; 1.4 Supervision of Staff; 1.16 Prover Relations; 2.2 Kinship Care; 2.3 Case Staffings; 3.4 Investigative Assessments and Interviews; 3.9 Safety Plans; 3.10 Reasonable Efforts; 4.1 The Child and Family Assessment; 4.2 Developing the Case Plan; 4.4 Reasonable Efforts and Removals from the Home; All of 5.0 Intensive Family-Based Services; 6.5 Foster Care; 6.6 Visitation; 8.3 Recruitment of Adoptive Homes

### **A. Defining Community/Neighborhood**

First things First! The agency MUST define NEIGHBORHOOD. Once the agency has defined the term in can decide which neighborhoods (if not all) to target so that it may begin the hard work of grass roots community partnership building.

<p><b>Let's define community/neighborhood first:</b> a community/neighborhood is a geographically contiguous area which shares a history or culture, schools, resources and churches with a common governance. OR HOW ABOUT... a community/neighborhood is an association of persons who may or may not live in a contiguous neighborhood but who have formed ties through their shared culture, religion, school district, etc.</p>
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An agency may define the county's neighborhoods in any number of ways depending on the lay-out, history and natural "neighborhoods" that pre-exist. For example, in Cuyahoga county there exists natural neighborhoods that were formed as immigrants migrated to Cleveland. In Hamilton, they used census track data to assist staff in determining population groupings. However, in a rural county people are spread out and so, the agency may define the county's neighborhoods as school districts. Then again, in Greene County their are pre-existing neighborhood associations. The Agency must do some simple research to ascertain what neighborhoods already exist and fashion "its" neighborhoods after those which exist (or create them when they are not apparent).

*It takes an enormous commitment, time and energy to provide child protection services using a family-centered, neighborhood-based approach. Therefore, once the agency has defined the neighborhoods in the county, it must HONESTLY ask itself if it can service all of the neighborhoods using this approach. **If it cannot, it should target those neighborhoods where there is the highest number of active child removals and, if possible, where there is strong support from foster parents for this approach.***

Once the agency has defined its neighborhoods; identified the neighborhoods it will target, and has prepped and trained staff as to the philosophy and intent of family-centered, neighborhood-based child protection services, then it can begin to plan how it will initiate contact and partnership-building with the targeted neighborhoods.

## **B. Broad-Based Tips from the "lessons learned " in Cuyahoga and Hamilton counties**

The pilot counties reported that of all the lessons learned when getting started in the neighborhoods, the following are broad-based but CRITICAL points to remember:

### **(1) Look Inward**

Both agencies said an absolute must when getting started is to have a heart-to-heart discussion with staff and board members regarding what it takes to shift current practice to be more family-centered, neighborhood-based. It takes mega-energy and a long term commitment. Therefore, to succeed agency staff and the board MUST look inward, and ask and honestly answer the tough questions: (a) "are we really ready to step outside our current paradigm and work in new, more creative, more flexible and in many ways more challenging ways?"; "are we ready to give and take rather than tell?"; "are we ready to support our staff in less traditional ways to support successful community building?"; "are we willing to face the failures of our CPS system, accept our culpability and admit that we do not protect children - rather, we work with others to make sure children are protected?".

### **(2) Listen**

If we want to really partner with community folk we need to actively listen, be prepared for what we hear and be ready to respond. If we must respond by saying "we can't do that, its outside of our authority" that's O.K.! Somehow we have arrived at a place where we too believe that we can be all things to all people when, in fact, we know not only can't we - we shouldn't be. Regardless of how we address concerns - its about listening and responding, if the agency wants to establish a base of trust!

**(3) Be open, flexible, seek common ground**

When the neighborhood groups and agency staff can identify common ground, things fall into place. What do you both share in common = protecting kids and stabilizing families. Once that is established, review the mission of the agency and the hopes of the community, then decide who can do what best.

**(4) Equip staff to do the hard work**

Educating staff about the family-centered, neighborhood-based CPS philosophy is a must but it is not enough. Staff need good communication skills to conduct and participate in community-based activities [e.g., skills such as: active listening; problem-solving; managing conflict, running meetings, etc.]. Staff also need to be supported in the field, making sure they have tools to provide for their safety [car phone, pagers]. Participating in this approach will be a departure from the previous manner in which services were delivered. Therefore, staff should be supported when they make mistakes and when they need to flex their schedules to accommodate a neighborhood [e.g.: a meeting ran over or a weekend/evening function in the neighborhood required their presence].

**(5) Watch the POWER thing**

We tend to think our way is the only way. Communities are sick of hearing or feeling that the "fat cat bureaucratic" has all the answers - we don't. Be careful not to come off as all knowing. Humble yourself and you will humanize the agency and staff. Doing this means acknowledging the past sins: what the agency hasn't done well. It also means taking pride in what the agency has, and is doing well. LEAVE THE ARROGANCE AT HOME - there's no place for it if you want to build strong partnerships!

**(6) Be involved with the targeted communities**

Letters and memos, faxes and notices are important tools of communication but community partnerships require FACE TIME. Staff must be seen in the community and supervisors must be involved as well. Agency staff at all levels must learn, be involved with, and then advocate on behalf of the community.

**(7) Establish committees within the agency** to help with the hard work. Committees may include, but not be limited to:

- a) Data Evaluation committee reviews local and FACSIS data to track where the agency is with regards to the F2F outcomes [see issue #1 of the FCNBScps Cliff Notes];
- b) Foster Care Recruitment committee looks at specific neighborhoods, community needs and meets with neighborhood folk to solicit their support in developing a plan for recruitment of homes to keep children local when removal is eminent;
- c) Case Assignment committee reviews how cases are assigned and to research the viability of geographical case assignment and equity in case assignment to compliment the neighborhoods the agency has defined;
- d) Roles and Responsibilities committee clarifies the responsibilities of the case worker, supervisor, foster family, neighborhood support system, etc. [handouts included with this publication];
- e) Family Team Meeting committee establishes the protocols and policies for conducting family team meetings [handouts included with this publication].

**(8) Family-Centered Neighborhood-Based CPS is a work in progress**

Know and understand that practicing family-centered neighborhood-based CPS is ongoing and ever-evolving. It should be approached as, and considered "a work in progress" and never finished!

**(9) DON'T GIVE UP - PERSEVERE!!**

This is a long-term commitment. If your agency has a history of losing steam on projects... don't get started because if you start in with community relationship building and lose steam, it will undermine your credibility for a long time. It takes anywhere from 2-3 years to see the fruit of your labor - don't give up...the results and outcomes for children and families are worth it so persevere!

**Both Hamilton and Cuyahoga cautioned against...**

**Arrogance** Both the agency and the community can suffer from arrogance. Beware of this pitfall and avoid it at all costs - it will undermine your goal to build strong partnerships for the protection of children and stability of families in the targeted communities.

**Ignorance** The community has preconceived notions about the agency which staff must dispel through formal meetings and regular contact. The community must also work to dispel unwarranted beliefs staff hold of community folk.

**Fear** Both the agency and the community will be fearful when getting started. Be aware of these fears and work through them otherwise your efforts will be thwarted.

**C. The Nuts and Bolts of Getting Started**

Cuyahoga and Hamilton counties agree that there is a lot of "Advance work" to be initiated as part of getting started. Consider the following element.

***i. Decide whether or not you are able and willing to realign case assignments with the targeted neighborhoods***

Initiate a discussion with staff and the board as to the viability of realigning cases to support the family-centered, neighborhood-based approach you have committed to. Cuyahoga and Hamilton both report that building trust and mutual understanding is best [or more readily] created when people can identify a name and face with the agency. Attaching a social worker (s) to a geographic area will help build the bridge for true collaboration and will ease the way for establishing strong partnerships.

If you choose to go this route, consider developing a systematic plan for realigning staff and for case transfers. In Cuyahoga County they developed a phased-in approach: Phase 1: assigning new cases geographically; phase 2: reassigning court-involved cases geographically; phase 3: reassigning open cases geographically, so that by early 1998 all of the current and new cases will be attached to geographic units.

Once the plan is set make sure you COMMUNICATE IT TO STAFF AND THE TARGETED NEIGHBORHOODS AND COMMUNITY GROUPS. Provide supervisor, caseworker names and contact numbers as well as how you plan to make the shift.

COMMUNICATION is absolutely essential - too often we assume "they know" or "don't need to know", etc. This is a sign of arrogance and flies in the face of trust-building behavior both with staff and the communities.

**ii. Analyze the cases in the targeted communities**

Do your homework before moving out into the targeted neighborhoods. Review and assess the types of cases that you are serving in the targeted communities. Are they largely neglect, abuse or dependency cases or a combination? What is the number of child removals in these neighborhoods over the past three years, what is the percentage of reunifications, kinship homes, foster homes, etc. as compared to the rest of the county? Where are the children from these communities being placed, how far away, in what school districts? What is the potential loss of income to the school district for each child removed and placed elsewhere?

**iii. Identify Staff who can act as Community Liaisons**

There are many things to consider and to do when getting started, prior to actually contacting community members and scheduling the first meeting. The agency should identify, if it has the resources, an agency liaison for each targeted neighborhood. Community partnership building is labor intensive!

**iv. Scope out the Community**

There are many, many formal and informal service providers, local social groups, formal neighborhood groups and existing collaboratives, etc. that exist in the neighborhoods. Do your homework! Find out what services are available [both formal and informal]; what potential sites may be available for on-site visitation, staff meetings, other functions. Get a sense of the types of services and programs the community has wished for but has not been forthcoming. Ask staff that live in these communities, colleagues, and others that you might know from local committees and boards, etc., to help you gather this information.

**v. Approach Existing Groups**

Once you have data available and have identified the existing informal and formal service providers, local social groups, formal neighborhood groups, and existing collaboratives, make contact with them.

Have staff, who are most comfortable in approaching the communities, request an invitation to their meetings. Be prepared to discuss your services, mandates, and bring data and information on family-centered neighborhood-based services and on the cases

etc., you are serving in their communities [being careful to respect confidentiality issues]. Explain what you hope to do with the communities support. Explain that you will be scheduling a meeting and inviting them as well as others in the community to learn more about family-centered, neighborhood-based services and that you hope they can attend. Be prepared to hear resentful, angry messages - don't react, thank them for their input and respond by graciously accepting their feedback. End by describing the type of partnerships you seek to develop and why. Invite these groups to the first Neighborhood-based meeting that you schedule.

**HOW TO HOLD THE FIRST and SUBSEQUENT MEETING  
with the  
NEIGHBORHOOD CENTERS**

**Once the targeted neighborhood is identified:**

- a. Identify the neighborhood center (s) that have clout in the community. Call them and briefly explain what you are trying to accomplish and that you would like to meet with their staff to go into some detail. Set up a meeting and confirm via a letter that includes some easy-to-read information [including charts, graphs, etc.];
- b. Invite staff who hold cases in the target neighborhood to attend;
- c. At the initial meeting conduct a presentation...get feedback [don't become defensive - no pain/no gain]; make sure the presentation materials speak to them [have statistics to show the loss of revenue for a school district where children are removed and placed elsewhere...have data to show the impact of separation on family reunification, show the number of children removed from the community and the number placed locally, etc.];
- d. Tell them what you want to accomplish and what you need to do so, ask for their help - get a tentative commitment if possible before the end of the meeting;
- f. Set up a second meeting.

**At the next meeting with the Neighborhood Center:**

- a. Develop an agenda in advance - have the Center Director review it;
- b. Each agency reviews their mandates, mission, funding streams; programs;
- c. Agency staff from both agencies huddle up in their separate groups and identify myths and stereotypes they hold of the other agency;
- d. Both agencies present their lists and a general discussion takes place;
- e. Staff flip chart commonalities [based on the missions of both agencies] and identify who does what best;
- f. Staff draft goals and objectives for working with each other differently [explore space, visitation monitors, possible contracts, parenting classes, how to access existing but untapped resources, etc.];
- g. Staff identify next steps.
- h. Invite the neighborhood center to the neighborhood-wide meeting that you schedule [see below].

*The purpose of starting with the neighborhood center is to establish an ally in the community that is trusted by neighborhood folk. Always bring refreshments with you - let the Center know you are doing so.*

**HOW TO HOLD THE FIRST and SUBSEQUENT MEETING  
with the NEIGHBORHOOD FOLK**

**Once the targeted neighborhood is identified:**

- a. Identify who the "movers and shakers" are in the neighborhood. The agency can do this by speaking with staff who live in the neighborhood; contacting members of the Family and Children First Council; asking agency social workers who they know in the target community; asking staff and colleagues who is "in the know" through local committee groups, etc.;
- b. Contact the informal and formal leaders, tell them what you are trying to do; send them some easy-to-read information [including charts, graphs, etc.], contact them a week later to invite them to a meeting in their area;
- c. Follow-up with a phone call. Ask to have lunch with one or two of the prime formal/informal leaders. Try to gain a tentative commitment asking them if they would be willing to sponsor the first meeting [the agency will provide the paper, envelopes, and do the mailing]. You want them to call the meeting because they are trusted - you might not be.
- d. Invite a cross-section of community folk: formal leaders, informal leaders, foster parents, adoptive parents, make sure staff who carry cases in the neighborhood are present, pastors, small business owners, public housing managers, etc.;
- e. Develop the agenda, run it by the meeting "sponsor(s)". Assure that they and the agency play an equal role [the "sponsor" can do the introductions, perhaps provide the back-drop and present the agency staff. The agency can provide an overview of mandates and services; identify historical perceptions; provide easy-to-read information [including charts, graphs, etc. on rate of child removals; trauma to the child; placement whereabouts - in neighborhood as opposed to outside of same; amount of lost school revenues; etc. Share what you want to accomplish, humble yourself, asking for their guidance and support vis-a-vi a Community Collaborative;
- f. Tentatively schedule a next meeting.

**At the next meeting with the Neighborhood Folk:**

- a. Allow time for meeting and greeting;
- b. Review agency program and funding streams BRIEFLY [as you did this at the initial meeting];
- c. Allow for an "airing" of myths and stereotypes [things the community believes about the agency, things the agency believes about the community] and time for a general discussion;
- d. Flip chart what the community needs are, what their frustrations have been, what they would like to see of the agency; the agency should be prepared to address the issues that surface - discussing what it can/cannot do will and won't be able to do;
- e. Flip chart what the community knows best and what the agency knows best and what the agency can do to support the community's "know-how";
- f. Discuss the agency goals and seek interest in forming sub-groups of the Collaborative: (a) Services in the Neighborhood; (b) Foster Care Recruitment; (c) C/AN Prevention Efforts;
- g. If community folk think its a good idea - recruit members for each sub-group;
- h. Discuss future meetings, where they should be held, how often the sub-groups should meet, the Collaborative should meet, etc.

**Whatever needs the neighborhoods surfaces as a result of your meetings, anticipate having to meet the neighborhood's needs prior to the agency needs being met.**

**D. Additional activities to consider when working with targeted neighborhoods**

Cuyahoga and Hamilton also identified a series of additional "getting started" activities and things you might want to consider in working with the neighborhoods.

- A. Develop community-wide steering committee composed of different community leaders, providers, church leaders, politicians, foster parents, etc. to assist in making family-centered, neighborhood-based services work throughout the county;
- B. Hold periodic Unit meetings in the neighborhood - at neighborhood centers;
- C. Create a resource directory for the neighborhood, identifying formal and informal services;
- D. Interview local folks - ask them how things are going, the services they would like to see, how they might be able to assist with neighborhood-based C/AN prevention efforts;
- E. Hold monthly Business Card Swaps - invite community providers to come and share what they do, how they do it, etc. and swap business cards at a community center or church;
- F. Attend existing local meetings on a regular basis;
- G. With the Neighborhood Collaborative, establish a COMMUNITY DAY once or twice a year [ solicit providers to come and share their wares, provide free demonstrations and services, e.g., blood pressure checks, etc, charge a fee to off-set the cost of the day, have hot dogs and things for families to do, etc.];
- H. Conduct Quarterly All Staff meetings with other key neighborhood providers: clarify roles and responsibilities; hold joint problem-solving sessions;
- I. Engage existing foster parents to help you develop a recruitment plan;
- J. Seek out Art groups who can initiate a community-wide Arts project [painting a wall in the town square, etc.];
- K. Conduct the same type of "myths and misconceptions" meeting with foster parents as you do with the neighborhoods;
- L. Seek out University or academic-types who are interested in the neighborhood-based philosophy, see if they can find academic dollars to provide after school mentoring and enrichment programs in the targeted neighborhoods;
- M. In RURAL communities, engage the local veterinary clinic - if a family is abusing their animals they might be abusing their kids; enlist the 4-H Club and small churches of non-mainstream religions to assist in the family-centered, neighborhood-based approach to service delivery;
- N. If you cannot afford to hire a case staffing specialist, consider training a retired professional from the targeted community to facilitate case staffings - go through your local United Way to identify the

individual, have them sign a two-three year commitment form and a confidentiality form as part of the agreement;

- O. Develop parenting classes with parents needing this support - be flexible in your approach [Hamilton County contracted with a neighborhood center for parenting classes. The Center developed the sessions around the interests and training needs as identified by the parents.
- P. Hold neighborhood breakfasts on Saturday mornings at a local Center or Church. Provide child care. Conduct presentation at the breakfast on a specific aspect of agency business (hot line, how to refer, when CPS gets involved, why children are removed, etc.).

#### **E. Using the Power of the Family and Children First Councils**

Depending on your county, the Family and Children First Council can be a great way to get the word out on family-centered, neighborhood-based CPS and to articulate the needs of the targeted communities to garner support and assistance from other children and family service providers [public and private] and politicians.

Develop a one page summary on agency out-of-home placement statistics. Include in the one page summary the number and type of local and out-of-county services used by the children and families during the month [or quarter depending on how often you provide the summary update to Council]. Include statistics of the targeted communities - number of children removed from homes, where they were placed, etc. Identify the types of services the communities have asked for based on your meeting with them. When you can get on the agenda, lead a discussion as to the type of support that is needed and how Council and Council members can help.

#### **F. COMMUNICATING "WHAT", AND "WHY WE DO IT", IN WAYS THAT PROMOTE UNDERSTANDING AND SUPPORT IN COMMUNITIES**

Judith Goodhand, the Executive Director of Cuyahoga County CSB, takes community partnership building very seriously. In an effort to build collaboration and support from key stakeholders in the professional and political arenas and with the citizens of Cuyahoga's communities, the Cuyahoga County CSB began issuing a series on Major Policy issues **followed by** small group meetings to discuss, reach agreement on the agency's position and at times, provoke the agency to rethink its position based on the feedback from community members. In the handout section of this publication is an example of the Major Policy Issues document the agency distributes in the community.

SEE HANDOUT SECTION FOR TERRIFIC EXAMPLES YOU MIGHT WANT TO USE WHEN  
GETTING STARTED IN THE NEIGHBORHOODS

## **II. GETTING STARTED WITH STAFF**

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**Issue # 1 of the FCNBcps Cliff Notes Publication contains materials on Getting Started with Staff. Because of all questions and calls we have received regarding this subject, the following**

**additional information is being provided. Please check out Issue #1 for handouts and training outlines you can use to get started with staff.**

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As was said when this topic was highlighted in the first issue of FCNBcps Cliff Notes, one of the primary lessons learned by the pilot counties is that while partnering with the external - community stakeholders is obviously necessary to promote neighborhood-based service delivery, an agency should not venture outside until it has fully prepared staff and are sure staff embrace the family-centered, neighborhood-based CPS philosophy.

Fully preparing staff to shift their current "mode of operandi" to that of a more family-centered, neighborhood-based approach can entail several different types of activities on an ongoing basis. The agency may want to consider the following types of activities as a means of getting started with staff.

1. When meeting with staff, ALWAYS start any discussion regarding service delivery by linking it to the MISSION of the agency. Always include a "reminder" of why we are here and how the mission links with [in this case family-centered, neighborhood-based CPS];
2. Management should meet with direct line supervisor. Using the agency's long-term goals review how family-centered, neighborhood-based services fits with the agency's direction. Discuss Family Team Meetings, Case Staffings, localized foster care recruitment being everyone's business [after all social workers have more contact in the communities then anyone else]. Make sure the supervisors are on board with family-centered, neighborhood-based services before orienting and training line staff and support staff;
3. Schedule a series of focused discussions at various levels of, and throughout the organization. Focused discussions regarding child-protection vs. family-stabilization; fears and stereo-types regarding the families we serve and the communities we visit; what it means to be community-based, etc.;
4. Provide staff with resource manuals that are in 3 ring binders for regular updates as new "hidden" resources in the targeted communities are "unearthed";
5. Invite foster parents, who believe in family-centered practice, to a covered dish luncheon with staff. Prepare a series of questions or statements you want them to react to and during the luncheon have foster parents talk about their experiences with the children they serve and the families they work with. Invite staff to join foster parents for a discussion regarding family-centered practice;
6. Have staff attend sections of the foster parent pre-service [we are currently working to develop a one day session for staff on the bio./foster parent relationship and how to maximize this powerful resource];
7. Invite PCSAO to conduct a three hour session on family-centered, neighborhood-based CPS;
8. Develop a 1/2 day Orientation session on family-centered, neighborhood-based CPS using the F2F Casey outcomes as the foundation. Prepare data that shows the primary areas where children are removed and where they are placed in your county, discuss the ramifications of the statistics on the child, help staff understand the importance of neighborhood-based care;

9. Use the Ohio Child Welfare Training Tool Manual: Train and Orient for Optimal learning and Skill to lead discussions on the Unit level regarding family-centered, neighborhood-based services. Use the pre-test and post-tests that cover this topic as a way of beginning the discussions;
10. Provide staff with training on topics that will assist them in making the shift from current service delivery practices to a more family-centered, neighborhood-based approach [e.g.: active listening; how to conduct a meeting; diffusing conflict; how to negotiate for win/win outcomes; community organizing; working with the biological and foster family, etc.].
11. Use the staff training and orientation outlines provided by Hamilton County to assist you in developing an in-house orientation to family-centered, neighborhood-based services and training for your staff [included in the handout section of this publication].

***LOOK FOR THE NEXT ISSUE OF FCNBcps CLIFF NOTES***

***WE WILL SHARE IDEAS AND INFORMATION REGARDING:  
GETTING STARTED WITH PROVIDERS AND FOSTER PARENTS***

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Issue No. 2 - October 1997

**ACCOMPANYING  
HANDOUTS**

**GETTING STARTED IN THE  
COMMUNITIES**

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FCNBcps CLIFF NOTES

Issue No. 2 - October  
1997

## ACCOMPANYING HANDOUTS

### WORKING WITH STAFF:

## OUTLINES ON STAFF ORIENTATION AND TRAINING AND CHECKLISTS FOR PLACEMENT STAFFINGS

SEE THE AUGUST ISSUE OF FCNBcps FOR ADDITIONAL WORKING  
WITH STAFF HANDOUTS



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**Issue No. 2 - October 1997**

**FEEDBACK FORM**

PLEASE COMPLETE THE FOLLOWING AND RETURN IT TO PCSAO: [ATT. S.A. SAUNDERS] W/IN 3 WEEKS OF RECEIVING THIS PUBLICATION. WE HOPE IT IS USEFUL - LET US KNOW WHAT YOU THINK...

	<b>Absolutely</b>	<b>Somewhat</b>	<b>It's OK But...</b>	<b>Not at all</b>
1. This publication is just what we've been wanting to help us get started	_____	_____	_____	_____
2. This publication has answered some questions we had about the subjects covered	_____	_____	_____	_____
3. We would like this publication to continue	_____	_____	_____	_____

4. Topics we are interested in for future issues include:

5. Suggestions we would like to make include: