We are pleased to present the Mandel School’s 2010-2011 Research & Training Annual Report highlighting the scholarly accomplishments of the School’s faculty. Since 1915 the Mandel School of Applied Social Sciences has been a leader in social work scholarship and education. Our faculty and talented students seek to produce work that informs and challenges conventional wisdom. The subject areas of our work are broad, but they have in common a concern for social justice and the empowerment of people in their communities—the heart of our mission. Highlights of this past year discussed below include the following: an increase in funded research, particularly federally funded research; strategic research and training center faculty hires in the field of violence prevention; receipt of the single largest private gift in the history of the Mandel School; and plans to expand the Mandel School’s building through the development of a research and training wing.

The research and scholarship of our faculty continues to be very productive and comprehensive, spanning the lifespan from prenatal development to the elderly. Studies range from micro examinations of individuals and families to macro studies of neighborhoods and communities. Utilizing both quantitative and qualitative methodologies, faculty members conduct survey research, testing of interventions, case studies, policy analyses, and program evaluations.

Results of the faculty’s research and training activities have been used by human service agencies, county and state governments, and federal agencies to improve practice and service delivery as well as public policy.

**RESEARCH AND TRAINING GRANT FUNDING**

During the last academic year, awards of research and training grants to our 30-member faculty totaled almost $6 million in external funding, which was the second highest amount in the Mandel School’s history. During this period, our faculty had a total of 42 grant awards, of which approximately four-fifths were research grants and one-fifth were training grants, from federal, state, and local government as well as from national and local foundations. Over three-quarters of our faculty currently have research or training grants.
Over the past six years, the faculty’s research-grant funding has more than doubled (136 percent increase), with almost 70 percent of all research proposals and over 90 percent of all training and technical-assistance grant proposals being funded. Through successful strategic research-development initiatives of the School, the faculty’s research portfolio now includes a larger portion of federal funds, from NIH’s National Institute on Aging, National Cancer Institute, National Institute of Child Health and Human Development, and National Institute of Drug Abuse as well as from the U.S. Department of Health and Human Services’ Department of Housing and Community Development. In fact, over two-fifths (44 percent) of our faculty’s research is federally funded.

This past year, the School’s accomplishments in research and training were recognized through a $7 million bequest from the estate of James Williamson. This was the largest single gift in the School’s history and will support the Mandel School’s research and education through the provision of faculty support, research center support, and scholarships for doctoral and master’s student education.

FACULTY SCHOLARLY PRODUCTIVITY
During this past year, faculty of the Mandel School continued their high level of productivity, as can be seen in our listing of faculty publications (see pages 27-31). Based on published studies of faculty productivity, our faculty produced a high number of journal articles per faculty member. Academic Analytics, LLC, a firm that benchmarks faculty productivity, ranks the faculty of our School as seventh among social work doctoral programs.

RESEARCH AND TRAINING CENTERS
The Mandel School has five research and training centers organized to facilitate faculty and community collaborations in research and training activities. About half of the School’s research and training grants and almost three-fifths of research and training grant dollars are based in our centers. Faculty and staff conduct cutting-edge research and training related to social work practice, social problems and social policy, including interdisciplinary projects across the university and with the community. Students are involved in all aspects of the research process and there is a strong emphasis on application of research findings to pressing challenges in the field. Examples of the many research and training projects of our School’s centers are featured in this annual report.

During this past year, seeds were planted for a significant future expansion of research activities through the School’s Begun Center for Violence Prevention Research and Education. Effective July 1, 2011, Daniel Flannery, PhD, joined the Mandel School faculty as the Dr. Semi J. and Ruth W. Begun Professor and Director of the Center. Dr. Flannery comes to the Mandel School with a distinguished record over the past 25 years as a leading scholar in the study of violence and exposure to violence, most recently as the founding director of the Kent State University Institute for the Study and Prevention of Violence. Daniel Flannery currently has over $6 million in research funding and will bring a significant number of research projects to the Begun Center, together will a multidisciplinary team of over 20 researchers, evaluators, consultants, and trainers. Two members of Dr. Flannery’s research team, Drs. Jeffrey Kretschmar and Mark Fleisher, have received appointments on the School’s research faculty track.

BUILDING FOR THE FUTURE
The rapid expansion of our faculty’s research and training grant activities has created significant space problems for the School. Currently, almost 75 percent of faculty research and training projects are located outside of the Mandel School’s building, in offices across campus and even off campus. To address this issue, last year the School completed architectural plans for the creation of a research and training wing. Overall, the School is proposing to add almost 12,000 additional square feet to its footprint (29 percent increase). The result will be a dedicated and unified research and training space to promote frequent interaction among faculty, community members, students, and staff working on research and training projects. This interaction will lead to more efficient and cost-effective use of resources and personnel who can be shared across projects, creating a more vibrant intellectual life, with greater potential for innovations to arise that span multiple disciplines, methods, and problem areas. It will also facilitate a stronger sense of collective identity and sense of community.

I am proud of the faculty of the Mandel School and the work that they are doing. It is my pleasure to share this report with members of the social work community.

Sincerely,
Grover C. Gilmore, PhD
Dean and Professor
There is a wish for human development that sort of goes like this. May children be provided with safe and trusting homes that offer them attention, patience, and instruction. May they learn all the basic developmental tasks of self-care, like feeding themselves, dressing, grooming, and transforming emotional impulses into coherent and contained thoughts, language, and behavior. May they develop the ability to form friendships and other social relationships, especially with adult caregivers and teachers. In other words, may they master all the basics skills that will support and promote their success with all future learning in school—and throughout life.

This is a good wish, but there are many factors that might impact the journey. One example is pervasive developmental disabilities. These conditions inhibit psychosocial and emotional development from the get-go, leaving parents and policymakers alike with many perplexing questions, with one in particular rising to the top: “What can we do to ensure the best possible future?”

Researchers have been addressing this and other questions with a wide variety of approaches. Some researchers look for biological causes and cures. Others, like Gerald Mahoney, PhD, Verna Houck Motto Professor of Families and Communities at the Mandel School of Applied Social Sciences and Director of the Center on Interventions for Children and Families (CICF), search for cost-effective, evidence-based psychosocial interventions that address the challenges that parents face in the here-and-now. In fact, Mahoney’s goal for the past 30 years as a university-based researcher, scholar, and consultant has been to equip parents, daycare providers, and early-childhood educators with an evidence-based method that helps children maximize their developmental outcomes.
RESPONSIVE TEACHING

Mahoney is achieving his goal with Responsive Teaching (RT), a curriculum he developed a number of years ago that he continues to test and refine. It is now an emerging evidence-based practice for children under six years of age who have or are at-risk of having developmental disabilities or social-emotional problems. Mahoney’s research shows that the RT model improves outcomes in communication, cognition, and social-emotional functioning. RT lies at the heart of everything the Center does.

Mahoney is currently principal investigator of a $706,000 study, called “Project Bridge: Developmental Intervention for Young Children with Autism,” funded by the National Institutes of Health, National Institute of Child Health and Human Development (NICHD). It is a three-year experimental study of the effects of the responsive approach upon children between 18- and 30-months of age who have been diagnosed with autism spectrum disorders (ASD). The study is now in its third year.

The Center not only made progress on this study this past year, but it also made progress on studies of the use of Responsive Teaching with other disabilities. The Center also expanded its technical assistance, providing consultation and training in the State of Ohio, other states across the country, and overseas as well, especially in Australia, Turkey, Taiwan, and South Korea.

PAY ATTENTION

To help people understand Responsive Teaching’s quantifiable results, Mahoney draws attention to the differences between his approach and more traditional approaches. Popular methods for early childhood intervention include treatment procedures derived from behavioral theories, which emphasize the need to teach children a specific set of developmental skills, for instance, the proper way to feed themselves with a spoon. Adults are instructed to correct children’s behavior if they are not executing it correctly. In other words, the adults take the lead: they keep showing the children how to do it right until they do get it right. It’s an approach prone to provoke resistance, a battle of wills.

In contrast, Mahoney’s method is a bit different. It’s relational. It shows parents how to be responsive (i.e., attuned, attentive, affirming, and encouraging) to each child’s naturally occurring interest and motivation as that child actively explores and practices (or plays with) developmental tasks. In other words, it is not the adult who initiates the behavioral task. It is the child. For instance, parents learn to notice and encourage children as they switch between the use of their fingers and a spoon or fork as they learn to manipulate food. Parents literally mirror those movements—that play—to show the children that they are, in fact, making an important transition. Mahoney’s research shows that parents who mirror their children’s self-motivation and self-care activity inspire them to master current developmental tasks and to move on to the next.

“The field of early-intervention services is based upon early-childhood development theories,” Mahoney says, “but many interventions fail to incorporate an important element from that body of research, which is this: Parents have the most potential to influence their children’s developmental outcomes in the early years of life. They are the most important social-environmental influence.”

Mahoney points to some important numbers. In a 2007 analysis of caregiver-child interactions, he found and published the following: A parent engages in an estimated 220,000 one-on-one interactions with a child each year; in comparison, a teacher will engage in 9,900 one-on-one interactions, while therapists typically engage in 7,500.

Mahoney explains that this is why early-childhood professionals who study the Responsive Teaching method learn it specifically to teach it to parents. It helps them maximize the potential of each of their routine interactions with children by encouraging children to develop and use what Mahoney calls “pivotal behaviors”—such as social play, initiation of activity, problem solving, joint attention, conversation, trust, cooperation, persistence, and feelings of competence—which are, in fact, the foundation for learning.

“The focus on parents also makes the model a cost-effective approach to services,” Mahoney says. “Parents become the agents of change.”

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A FOCUS ON AUTISM

Autism spectrum disorder (ASD) is a developmental disability that keeps making headlines. It has no clear cause. However, it has distinct symptoms, but these are difficult to detect in the lives of infants. The symptoms eventually emerge and include abnormalities of social interaction and communication and restricted interests and repetitive behavior.

According to Mahoney, the symptoms are frequently observed by 18 months of age and can be diagnosed accurately by 24 months, but there are no valid (evidence-based) developmental interventions for this age group yet. There are many claims that intensive behavioral interventions can be effective for children with ASD between the ages of 18 and 30 months. However, most children enrolled in research studies of these intensive behavioral interventions were three years of age or older. In other words, there has been an overgeneralization of the results.

A few years back, Mahoney published a one-year investigation of Responsive Teaching that provided preliminary evidence to support its use by parents with young children with ASD. The sample included 50 children with a mean age of 27 months, including 20 children with ASD, most of whom were less than three years old. The children with ASD improved their rate of cognitive development by an average of 110 percent and their communication and language development by almost 250 percent. They also made significant social-emotional improvements. Mahoney explains that this study did not have a control group, and it did not have the level of research control needed to attribute the improvements solely to the responsive method, so he pursued the NICHD grant for a more rigorous experimental study.

His NICHD-funded project has a pre-post experimental design. The research team has recruited 56 children and their parents from hospitals and early childhood agencies in and around Cleveland. Each child was between 18 to 30 months of age at the beginning of the study and had been diagnosed with autism or pervasive developmental disorders. Subjects were randomly assigned to two treatment groups. Subjects in the experimental group have been receiving weekly individualized intervention sessions focused upon teaching parents how to implement responsive techniques with their children. Subjects in the control group have been receiving much of the same information regarding Responsive Teaching, but this information is being provided in bi-monthly parent support group meetings.

The researchers are using the same standardized instruments from previous studies to compare results to outcomes reported from studies of behavioral interventions. Mahoney’s project is examining the following:

• Effectiveness of Responsive Teaching upon cognitive, language, and social-emotional functioning of autistic children (18 to 30 months of age)
• Impact of RT on mothers’ style of interaction and children’s pivotal behaviors (e.g., social play, initiation, joint attention, joint activity, trust, self-regulation)
• How mother’s style of interaction and children’s pivotal behaviors mediate the developmental and social-emotional improvements children make during the intervention
• Identification of characteristics of children and parents that contribute to the effectiveness of RT

NATIONAL AND INTERNATIONAL COLLABORATIONS

The Center not only continued its data collection this past year, but it also continued to provide consulting and training to several organizations, including the Ohio Department of Developmental Disabilities. The Center is in the process of teaching and certifying over 100 early-childhood professionals from 35 counties, so they can teach the method to parents in their communities. As part of the certification process, the Center is reviewing video recordings of service providers as they practice and utilize the intervention and is providing them with instructional feedback.

This past year, the Center also continued national and international research collaborations, including those with Nova University in Fort Lauderdale, Florida; the University of North Carolina in Chapel Hill; and Chung-Yuan Christian University in Taiwan. The Center also collaborated with Ibrahim Diken, professor of early childhood special education at Anadolu University in Turkey, providing consultation and training for an implementation of Responsive Teaching with children in Turkey who have autism. Mahoney also conducted an evaluation of that implementation.

“It was a small sample but it showed good results,” Mahoney says. “This suggests that the model does not have cultural bias.”

Mahoney is in the process of developing a research collaboration with Autism Speaks, an international science and advocacy organization, to conduct a larger study with a larger sample in Turkey. He anticipates this project will set the stage for implementation of Responsive Teaching in Europe and the Middle East in the near future.
Center develops research-informed practices, partnerships to curb impacts of exposure to violence

There is no denying the impact of news-making incidents of violence, such as school shootings and armed standoffs between fugitives and the police. They shock and disorient everyone involved, not only victims but also first responders, eyewitnesses, and viewers who are safely situated in front of televisions and smartphones, observing from the vantage point of a hovering helicopter that is hundreds of feet above the scene.

Yet, less dramatic incidents of violence, those that occur every day, have negative effects that are just as staggering. There are numerous children, adolescents, and adults in our communities who are victims of and witnesses to assaults within their own homes and neighborhoods and exposed to violence frequently on the job or through media outlets, such as television news and dramas, movies, internet videos, and interactive video games.

For over 10 years, researchers and trainers from the Begun Center for Violence Prevention Research and Education at the Mandel School of Applied Social Sciences have been conducting studies of the impacts of violence exposure upon physical health, mental health, and social functioning and have been developing and disseminating interventions that work to minimize and reverse the negative consequences. Among the Center’s most notable accomplishments this past year were the creation of a research-based intervention program for use by police in public housing communities and the hiring of a new full-time director, Daniel Flannery, PhD, a nationally recognized violence researcher who was a professor of public health at Kent State University and founding director of its Institute for the Study and Prevention of Violence.

Flannery has been a long-time collaborator with Begun Center Interim Director Mark Singer, PhD, who held that post for five years, building many research and practice collaborations within the community and preparing the Center for this next phase in its evolution.

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**MULTIDISCIPLINARY COLLABORATIONS**

Mark I. Singer, PhD, the Leonard W. Mayo Professor in Family and Child Welfare at the Mandel School, has over 25 years of research, training, and consulting experience. He is the type of guy who won’t think twice about getting into the front seat of a police cruiser to ride along on patrol for a closer, more personal look at the people behind the data he collects.

Throughout his career, Singer has developed numerous academic-community partnerships, including those with police and nonprofit organizations that work in some of Cleveland’s toughest neighborhoods. He has primarily studied the experiences of children and adolescents who have been exposed to violence as victims or witnesses and has been the principal investigator of numerous research and training projects and author or co-author of over 40 peer-reviewed articles and book chapters. He has also conducted training with the US Army, Cleveland Police, and other police departments and school-security personnel in Northeast Ohio. Singer also has extensive clinical experience, which includes developing and directing two adolescent inpatient dual diagnosis psychiatric units, and he has served as chairperson of numerous community-wide committees focusing on youth problems in Cleveland.

**POLICE-ASSISTED REFERRAL**

Singer recently developed and began disseminating a research-informed intervention, called Police Assisted Referral (PAR), which is funded by the U.S. Department of Justice. PAR is a partnership among the Begun Center; the Cuyahoga Metropolitan Housing Authority (CMHA) Police Department; Children Who Witness Violence, a program of Cuyahoga County Public Safety & Justice Services; and two nonprofit organizations in Cleveland, Mental Health Services, Inc. and Partnership for a Safer Cleveland.

PAR teaches police officers how to recognize signs of exposure to violence among children, adolescents, and adults; how to intervene constructively without provoking the escalation of problematic behavior; and how to effectively and efficiently connect people to crisis services, mental-health services, other human services, and healthcare. Police officers learn to look out for and to respond to calls about domestic violence, child abuse, and exposure to violence.

“We teach officers how to approach and to talk to kids and parents in a way that’s not going to make them react defensively or offensively,” Singer says. “When people don’t feel threatened, they are more likely to agree to talk to professionals like trauma counselors, youth counselors, and mental-health counselors.”

PAR is attracting attention nationally and internationally with a number of requests for consultation from other cities and overseas. This past year, the Begun Center hosted 13 criminal justice students and two professors from Vrije University in Amsterdam, The Netherlands.

**THE NEW DIRECTOR**

Although Singer’s role as Interim Director of the Begun Center ended after five productive years, he continues to lead research and training projects and to collaborate with the Center’s new full-time Director Daniel Flannery, PhD, who joined the Mandel School on July 1 as the Dr. Sem J. and Ruth W. Begun Professor.

Flannery fits right into the Begun Center philosophy and approach. Like Singer, he has a clinical background. He also takes a multidisciplinary and multi-systemic approach to his work, collaborating with researchers and community leaders and practitioners in law enforcement, criminal justice, youth and family services, and public health, among others. He currently has over $6 million in funded research, evaluation, and training projects and is bringing many of them to the Begun Center. Sources of funding for Flannery’s current projects include federal agencies such as the Center for Disease Control and Prevention (CDC), the Substance Abuse and Mental Health Services Administration (SAMHSA), and the U.S. Department of Justice, as well as the Ohio Department of Mental Health (ODMH), county agencies, and local foundations. He has published widely in professional journals in multiple disciplines.

Flannery also brings to the Mandel School a multidisciplinary team of 20 researchers, evaluators, consultants, and trainers who have master’s- and doctoral-level training in social work, anthropology, education, sociology,
psychology, law, nursing, and criminal justice. He also brings the Center for Innovative Practices (CIP), a State of Ohio Coordinating Center of Excellence initiative, that disseminates mental-health interventions for youth. CIP is directed by Patrick J. Kanary, MEd.

Among Flannery’s current projects is the continuation of Project Tapestry, a system-of-care demonstration and research project in Cuyahoga County funded by SAMHSA. This project is examining the facilitators and barriers of intersystem collaboration and how violence prevention and intervention services might influence changes in youth and family behavior over time. Flannery’s team provides the evaluation of the program.

Another project is the Fugitive Safe Surrender Program, initially funded by the United States Marshall Services (USMS). Flannery helped start the program in northeast Ohio in 2005. It has been replicated in 21 different cities throughout the United States with over 35,000 people having surrendered non-violently nationwide. Flannery’s team develops and administers surveys at these events and provides evaluation of the data.

A CLOSER LOOK AT VIOLENCE

Ask Flannery and Singer to explain what lies at the core of the problem of exposure to violence, and they will remind you that the obvious consequences are physical trauma and medical conditions. Yet, there are also not-so-obvious psychosocial conditions which not only harm individuals and families but neighborhoods, schools, and communities as well.

For example, violence and the threat of violence activates the survival instinct, releasing hormones like adrenalin and cortisol, which contribute to intense, emotionally charged fight, flight, or freeze responses. This lightning-fast process often suppresses higher-level brain functions that would otherwise transform impulses into observation, reflection, and language. In other words, the survival instinct increases hyper-vigilance and hyper-reactivity and reduces opportunities for constructive social interactions like verbal communication, negotiation, and learning. The instinct also reduces the body’s ability to fight infection. Medical research has associated high levels of stress hormones like cortisol with suppressed immune-system functioning and chronic health conditions such as cardiovascular disease.

“You cannot discount the impact of everyday events over time on physical health, mental health, and well-being,” Flannery says. “Chronic exposure to violence impacts brain development, brain functioning, temperament, mood, and coping skills.”

The health and mental-health disparities are topics that the Begun Center will continue to explore, especially among children and adolescents. Youth violence is presently a significant public health problem. Recent studies show that between 50 to 96 percent of youths living in urban areas like Cleveland are exposed to violence.

COMMUNITY PLANNING & PARTNERSHIPS

The high levels of youth violence, Flannery and Singer emphasize, typically occur in the context of significant poverty, educational disadvantage, and segregation. Therefore, the Center is collaborating on a number of projects that address these conditions. The first is the Academic-Community Partnership Plan (ACP), a three-year planning project in greater Cleveland, funded by the National Institute of Child Health and Human Development (NICHD). The community partner is Mr. Michael Walker, executive director of the Partnership for a Safer Cleveland.

The goal of this project is to create The Greater Cleveland Consortium for Youth Violence Prevention, which will address health disparities among children and adolescents exposed to violence. The Consortium will be comprised of a partnership of businesses, schools, non-profits, faith-based organizations, cultural organizations, and government agencies in the greater Cleveland community. The Consortium aims to develop a research agenda and to develop proposals for additional funding for research and training in youth-violence prevention.

Another project recently funded by the US Department of Justice is the Cuyahoga County Children Exposed to Violence initiative. Participants will develop a comprehensive strategic plan that will enable Cuyahoga County to improve prevention, intervention, and response systems for children most at risk and exposed to violence from birth through 17 years of age. The collaboration includes individuals with a background in program planning, development, and evaluation, which will ensure that short-term outcomes are measured and reported and a comprehensive information collection and management system is established.
Databases and data analyses inspire reinvestment, reinvention and revitalization in northeast Ohio, cities nationwide

Cleveland is a model city. In many ways, it is like other mid-sized towns in the United States, especially those in the industrial heartland. Its history is a story of the great migration to urban districts and the great migration away from them.

Yet, if you look a little closer, if you “zoom-in” from satellite view to street view, you will understand why researchers from the Center on Urban Poverty and Community Development (Poverty Center) at the Mandel School of Applied Social Sciences are convinced that Cleveland is different from other cities. And you will understand why national foundations and other organizations like the Federal Reserve are using Cleveland as a model for effective methods of reinvention, reinvestment, and revitalization.

First, a little context. The City of Cleveland reached the height of its population and density in the 1920s with 1.2 million people, when manufacturing provided plenty of jobs and a trolley-car system of public transportation supported but limited mobility. Today, the city has less than 400,000 people, with 1.2 million now living in Cuyahoga County, mostly in outlying suburbs around the old urban core. But even this number has been declining a bit over the past 15 years, leaving neighborhoods of Cleveland and now inner-ring suburbs with fewer jobs,
higher rates of unemployment and poverty, decreasing property values, and an increasing number of vacant houses, storefronts, warehouses, and industrial properties.

The good news is that, unlike other metropolitan areas, northeast Ohio has a large community of public, private, and nonprofit institutions that have a long history of civic activism and collaboration. Over many decades, they have been developing partnerships and programs to understand and respond to the causes and consequences of these contemporary circumstances.

As one might expect, researchers at the Poverty Center have been active members of these partnerships, and their leadership in data management, data analysis, and technical assistance has helped solidify this region’s national reputation for making smart, research-informed decisions. In fact, these researchers are frequently invited to co-investigate and consult for initiatives in cities throughout the United States and Canada, including, for example, Baltimore, Boston, Chicago, Denver, Des Moines, Hartford, Indianapolis, Los Angeles, Louisville, Milwaukee, New York, Oakland, Providence, San Antonio, Seattle, and Toronto, among others.

A CAN-DO APPROACH

Since its inception in 1988, the Poverty Center has helped address a wide range of topics, including welfare reform, community safety, the foreclosure crisis, and the health and well-being of children and families in the region. The Center currently has over 20 active research and evaluation projects. Among its many accomplishments this past year, the Center made improvements to its free online data system, which is called North East Ohio Community and Neighborhood Data for Organizing (NEO CANDO). This is a data warehouse of multiple databases of neighborhood indicators and property information that is accessible to the public, including academic researchers, nonprofit community-development corporations, economic-development professionals, public officials, business leaders, and neighborhood activists.

According to Claudia J. Coulton, PhD, Lillian F. Harris Professor of Urban Research and Social Change at the Mandel School and Co-Director of the Poverty Center, the NEO CANDO data system is the Center’s signature resource and has served as the foundation for much of its work. Coulton is a founding director of the Center and helped create NEO CANDO, which collects, archives, and makes available to anyone a variety of neighborhood-based data for 17 counties in northeast Ohio. The data comes from multiple sources, which comprise an impressive list. Some examples include the following:

- U.S. Census (e.g., population and redistricting data)
- Ohio Department of Health (birth and health statistics, Medicaid, Medicare, Healthy Start)
- Cleveland Police Department
- Cleveland Municipal School District (enrollment, attendance, and proficiency tests)
- Home Mortgage Disclosure Act
- Cleveland Municipal Court (property-code violations)
- Cuyahoga County Employment and Family Services
- Cuyahoga County Auditor (property tax)
- Cuyahoga County Court of Common Pleas (foreclosures)
- Cuyahoga County Sheriff (property auctions)
- Cuyahoga County Recorder (property sales)
- Federal Financial Institutions Examination Council

Poverty Center Co-Director Rob Fischer, PhD, research associate professor at the Mandel School, explains that NEO CANDO is a very powerful tool because it aggregates administrative data from multiple public systems. When this data is utilized in conjunction with primary data collection, such as interviews, surveys, and other observations made by researchers and neighborhood activists in the field, the result is an impressive and detailed “map” of information.

“We can zoom-out and do thematic mapping to look for trends in a particular part of town,” Fischer says. “Or we can zoom-in and do point mapping of specific conditions, for instance, to see if there is a high concentration of homeowners at risk of foreclosure in a particular neighborhood or block. We use geography and maps to tell stories about human problems in particular places and inform possible solutions.”

OPERATION PREVENT AND STABILIZE

Fischer and Coulton describe the Center’s work as a study of the “human landscape”—the intersection and integration of information about a place, the people who live there, public policy, and current economic conditions.

One strategy for revitalizing the human landscape in modern cities is to look for neighborhood strengths, what researchers call assets, and to help communities preserve them and build around them. Assets include places and structures like local businesses, parks, schools, community centers, and public transportation. Assets include human resources such as informal social networks of support from family, friends, neighbors,
and church members. Assets also include more formal systems of support from health and human services, such as childcare and healthcare clinics.

Several projects are helping community leaders and organizations utilize NEO CANDO to identify these community resources. One is called “Operation Prevent,” which is an initiative in and supported by the City of Cleveland. The Poverty Center is helping several city departments identify neighborhoods with a significant number of intact structures, so they can go out and inspect them and enforce residential and commercial building codes.

A similar initiative is the “Neighborhood Stabilization Project” (NSP), which is a county-wide effort supported by local and federal funds. NEO CANDO supports NSP by helping the county track foreclosure filings and code violations and to prioritize stabilization efforts. In 2010, Enterprise Foundation published a case study explaining how the Center helped Neighborhood Progress, Inc. of Cleveland form a community collaborative that targets six neighborhoods. The Federal Reserve Board also featured this project in an online video series.

“City and county departments have a limited number of workers and limited budgets,” Fischer says. “So they use the data to pinpoint and prioritize areas where they can have the biggest impact. It makes sense to concentrate limited resources in a focused way rather than spreading yourself too thin.”

Another project like this is taking place in the City of East Cleveland, an inner-ring suburb that is adjacent to the University Circle neighborhood of Cleveland where the campus of Case Western Reserve University is located. The project, called “East Cleveland Community Partnership,” is a multi-institutional initiative. Mark G. Chupp, PhD, assistant professor, who is affiliated with the Center, is leading a team of researchers that includes social work students. The project has helped East Cleveland secure over $2 million from a federal stimulus program to deal with blight.

Other faculty projects that are using similar methods but different datasets are being conducted by Anna Maria Santiago, PhD, in Denver (see story on page 21) and by Professors Rob Fischer and Mark Joseph, PhD, in Akron, Ohio.

THE PEOPLE IN THOSE PLACES

The ongoing national foreclosure crisis has hit hard in many Northeast Ohio communities and has complicated efforts to address changing neighborhood conditions. So this past year, the Poverty Center continued its collaboration with the Federal Reserve Bank of Cleveland to study how foreclosures are affecting residential and commercial real estate and neighborhood dynamics.

In addition, projects like “Impact of Foreclosures upon Families,” funded by a Case Western Reserve Provost Opportunity Grant and headed by Cyleste C. Collins, PhD, research assistant professor, are investigating how low- to moderate-income families are responding to potential homelessness. A previous study by Collins revealed that many families are avoiding or postponing homelessness by moving in (or “doubling up”) with family members.

Also, in keeping with its mission to understand the consequences of poverty upon the health, well-being, and development of children, the Center continued its evaluation of Cuyahoga County’s “Invest in Children” (IIC), a 10-plus year public-private partnership that is committed to using research-informed programming to help increase the development, funding, visibility, and impact of early childhood services in Cuyahoga County. The Center is also providing technical assistance to “Promise Neighborhood,” a project funded by a group of local foundations and led by the Sisters of Charity Foundation that is replicating the Harlem Children’s Zone project in the Central Neighborhood of Cleveland. This partnership aims to reorganize early-childhood and family services for more effective delivery to over 10,000 people who live in the area.

A new project, titled “Child Welfare and Juvenile Justice Data Integration,” by Co-Principal Investigators David Crampton, PhD, associate professor of social work, and Coulton also addresses the experiences of children. The study is funded by The John D. and Catherine T. MacArthur Foundation and builds upon previous research by Crampton. This project integrates administrative data from Cuyahoga County’s child-welfare system and juvenile-justice system to understand outcomes for vulnerable children.

“We want our children on a healthy trajectory of development,” Coulton says. “Unfortunately, children that receive protective services through child welfare sometimes end up in the juvenile justice system later in life. This study will help these systems understand how to enhance protective factors to prevent this. We anticipate this knowledge may help community partners connect these children to formal and informal networks of care that will ensure a future of promise and opportunity.”
Research provides practical insights to inform policy and practice for addiction, mental illness and co-occurring disorders

Advances in brain-imaging technologies have helped researchers in the biological sciences gain a better understanding of neural anatomy and neural processes, including those associated with addictions to alcohol and other drugs and those associated with severe mental illnesses such as schizophrenia, bipolar disorder, and severe depression.

Yet, despite this growing body of knowledge, the causes of addiction and mental illness still elude investigators, leaving communities everywhere with some very practical questions for public policy and public-health initiatives. So, as brain researchers continue to look for biological causes and cures, other researchers, such as those affiliated with the Center on Substance Abuse and Mental Illness (SAMI Center) at the Mandel School of Applied Social Sciences, continue to examine social and psychological factors of the disorders, gaining insight into the consequences of the illnesses and facilitators of recovery.

SAMI Center Co-Directors David E. Biegel, PhD, Henry L. Zucker Professor of Social Work Practice at the Mandel School, and Mark I. Singer, PhD, Leonard W. Mayo Professor in Family and Child Welfare, are among these researchers. They explain that the SAMI Center brings together faculty of the Mandel School whose interests and expertise address substance abuse or mental illness or the intersection of both, what is called dual disorders or co-occurring disorders. They note that, this past year, faculty members continued to make progress on important funded-research and training initiatives described below.

SOCIAL NETWORKS OF WOMEN
Elizabeth Tracy, PhD, is the Grace Longwell Coyle Professor in Social Work at the Mandel School and a researcher at the SAMI Center. She is principal investigator of a $1.1 million three-year longitudinal study funded by the National Institute on Drug Abuse (NIDA), titled “Role of Personal Social Networks in Post-Treatment Functioning,” which is commonly called the “Women’s Network Project.” The study is being conducted in collaboration with three service organizations in Cleveland—Hitchcock Center for Women, Recovery Resources, and Women’s Center of Greater Cleveland—where many of the research interviews are conducted.

The study is following 377 women in the Cleveland area who are 18 years of age or older, who have recently begun substance-abuse treatment, and have been diagnosed with substance dependence.

Continued on page 14

Back row, pictured left to right
• Center Co-Director Mark I. Singer, PhD, Leonard W. Mayo Professor in Family and Child Welfare
• Center Co-Director David E. Biegel, PhD, Henry L. Zucker Professor of Social Work Practice and Professor of Psychiatry and Sociology

Front row, pictured left to right
• Sonia Minnes, PhD, assistant professor of social work
• Elizabeth Tracy, PhD, Grace Longwell Coyle Professor in Social Work
The study is examining the characteristics of social networks that help these women build upon advances they make in treatment. Approximately 6.5 million adult women in the United States have been diagnosed with substance use disorders.

Because recovery from addiction typically occurs in stages over time, Tracy’s research is measuring social support and composition of the social networks at four different times: at the onset of treatment, then at one month, six months, and 12 months after onset. To date, researchers have conducted over 1,000 interviews. Most of the women have reached the six-month mark, so Tracy’s team has been analyzing data through this time interval and has begun to identify some characteristics of the women:

- Over four-fifths (86 percent) have been in jail or prison at some time in their lives
- Over three-fourths (75 percent) have been in substance-abuse treatment in the past (for abuse of cocaine, marijuana, or alcohol)
- Over two-fifths (42 percent) have been homeless
- They have used alcohol or other drugs, on average, with over one-fourth (28 percent) of people in their social networks.
- Over one-third (36 percent) of people in their social networks also use alcohol or other drugs.

Preliminary Findings

Data analyses are also beginning to uncover some other findings. For instance, after one month in treatment, women in residential treatment report having a social network that is more supportive of recovery than women in outpatient treatment. Those in residential programs have more professional support, more emotional support, and more concrete support, which means they have access to people who are able to help with day-to-day tasks, for instance, with providing transportation to doctors’ appointments, watching children, and getting mail and checking-in upon apartments or homes while the women are away. For women in both residential and outpatient treatment, the support for abstinence and recovery from social networks is predicting quality of life at the six-month follow-up.

Tracy also notes that data collected during focus-group interviews with participants in both residential and outpatient treatment show that women in recovery acknowledge the importance of being connected to “the right people” who have a “healthy lifestyle.” They explain that these are individuals who support recovery, even if they are not sober themselves.

PRENATAL COCAINE EXPOSURE

Sonia Minnes, PhD, is an assistant professor of social work at the Mandel School and is principal investigator of a longitudinal study of children who were exposed to cocaine and other drugs prenatally. The study began in 1994 and has been funded by the National Institute on Drug Abuse (NIDA) in several phases. The study has followed almost 400 children and their parents (or primary caregivers) since birth. It boasts a retention rate of over 90 percent.

The project is now in its fourth phase and is currently supported by a $4.9 million NIDA grant. This phase of the study is titled “The Effects of Prenatal Cocaine Exposure in Adolescence” and is taking place in Cleveland for five years. There are 382 adolescents and their primary caregivers (e.g., parents, grandparents, foster parents) in the current study. Most are African-American and live in low-income urban neighborhoods. There are two comparison groups: 194 cocaine-exposed adolescents and their primary caregivers; and 188 non-cocaine exposed adolescents and their primary caregivers (control group).

Minnes explains that analyses of data from earlier phases of her research have found that cocaine exposure has negatively affected brain development and related cognitive development of infants and children. So in this phase of the study, researchers are examining if prenatal cocaine exposure continues to interfere with development during adolescence, particularly in four areas: executive function of the brain (e.g., attention, motivation, self-regulation, organizing, planning); cognitive function (e.g., language, non-verbal problem solving); risk-taking behavior; and mental health (e.g., problems with attention and delinquency). The researchers are also exploring if cocaine exposure may increase these risk-taking behaviors:

- Use of alcohol, tobacco, and other drugs
- Risky sexual activity
- Delinquent and violent behaviors

Current Activities

Minnes and her team are currently analyzing data they collected from 15-year old subjects. Preliminary results suggest that adolescents exposed prenatally to cocaine are twice as likely to use an addictive substance at this age.
Also, heavy exposure to cocaine prenatally appears to predict use of any addictive substance (e.g., alcohol, marijuana). In addition, prenatally-exposed females tend to exhibit more delinquent behavior than those females not exposed prenatally. Examples include stealing, fighting, disobedience, lying, cheating, and destructive behavior, among others. These results were recently published in *Neurotoxicology and Teratology*.

This past year, Minnes and researchers from the School of Medicine at Case Western Reserve received an alliance grant from the university. The grant will support cross-disciplinary initiatives for existing and proposed research to enhance understanding of the impact of addiction on the course of infectious disease.

**THE CLUBHOUSE APPROACH**

While Minnes and Tracy are investigating experiences of substance abuse, SAMI Center Co-Director David Biegel, PhD, is investigating experiences of severe mental illness. He is the principal investigator of a two-year study, titled “Strengthening the Social Networks of Clubhouse Members,” which is funded by the Woodruff Foundation of Cleveland and The Cleveland Foundation.

Biegel’s study is being conducted at the Magnolia Clubhouse, a community-based program of psychosocial rehabilitation located in Cleveland. It primarily serves people diagnosed with schizophrenia, bipolar spectrum disorder, and major depression. It currently serves approximately 380 people (members), with an average of 80 people attending each day. Psychosocial rehabilitation is important, because symptoms of severe mental illness often impair a person’s cognition (e.g., memory, thinking) and social cognition (e.g., ability to interpret social cues accurately and to respond appropriately), making them more vulnerable to social isolation and loneliness.

Magnolia is one of only 200 Clubhouses in the United States accredited by the International Center for Clubhouse Development Model. The Clubhouse model was recently recognized by the Substance Abuse and Mental Health Services Administration (SAMHSA) as an evidence-based practice.

Research shows that social networks and social connectedness are important for helping individuals maintain physical health and mental health and for recovering from episodes of illness. Biegel’s study is filling a gap in the research literature, because there have been few studies of the impact of the Clubhouse model upon members’ social networks and social isolation. The study looks closely at the following:

- Size, composition, and quality (e.g., amount of social support) of social networks of Clubhouse members
- Relationship between social network size, quality, and composition to Clubhouse members’ quality of life, recovery, social functioning, and loneliness
- Relationship of Clubhouse participation to members’ social networks, quality of life, functioning, and loneliness

The research team recently finished interviews with 135 members of Magnolia and will soon conduct qualitative interviews with relatives of Clubhouse members. The team is also conducting a national survey of Clubhouses throughout the country to examine the role and degree of family involvement in Clubhouse activities and operations. Analyses of current data have revealed these preliminary results:

- Average age of participants in the study is 44.2 years.
- Over half are African American (53.8 percent) and predominately male (70 percent).
- Almost three-fifths (58.8 percent) have a diagnosis of schizophrenia.
- Higher number of Clubhouse visits is associated with lower levels of loneliness (social isolation).
- Higher satisfaction with relationships is also associated with lower levels of loneliness (social isolation).

Biegel explains that previous studies have shown that Clubhouses can positively impact members’ employment status and recovery. This study’s preliminary data suggests that participation in the socially-oriented Clubhouse model can be a helpful resource to reduce loneliness and social isolation.

“The Clubhouse model has been an important resource in Cleveland and communities throughout the nation for a long time,” Biegel says. “We anticipate this project will provide valuable information to help shape its course for the future.”

**FELLOWS PROGRAM**

In discussing the SAMI Center, Biegel notes that faculty members Lenore A. Kola, PhD, and Gerald A. Strom, MSW, continued the successful implementation of the “Cuyahoga County Behavioral Health Training and Intern Program” (see story on page 22). Also for a story about SAMI Center Co-Director Mark I. Singer, PhD, see page 7.
Technology transfer and technical assistance facilitate integration of behavioral health services in Ohio, 23 other states

The culture of health and human services in the United States has multiple layers. First, there is the culture of the system in which policymakers in state and county government create and enforce the rules that govern the activities of service organizations and the funding or payment of services. Then there is the culture of the organization, which holds together relationships among community stakeholders, administrators, managers, and team leaders of programs that make treatment available. At the core, there is the clinical culture, which supports the relationships between those who provide help and those who receive it.

Understanding the complexities of culture in healthcare and behavioral healthcare is important. When researchers discover new knowledge that can improve practices, clinical outcomes, and costs of services, the knowledge must penetrate—and be absorbed by—at least three layers of culture before it can inspire and create change.

That’s why a technical-assistance organization like the Center for Evidence-Based Practices (CEBP) at Case Western Reserve University—a partnership between the Mandel School of Applied Social Sciences and the Department of Psychiatry at the Case School of Medicine—is so important. As a university-based purveyor of change, it understands the world of research and the world of policy and practice. Since its inception in 1999, the Center has been helping state and county health
“So much of the success of technology transfer boils down to readiness to change,” Kola says. “Are individual staff members ready to utilize new knowledge to change what they do? Are the people who manage systems and organizations ready to commit the human resources and financial resources and time so their staffs may learn the new knowledge and integrate it into practice?”

According to Ric Krusynski, MSSA (’94), LISW, LICDC, director of consulting and training for substance abuse and mental illness (SAMI) initiatives, although the Center’s method is systematic, it is also flexible enough to respond to unique circumstances, such as the culture of organizations and communities. Consultants and trainers are skilled at assessing readiness to change continuously and skilled at adjusting to fluctuations in motivation to change. Numerous tools that the consultants use to assist in this process include the following: organizational needs assessments; fidelity scales; fidelity reviews; action plans that are developed in collaboration with the organizations; technology-transfer manuals that prime and remind people about core concepts of the practices they are learning; onsite training and consulting with administrators, program managers, team leaders, and direct-service providers; and steering committees comprised of community stakeholders.

COLLABORATION & INTEGRATION IN OHIO

Over the past 11 years, the Center has been using its methods with success in a variety of communities throughout Ohio’s 41,000 square miles, including urban centers in Toledo, Cleveland, Youngstown, Columbus, Cincinnati, and Dayton, as well as numerous rural communities in between. The Center has also received requests for help from the U.S. Substance Abuse and Mental Health Services Administration (SAMHSA) and from policymakers and service organizations in 23 other states and four other countries—including Australia, Canada, England, and The Netherlands—and is currently active in Colorado, Maryland, Michigan, New Mexico, North Dakota, Pennsylvania, and South Dakota among others.

Continued on page 18
This past year, the Center continued to build upon its past successes. It received grants from the Ohio Department of Mental Health and the Ohio Department of Alcohol and Drug Addiction Services to continue the operation of two State of Ohio Coordinating Center of Excellence (CCOE) initiatives—the Ohio Substance Abuse and Mental Illness CCOE and the Ohio Supported Employment CCOE. (There are a total of six CCOEs in Ohio.) The state support comes from Block Grants awarded to Ohio by the U.S. Substance Abuse and Mental Health Services Administration (SAMHSA).

Through its CCOE initiatives, the Center continues to provide consulting, training, and evaluation for Integrated Dual Disorder Treatment (IDDT), the SAMHSA-recognized evidence-based practice, to all six of Ohio’s regional psychiatric hospitals and over 60 community mental health organizations. It also provides technical assistance for Supported Employment (SE), another SAMHSA-recognized evidence-based practice, to 23 organizations in Ohio and works with staff from six of Ohio’s Consumer-Operated Services to encourage employment among their participants.

The Center also continues to work with hospitals, health networks, and community health clinics to integrate core components of evidence-based practices and emerging best practices into primary healthcare with Motivational Interviewing (MI) and “Tobacco: Recovery Across the Continuum” (TRAC), a motivational model for tobacco cessation that was developed by the Center specifically for people with severe mental illness.

**COST SAVINGS IN STATE OF OHIO**

Kola and Ronis explain that the Center’s technical assistance is producing important results. This past year, researchers from the Center conducted an analysis of claims data for behavioral-health services among 1,122 people in the State of Ohio who were receiving Integrated Dual Disorder Treatment (IDDT) and found that the treatment helped save the state approximately $1.4 million in service costs for a subgroup of 160 people: these individuals were among the highest users of services, especially high-cost services like inpatient psychiatric hospitalization. The reduction in service utilization and, thus, reduction in cost took place only one year after these individuals started to receive IDDT services.

According to Patrick E. Boyle, MSSA ('89), LISW-S, LICDC, director of implementation services at the Center, and Debra Hrouda, MSSA ('94), LISW-S, director of quality improvement at the Center and lead researcher, this is one of the first studies of its kind in the country to use state-level data. The result of this analysis is compelling, because it shows that integrated treatment can make an impact upon costs in a short amount of time.

“IDDT is a paradigm shift that produces results,” Boyle says. “With integrated treatment, consumers get help for both disorders at the same time from staff at one agency. In the past, they would have been required to get help for each problem from different agencies.”

Boyle explains that the results in Ohio have caught the attention of SAMHSA, which invited the Center to participate in three important symposia this past spring and summer. The events were attended by representatives from over 20 states throughout the country. Boyle chaired two sessions and made presentations in collaboration with Hrouda about the cost-analysis study and the Center’s technical-assistance methods. They also presented information about implementing IDDT, as well as emerging results from the Center’s ongoing evaluation of a SAMHSA-funded project at Shawnee Mental Health Center in Portsmouth, Ohio. The project integrates primary-health assessments and services within Shawnee’s mental-health services.

This past year, the Center also began to provide training to the treatment team of “Project RESTORE,” an intervention in the Cuyahoga County Jail (see related story on page 19).

**WORKFORCE DEVELOPMENT**

According to Boyle, Kola, and Ronis, the Center has been fulfilling an important role in workforce development in Ohio, where the staff turnover rate in state psychiatric hospitals and community mental-health organizations is approximately 30 percent annually in some facilities. Policymakers at the Ohio Departments of Mental Health and Alcohol and Drug Addiction Services have recognized the need for a source of constancy in its systems to support the implementation of evidence-based practices, so they have invested in technical-assistance organizations like the Center—and its Coordinating Center of Excellence initiatives—to provide ongoing consulting, training, evaluation, and education, not only among new hires but also among seasoned veterans who are seeking opportunities to improve their knowledge, skills, and clinical relationships.
County jail tests integrated treatment, community reentry for people with mental illness, addiction

There is a revolving door of incarceration, release, and re-arrest that keeps spinning for some people. Among those caught in the cycle of recidivism are young people with severe mental illness who also have problems related to alcohol or other drugs. Research shows that individuals with these co-occurring disorders are more likely to experience a list of negative outcomes, including unemployment, poverty, homelessness, trauma as victims and as witnesses to violence, hospitalization, chronic health conditions, and, of course, arrest, and incarceration.

Researchers at the Mandel School of Applied Social Sciences have teamed up with policymakers and service organizations in Cuyahoga County, Ohio, to develop and test a research-informed intervention, called “Project RESTORE,” to address the complex needs of this population. The intervention and the study is funded by a $750,000 grant from the U.S. Department of Justice, Second Chance Act through the Cuyahoga County Sheriff’s Department.

The Co-Principal Investigators of Project RESTORE are Kathleen J. Farkas, PhD, LISW-S, associate professor of social work at the Mandel School, who has over 20 years of experience developing and evaluating reentry initiatives in Cleveland, and Amy Blank Wilson, PhD, assistant professor of social work, who has over 10 years of experience studying people with mental illness in the criminal-justice system (see related story on page 20).

THE INTERVENTION

The central goal of Project RESTORE is to achieve a long-term measurable reduction of 50 percent or more in the recidivism rate among young-adult felony offenders in Cuyahoga County Jail who are dually diagnosed with severe mental illness and substance use disorders. Eligible mental health diagnoses include Schizophrenia spectrum disorders, bipolar, and major depression.

Project RESTORE is a jail-based intervention that begins soon after participants enter the jail. RESTORE staff utilize research-informed assessment instruments to conduct a rigorous inventory of risks, needs, and services that are aimed at reducing re-incarceration. At the heart of the intervention is an enhanced reentry case management model that uses principles and practices of Integrated Dual Disorder Treatment (IDDT): it will target criminogenic risk factors as well as mental-health and substance-abuse symptoms and recovery. The Mandel School’s Center for Evidence-Based Practices will provide consultation and training on IDDT (see related story on page 16).

THE RESEARCH COMPONENT

Farkas and Wilson explain that the research component of Project RESTORE uses a randomized control design and tests the effectiveness of the intervention upon two groups: 60 individuals who receive the enhanced reentry intervention and 40 individuals who receive services through Cuyahoga County’s current reentry best practices.

Researchers will follow-up with participants in the study two weeks, six months, and one year after their release from jail. Farkas and Wilson will compare data from the two groups and focus on service utilization rates, mental health and substance abuse outcomes, and criminal justice recidivism rates. They will also monitor implementation and accommodation of the RESTORE’s case management approach and develop recommendations for future jail-based interventions.

RESTORE’s community partners include the Cuyahoga County Sheriff’s Office; Mental Health Services for Homeless Persons, Inc.; Recovery Resources, Inc.; and Project LEARN, Literacy Cooperative of Greater Cleveland.
Research has demonstrated that gaps in insurance coverage are associated with a number of negative consequences for both individuals and healthcare systems.

Large numbers of people who transition in and out of insurance programs (a process called “churning”) tend to drive up the costs of administering the insurance. People who churn tend to use expensive emergency and inpatient services instead of less expensive and more clinically appropriate outpatient care. In addition, they tend not to access preventative services and other services that may help them manage health conditions, especially chronic ones.

Not much is known about churning among people with severe mental illnesses, so Amy Blank Wilson, PhD, assistant professor of social work at the Mandel School of Applied Social Sciences, will be exploring how transitioning on and off Medicaid insurance might impact their access to the community-based services that are so essential for their health, well-being, and recovery.

Wilson is principal investigator of a new study, titled “Medicaid Enrollment Volatility among People with Serious Mental Illness and Dual Diagnoses: Exploring the Nature of Churning and Its Impact on Service Utilization.” It is funded by the Ohio Department of Mental Health. The study is taking place in Cuyahoga County, Ohio, whose population of 1.28 million makes it one of the largest service areas in the state’s public mental-health system. Wilson has been studying the experiences of people with severe mental illness for over 10 years.

THE STUDY
In this study, Wilson and her research team are conducting a secondary-data analysis of behavioral-healthcare claims data that have been submitted to Ohio’s Medicaid system through the Alcohol, Drug Addiction, and Mental Health Services (ADAMHS) Board of Cuyahoga County by community-based organizations that provide mental-health and addiction services. The claims data represent adult men and women between the ages of 18 and 61 who have been diagnosed with a Schizophrenia spectrum disorder or major affective disorder.

The study’s retrospective cohort design is combining and comparing Medicaid eligibility and service utilization patterns of each consumer over a four-year period, from fiscal years 2007 to 2010. The study aims to achieve several research objectives:

- Identify Medicaid eligibility patterns of people with severe mental disorders
- Identify the characteristics of people with multiple transitions on and off Medicaid during this time period (churning)
- Compare the characteristics and eligibility patterns of “churners” with individuals who maintain more stable patterns of Medicaid coverage
- Explore how churning impacts utilization of behavioral-health services
- Explore if any characteristics define churners as a group distinct from those who experience only one disruption in Medicaid coverage or those who maintain continuous coverage

Wilson explains that results of this study may help policymakers and service providers design interventions that quickly identify individuals who are at-risk of losing their insurance, assist them with staying enrolled, and help them access services which enable them to manage symptoms, prevent relapse and hospitalization, and enhance their quality of life.
Santiago compares neighborhood experiences for impacts upon developmental outcomes of children

Anna Maria Santiago, PhD, has a very simple mantra that goes like this, “Place matters.” It’s a short, sound-bite sort of phrase that summarizes what she has learned from over two decades of research.

It is also a starting point for a discussion about how neighborhoods influence the developmental outcomes of children and other outcomes for low-income families, who struggle to achieve and sustain financial stability, mobility, and independence.

Santiago is the Leona Bevis/Marguerite Haynam Professor of Community Development at the Mandel School of Applied Social Sciences. She is one of the principal investigators of a new study funded by the U.S. Department of Housing and Urban Development (HUD), which is titled “Opportunity Neighborhoods for Latino and African-American Children.”

The study is comparing outcomes of 1,908 children in the city and county of Denver, Colorado, whose families lived either in conventional public housing in disadvantaged neighborhoods or in alternative “site-based” housing, which included single-family homes or apartments in more advantaged, mixed-income neighborhoods. The research team wants to know if the Denver Housing Authority’s (DHA) site-based housing might be providing what they call “enhanced developmental contexts” for minority children, environments that are rich with opportunities, such as better schools and access to jobs.

A NATURAL EXPERIMENT | QUASI-RANDOM ASSIGNMENT TO NEIGHBORHOOD

This project is important, because there are very few experimental studies in housing research, studies in which subjects are randomly assigned to a control group or an experimental group. Santiago explains that this study has a quasi-random design because families on DHAs waiting list do not choose their neighborhoods; rather, they are assigned to the first available neighbor-
Collaboration with Cuyahoga County bolsters workforce that serves people diagnosed with mental and substance use disorders

The Mandel School of Applied Social Sciences has been partnering with the Alcohol, Drug Addiction, and Mental Health Services (ADAMHS) Board of Cuyahoga County for the past four years to advance the knowledge, experience, and leadership capabilities of the mental-health and addiction-service workforce in Ohio’s largest county of 1.28 million people.

The partnership is known as the “Consolidated Board Mental Health and Substance Abuse Fellows Program.” It is co-directed by Lenore A. Kola, PhD, associate professor of social work at the Mandel School and co-director of the Center for Evidence-Based Practices at Case Western Reserve (see story on page 16), and by Gerald A. Strom, MSSA, senior instructor and director of the School’s intensive-weekend study option. Both teach in the master’s program.

There are currently eight students in the program, all of whom study in the intensive-weekend study option, which enables them to maintain full-time employment at their agencies and to attend one weekend per month at the Mandel School. Tuition is shared by all participants in the Fellows program. The Mandel School contributes one-quarter of the cost; the fellows contribute one-half of the cost; and the ADAMHS Board and the agency where the student is employed contribute a combined one-quarter of the cost. Thus far, four students have graduated from the Fellowship Program.

INTEGRATED BEHAVIORAL HEALTH

Kola explains that the title of the Fellowship Program includes the terms “consolidated board” because the county combined a mental-health-services board and an addiction-services board a few years ago. The county joined a growing national effort to integrate public systems that serve people diagnosed with mental illness and substance use disorders.

In a career spanning over 36 years, Kola has developed and implemented over 10 different training programs for master’s students and professionals alike, programs funded by federal, state, and county authorities, as well as by charitable foundations.

According to Co-Director Gerald Strom, the individuals recruited to study at the Mandel School must demonstrate a long-term commitment to their profession. They agree to remain working at their organizations for the three years they are enrolled in the master’s program and for three additional years following graduation. Each student will earn a master’s degree and be eligible to become a licensed chemical-dependency counselor and a licensed independent social worker.

DETAILS OF THE FELLOWS PROGRAM

Each Fellow is expected to attain, maintain, and advance into positions of increased responsibility in the social work profession over time. Other components include the following:

• A field placement at the Fellow’s current agency in a role that is different from his or her everyday responsibilities
• A field faculty advisor to provide supervision
• Four yearly seminars that feature professionals in the community who are directors of mental-health and addiction-services agencies or boards, as well as Mandel School faculty who present their research.
• Professional and personal leadership development activities
• Required course in social work interventions for mental and substance use disorders

This past year, the Fellows Program also added a four-seminar series at the ADAMHS Board for Board staff and agency professionals.
Federal funding supports child-welfare professionals, systems in northeast Ohio

Only seven schools of social work in the United States that offer a master’s degree have received federal funding to bolster child-welfare systems in their regions by advancing the knowledge, experience, and leadership capabilities of its workforce.

The Mandel School of Applied Social Sciences is one of them. Its “Ability-Based Child Welfare Training Fellows Program” is supported by a five-year grant from the U.S. Children’s Bureau, National Child Welfare Workforce Institute.

The Project Director is Victor Groza, PhD, Grace F. Brody Professor of Parent-Child Studies, who is known internationally for his research, scholarship, and program development for adoption and other child-welfare services. Groza teaches in the master’s program and supervises dissertations of doctoral students.

The Fellows Program is partnering with public child-welfare systems in four counties in northeast Ohio (Cuyahoga, Lake, Lorain, and Summit). It aims to recruit 25 full-time professionals from these counties to study at the Mandel School. There are currently 20 Fellows in the School’s intensive-weekend study option, which enables them to maintain full-time employment at their agencies and to study one weekend per month at the School. Each Fellow is receiving a stipend to cover 100 percent of tuition cost for each year. They also receive $500 per year to attend a professional conference, which encourages and supports their efforts to expand their professional peer-networks and, thus, expand opportunities for learning. The first cohort is scheduled to graduate in 2012.

PEOPLE POWER

The child-welfare professionals recruited to the Fellows Program are individuals who demonstrate leadership and a commitment to child welfare. They agree to remain employed with their agencies for the three years they are enrolled in the master’s program and for three years following graduation. This strategy has, what Groza calls, “a systemic ripple effect,” because it aims to reduce the turnover rate, increase the knowledge and skills of staff in the child-welfare system, and, thus, provide improved quality of care to children and families in the community.

According to the Public Children Services Agencies Organization, the average turnover rate of professionals in child-welfare systems in northeast Ohio was 14 percent annually between the years 2000 and 2004. He notes that a stable workforce is most important to children and families who are receiving services.

DETAILS OF THE FELLOWS PROGRAM

The Fellows Program is built upon the Mandel School’s Abilities-Based Learning Environment (ABLE), which identifies eight abilities necessary for competent social-work practice at the master’s level. The Fellows Program also combines ABLE’s eight abilities with the child-welfare competencies set forth by the Ohio Child Welfare Training Program. Each Fellow is expected to attain, maintain, and advance into positions of increased responsibility in child welfare over time. Other components include the following:

- A field placement at the Fellow’s current agency in a role that is different than his or her everyday responsibilities
- A field faculty advisor to provide supervision
- Field seminars featuring speakers from child-welfare systems
- Professional and personal leadership-development activities
- Research projects at their public agency
- Portfolios to document student learning in the abilities and competencies
- Funding to attend a professional conference each year to pursue additional professional development
Faculty Research and Training Grants, FY 2009-FY2011

Adams, Kathryn Betts
The Effects of Coping Resources on Self-Management of Chronic Illness among Older Women
Co-Principal Investigator (Camille Warner, Co-Principal Investigator, Francis Payne Bolton School of Nursing, CWRU)
McGregor Foundation
$20,000
2009 - 2012

Collins, Cyleste
Family Homelessness in Cuyahoga County - Needs Assessment & White Paper
Co-Investigator (Principal Investigator: Claudia Coulton)
Sisters of Charity Foundation of Cleveland
$32,876
2008 - 2009

Coulton, Claudia
Neighborhood Indicators
Principal Investigator
The Urban Institute
$30,000
2011 - 2012
Cleveland Central Promise
Neighborhood
Principal Investigator
Sisters of Charity Foundation
$190,000
2011 - 2012

Biegel, David
Family Involvement in the Clubhouse
Principal Investigator
Cleveland Foundation
$36,307
2011 - 2013

Chupp, Mark
Prevention Research Center for Healthy Neighborhoods
Director of Community Collaboration (Principal Investigator – Elaine Borawska, School of Medicine, CWRU)
Centers for Disease Control and Prevention
$4,951,415
2010 – 2015

Foreclosure Data Collection and Analysis
Principal Investigator
Cuyahoga County Board of Commissioners
$24,000
2009-2010

Cleveland Foundation - Community Health Venture
Principal Investigator
Cleveland Foundation
$20,000
2009-2010

Cleveland City Mortgage Database Creation - Deutsche Bank
Principal Investigator
Cohen Rosenthal & Kramer LLP
$5,500
2009-2010

New Outcome Measures for New Market Conditions
Principal Investigator
Neighborhood Progress Inc.
$30,000
2009-2009

Sustaining the Capacity of the Center on Urban Poverty and Community Development
Project Director
George Gund Foundation
$200,000
2008 – 2010

Sustaining and Expanding the Capacity of the Center on Urban Poverty and Community Development to Advance Human Services, Community Development and the Region
Co-Project Director (Project Director: Robert Fischer)
Cleveland Foundation
$153,000
2008 – 2009

Family Homelessness in Cuyahoga County - Needs Assessment & White Paper
Principal Investigator (Co-Investigator: Cyleste Collins)
Sisters of Charity Foundation of Cleveland
$32,876
2008 – 2009

Cuyahoga County Invest in Children: Ongoing Evaluation 2006-2009
Principal Investigator (Co-Investigator: Robert Fischer)
Cuyahoga County Board of Commissioners
$2,018,950
2007 – 2010

Data Collection, Analysis and Reporting on TANF Case Closures and Recidivism
Principal Investigator
Cuyahoga County Board of Commissioners
$49,450
2007 – 2009

Defining the Built Environment
Principal Investigator
University of South Carolina
$125,742
2007 – 2008

Making Connections Survey Analysis
Principal Investigator
Annie E. Casey Foundation
$462,034
2004 - 2011

Crampton, David
Impact Study and Strategic Considerations
Cleveland City Mortgage Database Creation - Deutsche Bank
Principal Investigator
Cohen Rosenthal & Kramer LLP
$5,500
2009-2010

Implementation Analysis and Evaluation of Team Decision-making and the Family to Family Initiative
Principal Investigator
Anne E. Casey Foundation
$166,457
2006 – 2010

Farkas, Kathleen
Project RESTORE: Second Chance Re-entry Demonstration Project
Co-Principal Investigator
Cuyahoga County Sheriff’s Department
$119,441
2010 - 2011

CSWE MAC Project
Project Director
Cuyahoga County Board of Commissioners
$40,000
2007 – 2009

Chupp, Mark
Prevention Research Center for Healthy Neighborhoods
Director of Community Collaboration (Principal Investigator – Elaine Borawska, School of Medicine, CWRU)
Centers for Disease Control and Prevention
$4,951,415
2010 – 2015

O'Neill, William J. Foundation
Project Director
$25,000
2011 – 2012

1 Includes all externally funded grants awarded to MSASS faculty that were active in FY 2009-2011.
<table>
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<tr>
<th>Project/Grant Description</th>
<th>Principal Investigator</th>
<th>Co-Investigator</th>
<th>Funding Information</th>
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<td>Ability-Based Child Welfare Training Fellows</td>
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<td>Meyers, Oren</td>
<td>Improving the Assessment of Juvenile Bipolar Spectrum Disorders</td>
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<td>Rejuvenating Reminiscence: Senior Storytellers &amp; Student Biographers</td>
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<td>Making the Transition: Supportive Relationships, Illness Identity and Service Use among Transitioning System Youth with Histories of Mood Disorders</td>
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<td>Ohio Department of Mental Health</td>
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<td>Opportunity Neighborhoods for Latino and African-American Children</td>
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<td>Department of Housing and Urban Development</td>
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<td>Organizational Culture and Mental Health Service Engagement</td>
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<td>Hyun Soo Kang</td>
<td>$5,164</td>
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<td>Dr. Elizabeth Tracy</td>
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<td>Wilson, Amy Blank</td>
<td>Project RESTORE: Second Chance Re-entry Demonstration Project</td>
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<td>Cuyahoga County Sheriff’s Department</td>
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**Note:** All amounts are in US dollars, and all dates are inclusive of the start and end years unless specified otherwise.
Faculty Publications, 2008-2010

Adams, Kathryn


Biegel, David


Chupp, Mark


Collins, Cyelste


Coulton, Claudia


1 Author names of Mandel School of Applied Social Sciences faculty members are in **bold** and doctoral students and doctoral graduate co-authors are in *italics.*
Faculty Publications, 2008-2010, continued


Introduction to Special Issue on Child Well-Being. In B. Freisthler & D. Crampton (Eds.), Children & Youth Services Review, 30(11), 1221-32.


Groza, Victor


Hokenstad, Merl


Joseph, Mark


Kola, Lenore


Lim, Jung-Won


Longhofer, Jeffrey

Mahoney, Gerald


Meyers, Oren

Miller, David

Milligan, Sharon


Min, Meeyoung Oh


Minnes, Sonia


Munson, Michelle


Townsend, Aloen


Tracy, Elizabeth


Wilson, Amy Blank


Santiago, Anna Maria


Singer, Mark


Offering a Master of Social Science Administration (MSSA) and PhD in Social Welfare.

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The world is full of talented people like you who have the passion to solve contemporary social problems. Yet, it takes more than just passion. It takes a unique ability to engage people, to assess information about their problems, to plan and implement change, to evaluate the outcomes, and to inspire new ways of thinking and acting. A master’s degree in social work is the only source of professional training for this important work. Transform your passion into the knowledge and skills that will help individuals, families, groups, organizations, and communities fulfill their needs and achieve their greatest potential.

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ASSOCIATE DEAN FOR RESEARCH & TRAINING
David E. Biegel, Ph.D., Henry L. Zucker Professor of Social Work Practice and Professor of Psychiatry and Sociology.

MANAGER OF RESEARCH & TRAINING
Richard Cole, M.A.

ABOUT THIS PUBLICATION
This Annual Report is published by the Office of Research & Training at the Mandel School of Applied Social Sciences.

We invite all colleagues, students, alumni, friends, community partners, and community advocates to make copies of this publication and share it widely. We welcome your comments and suggestions. A free PDF may be obtained online:


CONTRIBUTORS

Writing
Paul M. Kubek, MA, is director of communications at the Mandel School’s Center for Evidence-Based Practices.

Graphic Design
David Cravener is a graphic artist based in Sullivan, Ohio.

Photography
Steve Zorc is a photographer based in Cleveland. His photos appear on pages 1, 2, 4, 7, 10, 13, 16, 19, 20, 21, 22 & 23.