

The Ohio State University Poverty Solutions Collaborative

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Abstract

TITLE: The Ohio State University International Poverty Solutions Collaborative

Although the face of poverty differs worldwide, its alarming pervasiveness cries out for new understanding as a basis for action. Efforts to reduce poverty rooted in a single discipline are severely limited by its multidimensional nature, demanding an interdisciplinary approach. *Our mission is to create a research center internationally recognized for development and evaluation of comprehensive, culturally-sensitive models that allow individuals, families, and communities to thrive.* This Center's research will clarify the interplay among social, economic, cultural, educational, health, and political factors that affect the cognitive, neurobiological, social-emotional, physical development and health of individuals, families, and communities. Interdisciplinary research will develop and evaluate potential solutions that can be woven together to establish holistic models that help lift communities out of poverty. The Center, with over 60 collaborators from 14 colleges, will be organized to encourage interdisciplinary interactions. First, collaborators will affiliate with at least one of four Community Laboratory sites. To work on domestic and international poverty, these laboratory communities will be located in selected urban and rural communities in Ohio and international locales. Second, collaborators will affiliate with a Research Team: (a) promoting health and well-being, (b) designing physical environments, (c) developing business and economic opportunities, or (d) building families, schools, and communities. A core set of metrics will be used to continually evaluate the effects of our holistic efforts to ameliorate poverty. By focusing on a broad set of indicators of acceptable well-being, we will develop strategies and policies that reduce poverty in Ohio and international communities.

The Ohio State University International Poverty Solutions Collaborative

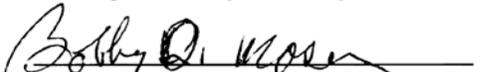

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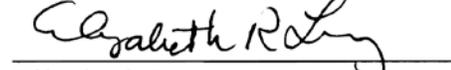

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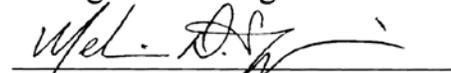

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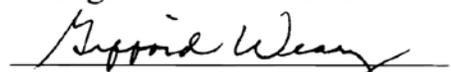

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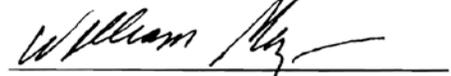

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1. Description of the Problem to be Addressed

The pervasiveness of poverty and its effects are sobering. Nearly half the world lives on less than \$2.50 per day. According to UNICEF, approximately 30,000 children die each day due to poverty. In the U.S. in 2008, 37 million people, 12.5% of the population, lived below the poverty line; the rate was 12.8% in Ohio. A few blocks southeast of the Ohio State University campus, 50% of residents in Weinland Park live below the poverty line. Of course, the tragedy of poverty has not gone un-noticed, by governments, by non-governmental organizations (NGOs), and by individuals. Yet, despite trillions of dollars spent over the last four decades on eradicating poverty, it remains with us. Indeed, in some parts of the world poverty has increased in both its scope and intensity (6).

The Multidimensional Nature of Poverty. The causes of poverty are many and varied. At the macro-economic and societal level, questions about investment in research and development, private property rights, access to capital, cultural values inconsistent with economic development, and the impact of politics, war, and civil war on the growth and persistence of poverty have all been raised (2,5,6,15,26,29,40). At a more micro level, questions about the relationship between individual entrepreneurial opportunities, access to clean water and health care, the role of education, the family structure, and the physical environment and poverty also have been discussed (8,12,14,19,22,24,33,34).

Clearly, poverty is not a phenomenon that can be understood through the lens of a single academic discipline (1,13). Even linking a few of these disciplines in an effort to understand the causes and consequences is inadequate to the task. What is required, instead, is a broad-based interdisciplinary approach to understanding the causes and consequences of poverty. Moreover, theoretical discussions about poverty will not realize their full potential until the implications of those discussions are put into practice in the field. After all, the study of poverty is not simply an intellectual exercise, but rather an essential step to help reduce its extent and effects.

Of course, there are many initiatives that have documented improved outcomes in impoverished communities (2,20,26,28). For example, the Millennium Development Project striving to cut poverty in half by 2015 is rooted in initiatives that have documented improved health and economic conditions in extreme poverty communities (35). Debate abounds (6,15,25,26,40), yet little empirical knowledge exists to help us understand the factors responsible for successes and failures of efforts to reduce poverty. Moreover, little effort has gone into developing holistic, comprehensive solutions. To that end, we are proposing an inter-disciplinary, trans-institutional center entitled *The Ohio State University International Poverty Solutions Collaborative*.

Goals. Our mission is to develop a research center known for development and evaluation of comprehensive, culturally-sensitive models of community renaissance that allow individuals, families, and communities to thrive. Beyond managing the tensions between discipline-based and more integrated approaches to research, we will have to address two other issues as well. First, poverty is a problem locally, in Columbus, in the greater Appalachian region, and in the United States; but it is also a problem internationally, with high rates of extreme poverty in Asia, in South America, in Africa. Thus, research efforts will need to address both the local and international dimensions of poverty. In doing so, we must recognize that poverty is not just an economic condition but a complex set of events, risks, interactions, and barriers to health and development that co-occur with fiscal poverty (13). Thus, measures of progress need to reflect

positive predictors of the well being of individuals and communities, such as changes in wellness, prosperity, positive community socialization, and positive life span development.

Second, the proposed Center will pursue the next generation of poverty research. Rather than focusing on WHAT are the causes and consequences of poverty, the next generation of poverty research needs to focus on HOW to solve problems associated with poverty and WHY proposed solutions produce desirable (or inadequate) direct and indirect effects. That is, our research endeavors will seek to elucidate the mechanisms through which social, economic, cultural, educational, health, and community factors impact cognitive, neurobiological, social-emotional, and physical development and health of individuals, families, and communities. The Center will need to be interdisciplinary to attack problems associated with poverty and will require interactions of scholars with a basic and applied science perspective (1,13,30). Our goal is to pursue an applied research agenda that also will inform our basic understanding of the interplay of economic, biological and environmental factors that influence developmental trajectories of individuals and communities (30). As we seek to promote resilience in children, individuals, families, and communities, we hope to uncover the protective and antagonistic factors that undermine or enhance effects of poverty solutions, and design interventions that appropriately address these factors to reduce poverty and its negative consequences.

1a. Research Agenda

Facilitating Interdisciplinary Research through Common Metrics & Community Laboratories.

First, we will establish a core set of metrics that will serve as the basic yard stick with which we will continually evaluate the effects of our interdisciplinary efforts to ameliorate poverty in each of our community laboratories. We anticipate tracking a number of indicators longitudinally that reflect the health and well being of individuals, families, and the environment. The agreed upon metrics will be robust indicators that reflect multiple areas of need, such as (a) housing, (b) health, (c) economic development, (d) employment, (e) food security, (f) safety, (g) education, (h) family and child well-being, and (i) community assets.

The significance of this undertaking should not be understated. First, monitoring a small number, yet comprehensive set of indicators will help us maintain our focus on a holistic approach to poverty. The identification of a set of indicators of acceptable well-being among communities will help discipline us to maintain a systematic, broad focus as we develop strategies and policies that translate into holistic poverty solutions. In addition, engineering a set of measures with broad utility across urban, rural, domestic, and international communities will be useful to the field. It also positions investigators to develop a suite of assessments that provide more in depth information, which in turn will broaden the leadership role of the Center internationally.

Second, we will focus our efforts strategically on selected communities representing targeted investments that are geographically diverse. We anticipate directing our research, program development, outreach, and service learning efforts to four *community laboratories*, in which the ideas and research developed at the Center and elsewhere are applied in real world settings. To work on domestic and international poverty, these laboratory communities will be located in urban and rural communities in Ohio and in international locales. Over 5 years, we will stagger initiation of holistic model development and evaluation efforts across these four community laboratories. Center collaborators will establish a set of criteria for selecting among the many potential sites with which relationships already exist.

Preliminary discussions have identified a number of criteria that are likely to be used in identifying the community laboratories, including: current relationships, some history of successful development and sufficient social infrastructure; local leadership interested in a long-term partnership; opportunity for trans-institutional collaboration in partnership with a local university; targeted investment sufficient to significantly impact the future development of the community; opportunities to work with cultural brokers and to place on-site liaisons and needs evaluators within the community; and manageable logistic characteristics (e.g., travel access).

One example of this approach to applied research is the community-based research being done by the Schoenbaum Family Center in the Weinland Park (WP) area of Columbus. Building on our experiences in WP, we anticipate that the center will create opportunities to integrate research and practice to address poverty in a variety of social, cultural, and economic contexts.

Specific Research Foci

Each of four Research Teams identified 4-5 research topics that reflect ongoing interests and expertise among faculty involved with the center. These Research Teams are the building blocks that will ultimately be used to pursue our interdisciplinary and practice efforts. The research goals of each of these teams, potential projects, and possible external funding sources follow.

Health and Well-being Promotion Research Team

"The biggest enemy of health in the developing world is poverty"

(Kofi Annan, Secretary-General of the UN 1997 - 2006)

Poverty and ill health are inexorably linked in a bi-directional cycle of cause and effect. Most of the disease burden in low-income countries finds its roots in the consequences of poverty (e.g., poor nutrition, lack of access to vaccinations and proper sanitation; 16,17). The WHO estimates that diseases associated with poverty account for 45% of the disease burden in the poorest countries (38). Poverty affects health principally through its adverse effects on nutrition; family planning; prenatal, obstetric, and postnatal care; infectious disease; mental health problems; and medical care delivery. Children, minority racial and ethnic groups, and female headed households are particularly vulnerable to poverty and its consequences.

Three potential fundamental courses of action may reduce ill health associated with poverty: (1) provide mechanisms to increase personal or community income, (2) provide health maintenance and disease prevention programs, or (3) provide care for ill health and disease, from nutritional support to clinical treatment. This solution construct suggests that an approach involving more than one course of action ultimately will be most effective in combating the specific link between disease and poverty. Thus, the following proposals address this fundamental paradigm through an interdisciplinary approach that tests hypotheses involving at least 2 courses of action.

E-Health for prevention and management of chronic diseases (e.g., obesity, diabetes, and cardiovascular disease). This project will use emerging interactive health information technologies, often referred to as e-Health, to promote health and improve knowledge for populations with low health literacy. We will investigate the use of interactive behavior change tools, informational websites, and telephone-assisted services for access to health information and chronic care management. (Potential funding: NIH, CDC, Robert Wood Johnson Foundation, AHA, ADA)

Micro-franchising and education of health care workers. This project will test the hypothesis that micro-franchising principles, which are currently being applied to creating small businesses and ameliorating poverty in very low-income countries, can be successfully applied to

training healthcare workers for resource poor communities. (Potential funding: Gates Foundation, USAID, and the NIH Fogarty Center)

Food insecurity and the burden of disease. Impoverished communities here and abroad face an apparent paradox: Food insecurity, under-nutrition, and overweight/obesity all exist simultaneously (7,21,32). Studies indicate food-insecure households often have members who are both under- and over-weight and experience the dual burden of chronic and infectious diseases. We will investigate programs to improve nutrition and assess the links among food security, nutritional status, and health outcomes. (Potential funding: NIH, Bill and Melinda Gates Foundation, USAID)

Prenatal care and children's health programs. This project will test the hypothesis that a case management (care coordination) approach to prenatal care and children's health will increase individual and community health and well-being. (Potential funding: Administration on Children and Families; CDC; NICHD; Columbus Medical Association, Columbus Foundation, and Central Benefits Foundations)

Impact of psychosocial and environmental factors on health. Poverty is closely associated with abuse and neglect leading to mental disorders (such as depression). We will use an interdisciplinary case management model to prevent mental health disorders and to better understand how psychosocial stressors and adverse behavioral and environmental factors that contribute to interpersonal violence and child maltreatment (Potential funding: NIH, DOEd)

Designing Physical Environments Research Team

The design of buildings, parks, streets, and land-use is important because environments can serve as either barriers to or resources for positive change in poverty-stricken communities. Advanced planning and design tools (e.g., analysis, mapping, and strategic development) must be applied in these settings, but this alone will not suffice. Innovative community-based solutions to development and redevelopment of buildings and environments are needed in light of the recognition that causes of poverty are shaped by forces at multiple scales of influence (e.g. regional, national, or global).

Projects identified for long-term research are listed below. Work within these sites, exemplify how we will design and evaluate solutions that address the multi-faceted nature of poverty. Recognizing that individual sites are not merely physical, but can be defined by multiple and far-reaching processes, researchers will investigate a range of factors such as: a community's history and its links to other places, cultural identity, scarce and abundant resources, political conflict, population demographics, existing physical attributes and deterrents, infrastructure, access to goods and services, and formal qualities.

Using the "design studio" model for integrative research and service learning. Identifying physical, historical, and cultural conditions in selected sites, we will locate communities and define zones for focused studio research. Interdisciplinary design studios including urban design, landscape planning, and architecture will focus faculty and student efforts to propose viable solutions for issues such as housing, natural resource access, and community sustainability. Design proposals will benefit from analysis and critique provided by other research teams in the Center and by community members from target areas. The integrated studio model will be applied to multiple rural and urban sites identified by Center investigators. (Potential Funding: The Columbus Foundation, Charles Stewart Mott Foundation "Pathways out of Poverty," USDA Rural Development, Doris Duke Foundation)

Providing infrastructure to facilitate income-generating opportunities. Through an established relationship with One Mango Tree, founded by an OSU alumnus, and the Global Youth Partnership for Africa, we will contribute to work in Gulu, Uganda to aid in design and construction of facilities and to connect the community (esp. tailor business) to both the local economy and the global marketplace via the internet. These initiatives provide opportunities to investigate a number of topics related to passive energy efficiency and usability, how historical and cultural practices of construction fit into the social fabric of Uganda, how available materials in the region influence the quality of buildings, and how the labor force and technology influence the design of buildings. These issues relate to the design of physical environments globally and are likely to provide fruitful avenues for comparative study. (Potential funding: Intl Development Research Centre, The Carter Center, MacArthur Foundation)

Environmental renewal in Appalachian Ohio. The Southeast Ohio Research Group, is investigating the social and environmental causes and consequences of “regreening” of southeast Ohio, a region of intense rural poverty. Almost completely deforested just 70 years ago, the region now contains the majority of Ohio’s forest and is a site for tourism, ex-urban migration, and ongoing resource extraction. We will address opportunities and challenges for reducing poverty that are presented by this environmental transition. Research will focus on the role of residents in this transition, including how they envision the region’s future and how they can have greater control of future socio-environmental change. (Potential funding: NSF, “Dynamics of Coupled Natural and Human Systems” program)

Schools as centers for community development. The Nicaragua Service Learning Experience engages OSU students in short-term, grassroots community development projects in Masaya, Nicaragua. Drawing on solid community relations built over eight years, our research team will spearhead an interdisciplinary effort to explore ways in which schools can serve as centers for community development. We propose to investigate strategies (1) to improve the physical learning environment and incorporate multi-use design principles and (2) to make schools centers for community services and development efforts to effect cultural recovery, job creation, environmental conservation, illness prevention, and dropout prevention. The potential role of schools in community development efforts has implications for research domestically as well as internationally. (Potential funding: Kellogg Foundation, International Development Research Centre, The Carter Center, MacArthur Foundation)

Business and Economic Development Research Team

There have long been pleas to eradicate global poverty and promote human dignity. Yet, three decades of poverty reduction programs such as aid, foreign investment, and policy reforms designed to stimulate economic growth often led to a frustratingly high level of failure (29). During much of this time, economic theory assumed that the lack of central planning (6), the assignment or protection of property rights (5), or simply the “backwardness” of poor communities (27) were the chief factors limiting economic development in impoverished areas. To address these limitations, aid in many forms such as capital investment, loans, donated equipment, education, etc. were used to alleviate poverty. Yet, uneven results led to questions of whether other institutional ingredients were missing.

Recently, we have witnessed the dawning realization that the complexity of development may be more receptive to locally-generated entrepreneurial processes than to large corporate involvement or conventional forms of aid (27). Understanding how entrepreneurial opportunities are formed and exploited thus can shed new light on paths of development and economic

prosperity. By focusing on entrepreneurial opportunities and local economic development, this project will provide insights into nurturing sustainable local development. The formation of these opportunities often starts as myopic variations of small actions and local experiments. This process of acting locally can lead to differences in entrepreneurial processes that may be specific to targeted rural and urban communities. Creating valuable opportunities through local business and economic development is an essential element in poverty alleviation (23).

Factors affecting small business start up and survival. We will investigate what particular program interventions affect startup and survival rates of small businesses owned by low-income individuals. Principles of randomized control designs and quasi-experimental designs have seldom been used in the study of entrepreneurship. We propose to address a gap in the literature by developing procedures for randomized selection of small-business program participants, the use of adequate controls, and the testing of innovative program features to evaluate which interventions are effective in aiding low-income entrepreneurs. The procedures will be implemented in collaboration with existing anti-poverty organizations, at the Center's main sites as well as at other locations in the U.S. and abroad, to assist them in testing innovative features of small business development. (Possible funding: Ford Foundation, Kauffman Foundation, HUD, USDA, USAID, Gates Foundation).

Effects of training and policy interventions on economic development. What is the best way to stimulate job creation in high poverty areas? To what extent do job creation efforts need to be tailored differently to rural and urban areas? Although small enterprises are engines of growth in job creation, many small business owners lack essential entrepreneurial skills. We will investigate how policy can be formulated to support the education and financing of entrepreneurs, as well as the development of key institutional support mechanisms to facilitate small business ownership by the poor. This program of research will identify mediating and moderating mechanisms that serve as facilitators and barriers to economic growth and generate policy recommendations concerning regulatory, permitting, and legal changes necessary to foster a more entrepreneurial climate tailored to community laboratories. (Possible Funding: Ford Foundation, U.S. Small Business Admin, U.S. Economic Development Admin, NSF, Appalachian Regional Commission, USDA, Kellogg Foundation, Upjohn Institute)

Establishing rural-urban linkages. Rural areas lag in economic growth relative to urban areas. This is apparent globally--from Appalachian Ohio to rural China. We will investigate ways to improve linkages between rural and urban communities through improved infrastructure, enhanced entrepreneurship, better governance, and broader institutional arrangements and evaluate associated effects on economic development. (Possible Funding: Ford Foundation, Appalachian Regional Commission, USDA, Gates Foundation)

Small and sustainable growth initiatives. Sensitivity to the context of communities and realistic expectations for economic development too often are lacking in approaches to poverty alleviation. This project will investigate how natural resources, small-scale agriculture, and “green” investments can be used to improve local entrepreneurship and reduce poverty by providing more sustainable development options. (Possible Funding: Ford Foundation, U.S. Economic Development Administration, Appalachian Regional Commission, NSF).

Building Families, Schools, and Communities Research Team

This research team benefits from expertise in urban and rural studies, literacy studies, cultural studies, general and special education, administration and policy, and children, youth, and families from contemporary and historical perspectives. We propose to focus our efforts on action-based research evaluating innovative systems of support that reduce poverty and its

impact on the quality of life. Poverty related issues are often context specific. It is critical to this research team that we fully understand the local context of the communities in which we work. To this end, it is important to conceptualize outreach, teaching, and service as a critical component of our action-based research agenda. Many, if not most, initiatives focused on reducing the effects of poverty on children and families either fail to be sustained, or never get to scale. The cultural relevance of multi-faceted approaches must be better understood to achieve, sustain, and attain scalable impact. The availability of more permanent community lab sites will provide investigators with opportunities to explore cultural factors associated with poverty interventions. The *sustainability* and *generalizability* of our efforts will be directly related to the quality of our research agenda. The *relevance* and *impact* of our efforts will be directly related to our ability to engage and assist the members of the communities in which we work.

Research will acknowledge and embrace the wide array of methodological approaches that are necessary to fully address the interrelated variables associated with poverty and those who it affects. Such variables include but are certainly not limited to housing, employment, crime and violence, education, and cultural identity. It is important to note that the well-being of individuals and families is also contingent upon their physical environment, physical health, and fiscal stability. Consequently, the Families, Schools, and Communities research team will work closely with other research teams to better articulate a truly holistic approach.

Closing Poverty-Related Achievement Gaps. Despite recent concerted efforts, little progress has been made to reduce the educational achievement gaps that exist between children living in high poverty areas and their more economically advantaged peers. Holistic, integrated approaches that address both academic and non-academic barriers to learning have been promoted. Such interdisciplinary models must be developed and tested to address this complex problem. For example, after-school programs that can bridge families and schools with specific activities that are relevant to both domains of a child's life, represent promising approaches that need to be developed and evaluated. We propose to develop programs that fit communities that are long-term in their scope, community-based and intergenerational in their makeup, and targeted to academic skills as well as to social-cultural activities that will enrich the life and identity of the community. (Potential funding: NIMH, NICHD, IES, USDA)

Early Intervention and Prevention to Enhance Outcomes for Children in Poverty. The need to work with families earlier and more intensively has become evident since the discovery of the extent of disparities in language input seen among young American children (6-48 months) raised in low income versus middle class families (11,12). Because associated effects are manifested early as well as in later language development and academic achievement (24,34), prevention efforts need to begin long before school. An innovative new technology that provides analyses of up to 15 hrs of acoustic information has the potential to provide feedback to parents on adult words heard by their child, conversational turns, children's vocalizations, and media signals (e.g., music and TV). This engineering feat will be applied to encourage parents to talk more to their children. Efficacy and effectiveness studies will evaluate the long-term benefits of this approach to preventing delays in language development and associated learning disabilities. (Potential Funding: IES, NICHD)

Effects of intergenerational programs on older adults. Older African American adults from the inner city with low-income and -education are at high risk for developing cognitive and functional impairments, especially dementia (18,39). Interventions designed to maintain cognitive and functional health have yielded promising results (31,37). Carlson et al. (3) reported improvements in memory and executive function among participants compared to controls after

4-8 months of volunteer service in elementary schools. The positive effects of engagement in socially meaningful activities with young children on the cognitive and mental health outcomes of elders in impoverished communities will be explored. Programs will be developed that promote transferring knowledge and skills of elders to youth. Possible outcomes of such programs range from those specific to adults (cognitive and mental health, self-efficacy, physical health), to children (specific skills development, self-esteem/efficacy), and to the community (increased social capital, greater community involvement). (Potential Funding: NIA, NIH, IES)

Violence Prevention Collaborative. Homicide is and has been the leading cause of death for African American males between the ages of 15 and 34 for the past 30 years (4,36). In predominately African American neighborhoods, violence is spatially concentrated and has damaging effects on quality of life, mental health, physical health, labor markets, fear of victimization, and healthy development. Advances in research have identified numerous violence prevention and intervention strategies that are effective (28). We hypothesize that proposed violence prevention programs, modeled after the CeaseFire-Chicago project, will: (a) create and preserve jobs geared toward violence interruption and prevention, (b) mobilize communities to change norms, and (c) increase cross-agency coordination, collaboration and assessment of services. (Potential Funding: CDC; BJA; OJJDP; NIJ; DHHS; NIMH; OCJS; AdamH, W.T. Grant, Robert Wood Johnson, and Ford Foundations)

1b and c. Links to Graduate and Undergraduate Education

In Year 02, we plan to establish a Student Education, Research, and Service Experience Core. This core will be charged with overseeing, advertising, and orchestrating the development of student experiences related to poverty studies. These experiences will include several initiatives:

- Cross-listing of existing courses to spur cross-disciplinary interactions
- New interdisciplinary courses related to poverty
- Undergraduate and graduate certificate programs in Poverty Studies
- Short- and long-term service learning programs
- Poverty studies service learning rotation experiences
- Research application practicum offerings
- Interdisciplinary undergraduate major and minor programs in Poverty Studies

From the outset, we expect students to be involved in research activities. They will assist with ongoing research projects, pilot data collection, grant proposal preparation, and dissemination activities. Some of the research teams have set aside funds for seed grants for student research projects related to the mission of their team.

By the end of the first year, we will have launched a number of the interdisciplinary research projects proposed above, many with federal support. In addition, we will have narrowed our list of potential community laboratories and begun the process of setting up infrastructure to support research, outreach, and service learning opportunities in sites that are remote from Columbus. Organizing the student experiences listed above, will begin to require a significant commitment of resources. It is important to flesh out ideas about student involvement during the first year of the project. However, we believe that devoting significant time and energy on developing those experiences will be premature during Year 01.

1d. Impact of Center

How is this Center truly innovative? This Center will be different from the various poverty centers on campuses across the country in several ways:

- The initial commitment of so many (and a growing number of) talented faculty is extraordinary

- The breadth of proposed interdisciplinary collaboration is greater than other national centers
- The focus on the next generation of poverty research is forward looking
- The holistic approach to developing integrative models to address poverty issues is unique
- The notion of staggering the development of a small number of community laboratories makes implementation of our approach realistic
- The application of a common set of broad indicators of the well being of a community to evaluate intervention efforts is innovative
- Opportunities for student participation in interdisciplinary research and service learning will prepare a new generation of problem solvers with a high level of social consciousness

How will the Center create significant progress in addressing a global problem? What major contributions will the Center make? We approach the problems associated with poverty alleviation with humility. Our goal is not to “eradicate poverty” by some pre-set date—as seems to be the mantra in the popular press—but rather to build an understanding of its causes and consequences, together with a more complete understanding of the practical problems associated with taking our ideas to the field. As important, we anticipate that many of the students that are involved with the center will be changed in some fundamental ways. They are they likely to demonstrate ongoing involvement with poverty alleviation efforts. They also are likely to demonstrate cross-cultural and –disciplinary competence and advanced problem-solving skills.

The development of our community development metrics will make it possible to both examine the implications of our efforts for our laboratory communities, and potentially, to evaluate similar efforts in other communities. Research on poverty alleviation is dominated by anecdotes that, frankly, are more about raising funds for NGOs than science. The metrics we will develop will help set a measurement standard that may have a very significant impact on interdisciplinary poverty research and practice in the future.

How will the Center have made a significant impact on the global problem after 5 years and beyond? What is the lasting impact of the Center? We will be poised to compete for a National Poverty Center funded by HHS. After 5 years, our contributions will be theoretical as well as practical. By monitoring and encouraging meaningful, interdisciplinary interactions, we have the potential to undertake the kind of theory development enterprise that a problem as complex as poverty requires. We also will be exploring the possibility of endowing the center, or parts of the center, to provide ongoing funding. Several other universities have been able to obtain this kind of support for their poverty centers (e.g., University of Michigan), but few of them have the broad interdisciplinary; domestic and international; research, teaching, and practice mission of our center. Our belief is that the scope of this center is such that it may be attractive to individuals and/or institutions that have a history of funding activities in poverty alleviation.

What are the linkages of the Center with other universities and other external entities? Domestically, we will be partnering with Ohio University and other universities working in the Appalachian region of the state. Internationally, we will be partnering with, among others, Cornell University and the University of Michigan in selecting and working in community laboratories. In addition, our holistic approach to addressing poverty requires collaboration with a host of community stakeholders in each of our community laboratories and other research sites.

2. Planned Activities of the Center

Seed funding for the Center primarily will provide for infrastructure and capacity-building support for investigators. We expect that the investigations proposed above will be funded

primarily from sponsored project support. In some cases, investigators will be able to take advantage of ongoing R&D projects. Indeed, this is likely to jump start the work of the Center in Weinland Park. Immediate opportunities for involving each of our research teams in partnership with multiple community agencies and neighborhood citizens exist in this community. The leadership team also will be investigating those communities that present excellent opportunities and interest in similar partnerships in Appalachian Ohio and potential sites in South/Central America, Africa, and Asia.

We conceptualize each interdisciplinary research team operating similar to a program project (with multiple projects contributing in a synergistic fashion) within a larger center. Many of the infrastructure needs of the research teams will gravitate to the Center level of administration. For example, it will be the primary responsibility of the administrative, communication, and methodology cores to organize symposia. We believe symposia should be accessible to all collaborators as well as other interested faculty and students across campus. Even when a symposium theme or speaker recommendation is initiated from a research team, it will be the responsibility of the Center to oversee planning, advertisement, and orchestration. This, of course, will not preclude breakout sessions, consultation meetings, or meetings with labs or individual investigators that are more focused.

Each research team has chosen how they wish to allocate funds during Year 01. First and foremost, each research team is charged with submitting proposals for external funding. To that end, they have each identified research topics along with potential funding agencies. The myriad of agencies interested in funding high quality research on poverty solutions provides a realistic opportunity for considerable success. Each research team is asked to identify strategies to help maximize that success. For example, based upon the different research agendas the teams differ in the degree to which they will support allocate funds for: seed grants for pilot data collection, travel to develop or nurture collaborative relationships, buyouts for pilot work and grant writing teams, support for research staff or research assistantships, and funding for consultants and experts in the field. At the Center level, the Methodology Core also will help maximize grant submission success by providing statistical consultation or critical review of research methods directly and by soliciting grant proposal reviews from experienced grant reviewers across campus before submission.

Formative assessments will be solicited at least twice per year from faculty collaborators, especially from those who are accessing core services. These data will inform a process of reallocating resources each year. That is, each year adjustments will be made based on reevaluations of needs and on the productivity of each research team. The main criterion for judging productivity will relate to grant application submissions, but other criteria will come into play such as funded applications, publications and creative products (e.g., design plans), etc.

3. Rewarding Center Participation

Senior leadership is available within each of the teams. A critical role for these individuals will be to mentor assistant and associate professors. Cross-disciplinary mentoring can be quite valuable; an orientation to models of research mentoring (9) and especially network mentoring (10) will be introduced in a leadership team meeting and in a Center-wide brown bag session.

The Center needs to provide objective information to department chairs and deans about the contributions of participating faculty. To that end, research team leaders will be asked to provide written evaluations of the contributions of their team members annually, with special attention

given to evaluations of assistant professors' contributions. These evaluations will be shared with department chairs and deans. Evaluations of team leaders will be conducted by the PI and Co-PI. In particular, we anticipate that chairs and deans will appreciate some perspective on contributions to joint publications and grant applications, especially when dissemination vehicles and funding agencies may be outside the norm for the discipline. These evaluations will be especially important as faculty members are reviewed for Promotion & Tenure. In those cases, the leadership team of the Center may be able to suggest potential outside evaluators who are well positioned to judge cross-disciplinary scholarly contributions related to poverty.

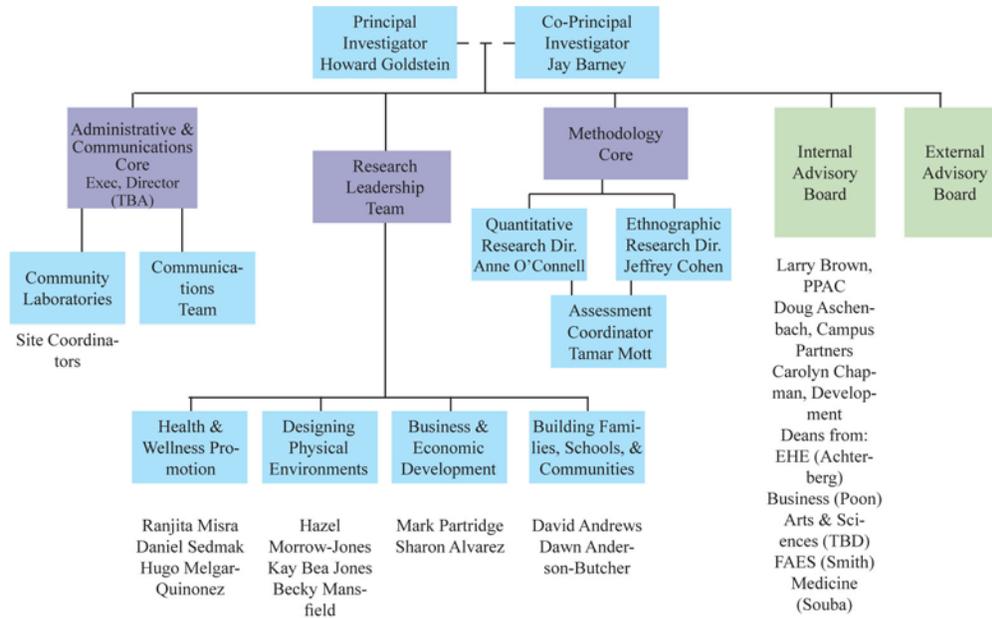
Finally, we cannot overlook the importance of goal setting of individual faculty members. We will encourage junior faculty members to share, discuss, and refine their research goals with their team leaders. These discussions are necessary to ensure a clear alignment between department, faculty, and Center expectations.

4. Organizational Framework and Governance Plan

The structure of the Center will be organized along two dimensions designed to encourage interdisciplinary interactions. First, faculty collaborators will affiliate with the four Research Teams. The research themes will evolve as interdisciplinary teams hone their R&D goals. These goals will in turn be reflected in grant proposals to the myriad of federal funding agencies and foundations that would consider research on the amelioration of poverty among their top priorities. Second, faculty collaborators will be asked to affiliate with development of at least one Community Laboratory site (domestic or international, urban or rural).

Drs. Howard Goldstein (EHE) will serve as **PI** and Jay Barney (Business) will serve as **Co-PI**. Research Teams will be co-led by two scholars with complementary emphases (e.g., basic and applied science). These group leaders will be working with interdisciplinary teams of investigators and community partners who are critical to the definition, implementation, and support of our research, program development, outreach, and service learning efforts. The leaders will serve as a coordinating committee along with a full-time **Executive Director** and leaders of a **Communications Core** and a **Methodology Core**. These support cores as well as a coordinating committee will serve to facilitate the research and development efforts of all investigators. **Internal and External Advisory Boards** will be established to provide objective, timely feedback on the progress of the Center. The Internal Advisory Board will be comprised of Deans of five colleges (EHE, Business, Medicine, Arts and Sciences, Agriculture), Doug Achenbach from Campus Partners, Carolyn Chapman from The Office of Development, and Larry Brown from the President-Provost Advisory Committee. The External Advisory Board will include 3 representatives from each of several groups: nationally renowned academic leaders in the field of poverty research, community leaders from local agencies or philanthropic organizations, national business leaders, local or state government leaders, and NGO leaders involved in poverty work in the international arena.

Leadership of the Research Teams, Cores, and the Center will be reviewed annually. Leadership of research teams for the development of this proposal was based on nominations to the PI and Co-PI who then put together the leadership team. The Executive Director will be charged with soliciting annual nominations for the leaders of the research teams and core, as well as for the Principal Investigators. If necessary, the Internal Advisory Board would be asked to assist with changes in PI leadership.



During the development of this proposal, several organizational configurations were considered. The proposed structure will undergo annual review to ensure that it is meeting its goals for interdisciplinary collaboration and for research productivity.

Administrative and Communications, and Methodology Cores

Under the direction of the PI and co-PI, an Executive Director will oversee day-to-day activities and operations of the Center and coordinate with other institutional support. The Executive Director will offer leadership around funding opportunities, monitor overlap among team initiatives, and facilitate interdisciplinary collaborations. The Executive Director will be monitoring Center operations and will be responsible for regular reporting of progress on the work scope of research teams and cores to the PIs. Regular meetings of the administrative core will be conducted at least bi-weekly. Leadership team meetings will occur at least monthly. Meetings of the Internal Advisory Board will occur twice per year and annually for the External Advisory Board.

A Carmen site was used to share documents and facilitate communication among faculty collaborators during the preparation of this proposal. The ***Communications Core*** will be charged with the task of facilitating these activities using new technologies. For example, Wiki technology has enhanced capabilities to ease the process of sharing among Center collaborators. We will provide the opportunity for faculty and students to partake in symposia and Highlights sessions even if they cannot attend in person using new web-based telecommunication technologies (e.g., GoToMeeting). The Center website will be comprehensive, interactive, and designed to support dissemination of Center findings. It will serve as a record of the Center’s activities; provide notice of upcoming symposia, the Highlight Brown Bag Series, and dissemination activities; and offer links to the many other organizations and programs working on poverty issues. It will provide assessment and intervention descriptions, video demonstrations, and downloadable reports and other materials.

A comprehensive methodological approach is necessary to fully understand the impact of poverty on individuals, families, and communities, and to use this information to design effective

programs aimed at addressing economic and racial disparities in health, educational attainment, job security, and other metrics associated with individual and familial well-being. No single analytic or epistemological paradigm will satisfactorily uncover the constellation of potential mediators and moderators of poverty solutions. Multiple research methods and statistical approaches are expected to play a critical role in many of the Center's activities.

The goals of the *Methodological Core* are to support the design of interdisciplinary research and the analysis of qualitative and quantitative data; create interdisciplinary networks of OSU methodologists and researchers from each of the research teams; provide initial and ongoing guidance in the establishment of common metrics to be used during community assessment activities; provide initial and ongoing support for program monitoring or impact evaluations of poverty interventions across the Center's diverse research settings and community laboratories; and ultimately contribute to a theoretical framework for research on poverty.

To bridge the Center's research teams and build its overall capacity for cross-disciplinary research, we will need to support Qualitative and Quantitative methods, including:

- Experimental and quasi-experimental designs
- Multilevel models and theory – neighbor-hood effects, community variables
- Ethnography
- Participatory Action Research
- Rapid assessment methods
- Survey methods
- Measurement development
- Metrics for community development – assessed longitudinally
- Evaluation – Impact and formative
- Evaluating assets and capacity-building outcomes for community-based agencies, schools, and NGOs initiatives
- Cost-benefit, cost-effectiveness analyses

The Methodology Core will host an *Annual Symposium* on innovative methods in poverty research, inviting regional, national, and international experts to share their recent work on:

- Innovative qualitative and quantitative methods in poverty research: Synthesis of qualitative and quantitative approaches (e.g., GIS mapping, cost-benefit analysis, community metrics, rapid assessment, participatory action research, economic approaches, statistical methods, systematic ethnography)
- Issues in translating and scaling up effective programs nationally and internationally
- Methods for tracking and evaluating effects of initiatives, such as housing development/redevelopment, workforce development, crime prevention, and wrap around services on school dropout, violence, neighborhood mobility, health outcomes, etc.

The Methodology Core will host a monthly *Highlights Brown Bag Series* that will build and strengthen an interdisciplinary network of OSU investigators. Faculty from across the university and other experts will be invited to showcase their research and share their methodological innovations, approaches, or lessons learned. Relevance to research being conducted in the Center will be the primary selection criteria in designing the series. Each presentation will provide an opportunity for Center collaborators to consider how methods might be applied to their own research on poverty. The *Highlights Series* also could be used to share progress or activities of the Center's research teams, thus contributing to a broader dissemination of interdisciplinary expertise and activities across the Center and across campus.

The Methodology Core will *connect Center researchers with other methodological support units* on campus (e.g., IPR, CURA, Kirwan Institute) as well as with individual researchers to facilitate assistance to PIs writing grants and conducting research. Experts on campus from different fields will be identified and offered stipends to (a) critically read a research proposal and offer constructive advice for improvement of grant submissions, or (b) assist directly with data analysis in support of grant development or research activities. Many of these experts also may be invited to present their work for the *Highlights Series*. Stipends will be in the form of contributions to faculty members' research accounts and could be spent on travel, books, or research supplies.

Specialized software and site-licenses (or restricted licenses for national data bases) will be purchased and housed at the Center for investigator and student access.

Hands-on methodology workshops will be offered. Sample topics for software demonstrations or analysis workshops include HLMv6.04; rapid assessment techniques; qualitative data analysis software; or power analysis software options. Other topics will be solicited from teams.

The Core will maintain a *website for capacity building and sharing methodology innovations*. Sections of the Center website will be devoted to methods in poverty research, articles, literature reviews/searches, etc.

4b. Allocation of Indirect Costs from External Funding Awards

Allocation of IDC from sponsored projects will be consistent with current OSU policies. Our goal is to avoid disincentives for participation in center research. That is, IDCs will be allocated to TIUs based upon contributions of faculty investigators, which is based on FTE within grant budgets, unless other distributions are agreed upon. Activities of the Center will take advantage of space across campus. We are fortunate that research space and meeting space are available at the Schoenbaum Family Center and at the Fisher School of Business to accommodate an administrative home and meetings for the Center. That is, IDC will not be directed to the Center; it will be directed to the academic units with whom the faculty investigators are affiliated. If space is requested for projects in the Schoenbaum Family Center or large requests for cores services are required then those resources should be reflected in direct costs in grant budgets.

5. Plan for Long-term Sustainability of Center

Prospects for Independent Funding. The prospects for developing and sustaining this Center surely will benefit from the myriad federal agencies, foundations, and organizations that are directing funds to empirically supported programs to ameliorate poverty. During the next five years of seed funding, we anticipate developing a grant portfolio of over \$10M per year. There are numerous agencies funding research consistent with the goals of the Center. Specific institutes within NIH consider poverty research a top priority (National Center on Minority Health and Health Disparities) and institutes within NIH have jointly issued RFAs related to poverty solutions (i.e., National Institutes of Child Health and Human Development, on Drug Abuse, on Alcohol Abuse, and of Mental Health). The Environment, Society, and the Economy branch of NSF supports interdisciplinary research on models for improving economic development and associated effects on environments, inequalities of income, access to resources, and capacity building. The Institute of Education Sciences of the U.S. Department of Education is especially interested in investigations of innovative approaches to close the achievement gap associated with social class differences. The Centers for Disease Control, the U.S. Department of

Housing and Urban Development, and the Justice Department support research related to crime prevention and the development of safe and nurturing environments. The U.S. Department of Agriculture funds research on nutrition and food security, food animal production, and sustainable agricultural systems. Several private foundations, corporate donors, and philanthropic organizations are interested in supporting domestic and international efforts to improve economic conditions, health, and quality of life of individuals in poverty.

Over time, we anticipate that Core staff members will be funded through FTE distributed over multiple sponsored projects. As the reputation of the center grows, we fully expect to be well positioned to compete for Program Project Grants from NIH or other agencies that also provide for such infrastructure support. We expect the international reputation of the Center to grow as it becomes recognized for its formidable problem solving approach and the synergy evident in its innovative interdisciplinary contributions to ameliorating poverty. By 2015, the Center will be well positioned to compete for a National Poverty Center Grant.

As the One University concept evolves, structural consolidation may be needed to match our unifying, holistic theoretical and practical framework. Clearly, research space at the Schoenbaum Family Center will not suffice given the potential growth of the Center. As the reputation of the Center grows, the PIs will work with The OSU Development Office to identify potential donors and organizations that might be interested in endowing a Poverty Solutions Center at OSU. The potential for fund raising around this research and development theme is enormous.

6. Metrics and Criteria for Evaluation of Center Success

Annual evaluation metrics fit into three categories. First, *Faculty Participation* will be summarized in terms of contributions to: grant applications, publications in disciplinary and interdisciplinary journals, funded projects, amount of sponsored research funding, and scholarly presentations. Second, *Student Involvement* will be measured by tracking the number of students: enrolled in poverty-related courses, enrolled in cross-listed poverty courses, completing research projects (funded and unfunded), enrolled in research practica, participating in short-term service learning experiences and long-term service learning experiences, participating in international training, research, and service experiences, publishing and presenting as authors or co-authors. Third, we will evaluate *Community Laboratory Beneficiaries* using our common assessment battery. This will allow us to track the extent of our broad-based impact of our intervention packages on each of our community laboratories and other research sites.

Our success will be reflected at the five-year milestone mark by two major metrics. First, is the Center functioning as a self-sufficient, thriving center? Did we achieve our goal of developing a portfolio of \$10 M in annual C & G expenditures? Is participation in Center activities among faculty and students continuing to grow? Second, are we able to document long-term impacts in high poverty communities? Are efforts to ameliorate poverty evident in significant improvements in the breadth of measures included in our comprehensive battery of well being indicators?

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Vita of Principal Investigator and Co-Principal Investigator

Biographical Paragraphs of Faculty Collaborators organized by Research Team

BIOGRAPHICAL SKETCH

| Howard Goldstein | | Professor of Human Development & Family Science | | |
|--|--------|--|--|--|
| INSTITUTION AND LOCATION | DEGREE | YEAR | FIELD OF STUDY | |
| University of California, Santa Barbara | B.A. | 1976 | Speech & Hearing Science/ Sociology | |
| University of Washington, Seattle | M.S. | 1978 | Speech & Hearing Science | |
| Peabody College of Vanderbilt University | Ph.D. | 1980 | Dev. Psych. & Mental Retardation Research | |

A. Positions and Honors

- 1989 Fellow of American Speech-Language-Hearing Association
- 1992-1996 Professor of Communication, Psychiatry, & Education, Univ of Pittsburgh
(Assoc Prof 1988-1992; Asst Prof 1982-1988)
- 1996-2008 Professor of Communication Disorders, Florida State University (Dept Chair
1996-2002, 2004-2007)
- 2003-2008 Donald M. Baer Named Professorship, Florida State University
- 2005 Phi Delta Kappa, FSU Chapter, Research in Education Award
- 2008 William R. Jones Outstanding Mentor Award, Florida Education Fund
- 2008-- Professor of Human Development & Family Science, The Ohio State Univ
- 2008-- Research Director, Schoenbaum Family Center, The Ohio State University

B. Selected Publications (since 2000).

- Goldstein, H. (2000). Commentary: Interventions to facilitate auditory, visual, and motor integration: "Show me the data." *J. of Autism & Developmental Disorders*, 30, 423-425.
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C. Ongoing Research Support

Principal Investigator. *Center for Response to Intervention in Early Childhood*, U.S. Dept of Education, Institute of Education Science, Cooperative Agreement R324C080011 (2008-2013, \$2.2M subcontract)

Principal Investigator. *Project ILIAD: Independent lexical instruction and development--Effects of Curriculum-Based Vocabulary Instruction for Children With and At-Risk for Language and Reading Disabilities*, U.S. Dept of Education, Institute of Education Science, R324L06023 (2006-2009, \$1,338,773 total costs).

D. Recent Research Support

Co-Investigator. *Predicting and Preventing the Development of Learning Disabilities*, NIH, National Institute of Child Health and Human Development. (2006-2011; PI: R. Wagner; Multidisciplinary Research Center Grant #P50 HD062120).

Principal Investigator. *Improving Language and Literacy Outcomes for Children with Communication Disorders in High Poverty Communities*, U.S. Department of Education, OSEP. (2007-2011; \$800,000 total costs).

Co-Principal Investigator. *Generalized effects of family guided early intervention routines*. U.S. Dept of Education, OSEP, H324C020091 (2002-2005; PI: J. Woods; \$540,000).

Principal Investigator, *Improving language and literacy outcomes for children with communication disorders in high poverty communities*. U.S. Dept of Education, OSEP, H325H020126 (2002-2006; \$800,000 total costs).

Principal Investigator, *Improving Language and Literacy Outcomes for Children with Disabilities in High Poverty Communities: A Leadership Training Partnership to Prepare Personnel in Communication Disorders*. U.S. Department of Education, OSEP, H84325D030046. (2004-2007; \$800,000 total costs).

JAY B. BARNEY

Professor of Management and Chase Chair for Excellence in Corporate Strategy

Degrees and Honors Conferred:

B.S. (Sociology) Brigham Young University 1975 (Summa Cum Laude)

M.A. (Sociology) Yale University 1978

Ph.D. (Administrative Sciences/Sociology) Yale University 1982

Ph.D. (Honorary) (College of Social Sciences) Lund University, Lund, Sweden 1997

Ph.D. (Honorary) Copenhagen Business School, Copenhagen, Denmark, 2008

Fellow, Academy of Management, 2001

Fellow, Strategic Management Society, 2007

Selected Publications in Peer Reviewed Outlets:

"Organizational Culture: Can It Be a Source of Sustained Competitive Advantage?"
Academy of Management Review, 11, 1986, pp. 656-665.

"Strategic Factor Markets: Expectations, Luck, and Business Strategy," *Management Science*, 32(10), 1986, pp. 1231-1241.

"Returns to Bidding Firms in Mergers and Acquisitions: Reconsidering the Relatedness Hypothesis," *Strategic Management Journal*, 9, Special Issue, 1988, pp. 71-78.

"Firm Resources and Sustained Competitive Advantage," *Journal of Management*, 17(1), 1991, pp. 99-120.

"Trustworthiness As A Source of Competitive Advantage," *Strategic Management Journal*, Vol. 15, 1994, pp. 175-190, with Mark Hansen.

"Looking Inside for Competitive Advantage," *Academy of Management Executive*, 9(4), 1995, pp. 49-61.

"Information Technology and Sustained Competitive Advantage: A Resource-Based Analysis," *MIS Quarterly*, 19, 1996, pp. 487-505, with Bill Fuerst and F. Mata.

"Differences Between Entrepreneurs and Managers in Large Organizations: Biases and Heuristics in Strategic Decision Making," *Journal of Business Venturing*, 12, 1997, pp. 9-30, with Lowell Busenitz.

"On Becoming a Strategic Partner: The Role of Human Resources in Gaining Competitive Advantage," *Human Resource Management*, 37, 1998, pp. 31-46, with Pat Wright.

"How a Firm's Capabilities Affect Boundary Decisions," *Sloan Management Review*, 40, 3, Spring 1999, pp. 137-145.

"Strategic Factor Market Intelligence: An Application of Information Economics to Strategy Formulation and Competitor Intelligence," *Management Science*, 2001, 47, pp. 1621-1638, with Rich Makadok.

"Capabilities, Business Processes, and Competitive Advantage: Choosing the Dependent Variable in Empirical Tests of the Resource-based View," *Strategic Management*

Journal, 2004, 25, pp. 23-38, with G. Ray and W. A. Muhanna.

“Organizing Rent Generation and Appropriation: Toward a Theory of the Entrepreneurial Firm,” *Journal of Business Venturing*, 2004, 19(5), pp. 621-635, with S. Alvarez.

“Information Technology and the Performance of the Customer Service Process in North American Insurance Companies: A Resource-based Analysis,” *Management Information Systems Quarterly*, 2005: 29, pp. 625-652, with G. Ray and W. Muhanna.

“Should Strategic Management Research Engage Public Policy Debates?” *Academy of Management Journal*, 2005 (48), pp. 945-958.

“Employee Incentives to Make Firm Specific Investments: Implications for Resource-based Theories of Corporate Diversification,” *The Academy of Management Review*, 2006 (30), pp. 466-476, with H. C. Wang.

“Corporate Social Responsibility and Firm Performance: Investor Preferences and Corporate Strategies,” *Academy of Management Review*, 2007, 32(3): pp. 817 - 835, with A. Mackey and T. Mackey.

“Competing with IT: The Role of Shared IT-Business Understanding,” *Communication of the Association of Computing Machinery*, 2007, 50(12), pp. 87 – 91, with G. Ray and W. Muhanna.

“Discovery and Creation: Alternative Theories of Entrepreneurial Action,” *Strategic Entrepreneurship Journal*, 2007, 1(1), pp. 11 – 26, with S. Alvarez.

“The Future of Chinese Management Research: A Theory of Chinese Management versus a Chinese Theory of Management,” *Management and Organization Review*, with Shujun Zhang, forthcoming.

Published Books:

Organizational Economics: Toward a New Paradigm for Studying and Understanding Organizations. San Francisco: Jossey-Bass, 1986, with William G. Ouchi.

Managing Organizations: Strategy, Structure, and Behavior. Boston: Houghton-Mifflin, 1992. with Ricky Griffin.

Gaining and Sustaining Competitive Advantage, 1st, 2nd, and 3rd eds., Upper Saddle River, NJ: Prentice Hall, 2006 (first edition published in 1997).

Strategic Management and Competitive Advantage. 1st, 2nd, and 3rd eds. Upper Saddle River, NJ: Prentice Hall, 2007, with William Hesterly. (Text only and Text and Cases versions, first edition published in 2005).

Resource-based Theory: Creating and Sustaining Competitive Advantage. London: Oxford University Press, 2007, with Delwyn Clark.

Teaching Awards:

UCLA, 1984

Texas A&M University, 1992

Ohio State University, 1995, 1996, 1999, 2000, 2001, 2005

Promoting Health and Well Being Research Team

Daniel D. Sedmak, M.D., is a tenured Professor in the Department of Pathology in The Ohio State University (OSU) College of Medicine (COM). He graduated summa cum laude from The OSU COM in 1980. Following an anatomic and clinical pathology residency and immunopathology fellowship at the Cleveland Clinic, he joined OSU as an assistant professor in 1985. He currently serves as Executive Vice Dean of the COM, Senior Associate Vice President for Health Sciences, and Director of the COM Office of Global Health Education and of the Health Science Center for Global Health. Prior to entering administration full-time in 2003, Dr. Sedmak was a practicing clinical immunopathologist and a renal pathologist, and an NIH-funded investigator for over 15 years in the fields of virology and transplantation. This work resulted in over 110 peer-reviewed articles. Dr. Sedmak has a strong interest in global health and its relationship to poverty in developing countries. He is currently the principal investigator of an NIH Fogarty Framework grant in global health.

Ranjita Misra is an Associate Professor, Allied Medical Professions. She is a Health Disparity Researcher with a research focus on health promotion and chronic disease prevention (diabetes, metabolic syndrome, and heart disease) among minorities and immigrants. Dr. Misra is well known for her investigations in epidemiological and intervention studies, for using a multidisciplinary team approach, and for combining public health and clinical models of inquiry. She has led a multi-center epidemiological study as well as several community- and clinic-based diabetes and nutrition education programs to examine health behaviors and risk factors among African Americans, South Asians, and Mexican Americans in the US, India and Mexico.

Hugo Melgar-Quinonez is an Assistant Professor and an Extension State Specialist in the Department of Human Nutrition at the Ohio State University with previous experience in nutrition and food security research at the Mexican National Institute of Public Health (1996-1997) and the Nutrition Department at the University of California, Davis (1998-2003). After graduating as a physician in 1992 at the University Friedrich Schiller in Germany, Dr. Melgar-Quinonez received his doctoral degree in 1996 on a dissertation focused on the main causes of mortality in Mozambique. Once in the US, where he arrived in 1998, Dr. Melgar-Quinonez worked on food insecurity research with Latino immigrants in California, setting up the basis for subsequent studies in rural communities in several Latin American countries. His studies lead to further validation studies on adapted household food security instruments in a wide range of countries (Bolivia, Brazil, Burkina Faso, Colombia, Ecuador, Ghana, and Guatemala, among others). In the U.S., Dr. Melgar-Quinonez' research focuses on food insecurity and health related outcomes in high-risk groups and minority populations, especially in Latino immigrants.

Timothy J. Buckley is an Associate Professor and Chair of the Division of Environmental Health Sciences at The Ohio State University (OSU) College of Public Health. Dr. Buckley received his PhD in Environmental Science from Rutgers University (1991), a Masters of Health Science in Industrial Hygiene from the Johns Hopkins Bloomberg School of Public Health (1986), and BS in Chemistry from St. John's University (Collegeville, MN; 1981). Dr. Buckley is a certified industrial hygienist and has been elected to leadership positions among his professional associations including chair of the American Industrial Hygiene Association's Biological Monitoring Committee and Academic Counselor of the International Society of

Exposure Analysis. Dr. Buckley served on the U.S. EPA's Science Advisory Board's Exposure and Human Health Committee (2001-07), the Board of Scientific Counselors, and CDC's National Center for Injury Prevention and Control Initial Review Group. He is an associate editor for *Environmental Health Perspectives*. During his tenure with the US EPA, Dr. Buckley received awards for his role and efforts in the National Human Exposure Assessment Survey (NHEXAS) and the Lower Rio Grande Environmental Exposure Study. Dr. Buckley's research expertise is in human exposure assessment as applied in risk assessment and epidemiology. Throughout his research career, Dr. Buckley has focused on methods, measurements, and models for assessing human exposure to contaminants in the community and work environments as a basis for assessing the public health threat and developing strategies for prevention. Dr. Buckley's current research is focused on the impact of air pollution on susceptible populations including urban economically disadvantaged communities, inner-city asthmatic children, nursing mothers and their infants, and communities in close proximity to heavily trafficked urban arterials. He has published over 50 peer-reviewed research articles on these and other topics. His published research was recognized in 1996 with a US EPA Scientific and Technology Achievement Award and again in 1999 by the Walter G. Berl Award given by the Johns Hopkins Applied Physics Laboratory.

Paul S. Casamassimo is a Professor and Chair of Pediatric Dentistry at The Ohio State University College of Dentistry. He is also Chief of Dentistry at Columbus Children's Hospital. He received his dental degree from Georgetown University in 1974 and a Master of Science and Certificate in Pediatric Dentistry from the University of Iowa in 1976. He has taught at the University of Iowa College of Dentistry (1976-78) and the University of Colorado School of Dentistry (1978-88). He is former Editor-in-Chief of the American Academy of Pediatric Dentistry (AAPD) and its journal, *Pediatric Dentistry*, and is Past-President of AAPD. Dr. Casamassimo is past president of the Academy of Dentistry for the Handicapped and past editor of the *Journal of Dentistry for the Handicapped* and the *Journal of Dentistry for Children*. He has authored over 200 scientific articles, edited three books, authored or co-authored 33 text chapters and seven monographs in the areas of pediatric dentistry, care of children with special health care needs, and dental education. His research interests include oral health of children with special health care needs, health services research, and oral health disparity and he has received over a dozen private and public grants and contracts. Previous grants include a \$1,500,000 education grant from the Robert Wood Johnson Foundation, a \$300,000 grant from the Central Benefits Foundation to study dental caries in pre-school children, and several small grants addressing oral health in children with chronic illnesses. He is a participating site director in an NIDCR-sponsored health disparity grant awarded to Boston University. He is a member of a number of professional organizations including the American Dental Association, American Dental Education Association. He is a member of Omicron Kappa Upsilon honor fraternity, a fellow in the American College of Dentists, AAPD and the Royal College of Surgeons Edinburgh. He currently is a delegate to the Ohio Dental Association from the Columbus Dental Society. He is secretary-designate of the Ohio Dental Association.

Rosemary Chaudry is an Assistant Professor of Clinical Nursing in the Ohio State University College of Nursing. Dr. Chaudry earned her PhD in Nursing. She earned her graduate degrees (PhD 1996, MS in Nursing 1990, Master of Health Administration 1989, and Master of Public Health 2009). Her postdoctoral work was in the area of Medicaid managed care program

evaluation. Her current research focuses on public health infrastructure and performance improvement, community health/environmental health assessment, public health nursing workforce development, and health outcomes and community-based services for vulnerable populations. She is an appointed member of the Ohio Public Health Council.

Jill Clutter is an Assistant Professor of Allied Medical Professions. She has a background in assessing and building community capacity for health-related behaviors. Her current research involves identifying at-risk populations of adolescents and young adults for the metabolic syndrome, a condition linked to many chronic diseases. Dr. Clutter's service-learning courses expose undergraduate students to working and learning in the complexities of underserved areas, often with marginalized residents. She has experience in working with underserved populations, particularly with urban poor and rural (Appalachian) health. She is well-versed in both qualitative and quantitative research methods, and has experienced in working with large population-based data sets.

Anne Kloos, PT, PhD, NCS, is an Associate Professor of Clinical Allied Medicine, School of Allied Medical Professions, Ohio State University. Dr. Kloos received her PhD in 2000 in Biology from Cleveland State University. She was the PI on several grants that established an interdisciplinary service learning course (PT 670S) that partners the OSU Physical and Occupational Therapy Divisions with the Physicians Free Clinic, a community medical clinic that serves the medically uninsured. She is also a co-leader of the Service Learning Program in Merida, Yucatan, Mexico and is a Faculty Liaison for the School of Allied Health Professions on a recently awarded NIH R25 Fogarty Framework Programs in Global Health grant. She has given several presentations and co-authored an article on student learning outcomes from participation in the service learning course at the Physicians Free Clinic. She is best known for her research in the areas of balance and fall prevention in individuals with neurodegenerative diseases and has lectured and published extensively on these topics. She is the Chair of the Degenerative Diseases Special Interest Group of the Neurology Section of the American Physical Therapy Association.

David Kraybill is a Professor in the Department of Agricultural, Environmental, and Development Economics at The Ohio State University. Kraybill received his PhD from Virginia Tech in 1989. His research and teaching interests are economic development, household poverty, and food security in Africa and rural United States. His recent research focuses on agricultural productivity and human adaptation to climate change in Africa. Dr. Kraybill has published more than 35 journal articles and book chapters. He has been principal or co-principal investigator on many research, curriculum development, and outreach grants, totaling over two million dollars. He has served as associate editor or member of editorial boards of numerous academic journals. In 2007-08, he was Director of the Center for African Studies at Ohio State University. He was a Fulbright Scholar at Makerere University in Uganda during a sabbatical year and has designed and taught several study abroad courses in Africa for OSU students.

Marjean Kulp is an Associate Professor in the College of Optometry. She received her Doctorate of Optometry from The Ohio State University College of Optometry in 1991. She completed a post-doctoral Fellowship in Pediatrics/Binocular Vision in 1993 and completed a two year K-30 Clinical Research Training Grant Program in 2002. Her research experience

includes serving as Co-Investigator/Principal Investigator of the The Ohio State University College of Optometry clinic center for the Vision In Preschoolers study and as Principal Investigator of The Ohio State University College of Optometry clinic center for FDA trials on Pirenzepine Ophthalmic Gel, the Amblyopia Treatment Studies, the Correction Of Myopia Evaluation Trial 2 (COMET 2) and the Convergence Insufficiency Treatment Trials.

Randi Love is a Clinical Associate Professor in the Division of Health Behavior/Health Promotion in the College of Public Health. Responsibilities include teaching graduate courses and advising students and directing the Program for Experienced Professionals for the College. She is also adjunct faculty for the College of Social Work where she teaches courses on HIV/AIDS. In 2002, she won the School of Public Health's Excellence in Teaching Award and in 2004 was given the Larry Williamson Jr. Service Award by the Black Graduate and Professional Student Council. She received her doctorate from The OSU College of Education in 1997. She is a Certified Health Education Specialist and an Ohio Certified Prevention Specialist. Currently, she serves on the boards of the Columbus AIDS Task and Amethyst, Inc. She also is co-chair of the Family Council for the Ohio Department of Rehabilitation and Corrections.

Barbara Piperata is an Assistant Professor in Anthropology whose research applies life history theory and takes a bio-cultural approach in understanding human ecology, reproduction and nutrition. To date her research has been conducted in Latin America, with a particular focus on rural Amazonian populations. Her current research focuses on the relationship between economic change, human energetics (diet, activity patterns and body composition) and food security in rural Amazonian communities. Past work in these same communities sought to understand reproductive energetics, specifically how women in tropical horticultural societies accommodate the additional energy demands of lactation. Taking a bio-cultural perspective, Dr. Piperata is interested in the interplay between cultural beliefs and practices, human energetic strategies and health outcomes. She has also conducted research on the nutrition transition among Quilombo populations in southern Brazil.

Kammi Schmeer is an Assistant Professor of Sociology, with research interests in how family and community contexts relate to poor women and children's health outcomes (illness, obesity, reproductive health, mental health, and self-reported health). Dr. Schmeer received her Ph.D. in 2007 from the University of North Carolina, where she was an active member of the Carolina Population Center, a multidisciplinary demographic research center. Dr. Schmeer is currently affiliated with the Initiative in Population Research (IPR) at Ohio State, through which she received a seed grant to study the association between union status and mental health among poor women in Mexico. To date, Dr. Schmeer has conducted research in Costa Rica, Mexico and the Philippines, and has begun studying health disadvantages among poor children in the U.S. Dr. Schmeer currently teaches Sociology of the Family and Sociology of Poverty, where she encourages her undergraduate students to critically assess the causes and consequences of family poverty. In addition to teaching, Dr. Schmeer has been actively pursuing article publication and grant writing since beginning at Ohio State less than two years ago. The establishment of an International Poverty Research Center would provide Dr. Schmeer with connections with health sciences researchers and financial support needed to pursue her international and multidisciplinary research on the health causes and consequences of poverty.

Philip Scribano is Medical Director of the Center for Child and Family Advocacy at Nationwide Children's Hospital, and Associate Professor of Pediatrics at the Ohio State University College of Medicine. Scribano graduated from Rutgers University, The University of Medicine and Dentistry of New Jersey- School of Osteopathic Medicine, and the University of Pennsylvania. Dr. Scribano serves on several journal editorial boards, chairs the Ohio AAP Committee on Child Abuse and Neglect, and is a board member of the Academy on Violence and Abuse, and co-chair of the Helfer Society Fellowship Program Directors Committee. He has established a Nurse Family Partnership site in Central Ohio, offering nurse-delivered home visits to first time, low income mothers. He has published over 35 original articles and book chapters in pediatrics, child maltreatment and intimate partner violence. He is the recipient of multiple research and program grants including awards from AHRQ, CDC and the Administration on Children, Youth and Families. His research has focused on prevention interventions to address intimate partner violence in the context of health the health care encounter. Over the past 10 years, Dr. Scribano has participated in over 18 research and program grants of over \$2.3 million and he has served as PI for 8 sponsored projects.

Chris Taylor is an Assistant Professor of Health, Wellness and Medical Dietetics. He has research training in the influences of culture on perceptions of health and disease, as well as experience in evaluating the cultural underpinnings of health behaviors. He has received dietary intake assessment and clinical research training in Native American children and adults while serving as an intern at the NIH National Institute of Diabetes, Digestive and Kidney Disease's Phoenix Branch housed in the Phoenix Indian Medical Center. Dr. Taylor has numerous experiences in the collection and analysis of qualitative data, but he also has experience with national nutrition monitoring data sets, such as the National Health and Nutrition Examination Survey. These research endeavors support his ability to effectively manage large amounts of data from numerous sources.

Designing Physical and Community Environments Research Team

Hazel Morrow-Jones is Professor of City and Regional Planning and in the Knowlton School of Architecture and Associate Dean for Graduate and Professional Education in the College of Engineering. She has received research funding for qualitative and quantitative studies in homeownership, real estate, and housing demographics from Fannie Mae, HUD, NSF, the US Census Bureau, the Urban Universities Program, and the Western Ohio Research Consortium. Morrow-Jones has published extensively in areas of financial, socio-cultural, mobility, and policy issue in American housing. She initiated the German OSU-CRP graduate exchange program with the Technical University of Dresden focusing on urban growth and sustainable redevelopment currently in its thirteenth year.

Kay Bea Jones is an Associate Professor at the Knowlton School of Architecture. She received her M.Arch from Yale University, BA in Fine Arts at St. Olaf College, and Certificate in Urban and Regional Planning at the University of Oslo, Norway. Her research concerns the nexus between spatial and social forces in the design of the public realm. Jones and Dr. Beverly Toomey (Social Work) were responsible for the collaborative team that produced the OSU Buckeye Village Community Center, which Jones designed with Acock Architects. The project was awarded the 2006 EDRA Places Design Award, Columbus and Ohio AIA design awards.

She began the OSU/KSA abroad studies program in Italy in cooperation with the *Facolta' di Architettura/Ascoli Piceno*. She has published and lectured widely on co-housing, Italian architecture, contemporary design and public space. Jones has served nationally as Secretary of the ACSA and on five NAAB accreditation reviews. She is currently consulting with the Columbus Museum of Art on revitalization of the downtown facilities and is working with SERVitecture on their forthcoming local design intervention.

Becky Mansfield is an Associate Professor of Geography at The Ohio State University. Mansfield received her PhD in 2001 in Geography at the University of Oregon. She received her MA in Environmental Studies, also from the University of Oregon. She serves on the editorial boards of several journals and she has been a grant reviewer for the US NSF and SSHRC of Canada. Her research is at the intersection of political geography, economic geography, and nature-society relations, with concentrations on political economy of natural resources and on health and environment. Recent research has examined social effects of market-based regulation of environmental resources and pollution. Mansfield has authored articles in a range of journals, including *Annals of the Association of American Geographers*, *Global Environmental Change*, and *Environment and Planning A*. She is editor of *Privatization: Property and the Remaking of Nature-Society Relations*, published in 2008 by Blackwell Publishing.

Ola Ahlqvist is an Assistant Professor in Geography, worked professionally with local and regional environmental planning before earning a PhD in Geography from Stockholm University, Sweden, after post-doctoral training at Penn State University. His main research interests revolve around semantic uncertainty and geographic data analysis. Recent projects address land cover change, landscape history, participatory government, visualization of vague information, and spatial patterns of drug abuse.

Beth Blostein is an Associate Professor at the Knowlton School of Architecture and partner of Blostein/Overly Architects. Through conceptual competitions and built projects, her work addresses the global need for affordable and innovative housing solutions. To that end, she and her partner, Bart Overly, were winners in the Ferrous Park Design Competition for affordable artist housing, semi-finalists in the Global Green Competition for new housing in New Orleans, and first place winners in the 2004 New Housing New York Competition. She is currently working on a housing cooperative with Community Development for All People on the south side of Columbus. Blostein is also the faculty advisor for the KSA student organization, SERVitecture, which undertakes design-oriented, community-based service projects, and she has lead freshman Honors and Scholars students in Architecture and Landscape Architecture on abroad trips to London and Barcelona.

Katherine Borland is an Associate Professor of Comparative Studies in the Humanities and Assistant Dean (responsible for service learning, civic engagement, study abroad, honors and college access initiatives) at the Newark Campus. She received the 2009 Faculty Award for Excellence in Community-Based Scholarship for her international service learning initiative in Masaya, Nicaragua. A folklorist by training, Borland is most interested in investigating how traditional knowledge (architectural, environmental, medical, cultural, organizational) can inform community development. She has published two books--*Creating Community: Hispanic Migration to Rural Delaware* (2002) and *Unmasking Class, Gender and Sexuality in Nicaraguan*

Festival (2006) as well as several journal articles. Currently, she is working on a critical ethnography of international volunteering originating in Central Ohio.

Jennifer Evans-Cowley is an Associate Professor and Section Head of City and Regional Planning. Evans-Cowley has been nationally recognized for her work in outreach and engagement in both urban and rural communities, bringing citizens into the decision making process. Her teaching and research focus on the engagement of citizens in planning, design and community development processes. Her recent research and outreach has focused on recovery and rebuilding following Hurricane Katrina in Mississippi. Evans-Cowley has authored articles in a range of journals, including the *Journal of the American Planning Association*, *Journal of Urban Design*, and *Journal of Environmental Planning and Management*.

Jesus J. Lara is an Assistant Professor of Landscape Architecture and teaches urban design studios, research methods and seminars in urban planning and urban sustainability. Lara received his doctorate in environmental design and planning from Arizona State University. He was a Fulbright Fellow at Delft University of Technology and Wageningen University, the Netherlands, in 2003-2004. While in The Netherlands, he carried out research for his dissertation on the transfer of knowledge of Dutch policy, planning and design elements. Having explored responsive and adaptive urban environments and reactive trends in Dutch urban design and planning practices, Dr. Lara is now exploring reconstructive and proactive alternatives to these in the context of the American City. His current research on the impacts of the built environment on public health includes exploring the effects of inequity and ethnicity in access to nature for the health and well-being of individuals and communities.

Kendra McSweeney is an Associate Professor of Geography. McSweeney received her PhD in 2000 in Geography from McGill University, and her MA in Geography from the University of Tennessee, Knoxville. She serves on the editorial boards of several journals, and has reviewed grants for the NSF, Canada's SSHRC, and the National Geographic Society. Her research focuses on the ways in which rural peoples make sense of their environments, and shape those environments through economic, demographic, and discursive processes. Recent research has examined the use of demographic information to strengthen territorial claims among the Shuar of Ecuador. She is also currently part of a research group exploring the ways in which residents of SE Ohio think about the ecological revitalization of their landscape and are harnessing that ecological change towards economic and political goals. McSweeney has authored articles in a range of journals, including *Landscape Research*, *Conservation Biology*, *Society and Natural Resources*, *World Development*, and *the Annals of the Association of American Geographers*.

Darla Munroe is an Assistant Professor of Geography. Munroe received her PhD in 2000 in Geography at the University of Illinois. She received her MA in Applied Economics at the University of Michigan. She has been a grant reviewer for several programs at the US NSF and has served on the review panel for DDRI proposals in Geography/Regional Science. Her research focuses on the ways in which economic change, shaped by policy and social relations, is distributed on the landscape in the form of land-use change. She has a particular interest in measuring and modeling such changes. Recent research has examined the impact of economic restructuring on urban decentralization, and forest regrowth in peri-urban areas in the Midwest. Munroe has authored articles in several disciplinary and interdisciplinary journals, including

contributions to geography, urban planning and land economics.

Business and Economic Development Research Team

Mark Partridge is the Swank Chair of Rural-Urban Policy at The Ohio State University and Professor in the AED Economics Department. He is a Faculty Research Affiliate at the University of Alberta and an Adjunct Professor at the University of Saskatchewan. Professor Partridge has published over 100 scholarly papers and his work has been ranked among the top-1000 economists in the world. He co-authored the book *The Geography of American Poverty: Is there a Role for Place-Based Policy?* Professor Partridge's research has been funded by many sources including the Appalachian Regional Commission, Brookings Institution, Infrastructure Canada, Lincoln Institute of Land Policy, Infrastructure Canada, and Social Science and Humanities Research Council of Canada. Dr. Partridge's research interests include investigating why some communities grow faster than others and the role of economic development in reducing poverty. Professor Partridge served as President of the Southern Regional Science Association. He is Co-Editor of the *Journal of Regional Science* and is on the Executive Council of the Regional Science Association International. He serves on the editorial boards of *Growth and Change*, *The Review of Regional Studies*, and *Region et Developpement*. Dr. Partridge has consulted with various governments and has testified to the U.S. Congress and the Canadian Parliament. Professor Partridge received his Ph.D. in economics from the University of Illinois.

Sharon A. Alvarez is an Associate Professor of Entrepreneurship at the Fisher College of Business, Ohio State University. Professor Alvarez's current research focus is on entrepreneurship theory. She has published research on opportunity formation and its origins, entrepreneurial theory of the firm, and technology alliances between entrepreneurship firms and larger established firms. Currently her area of research is in understanding how entrepreneurship can be used to alleviate poverty. She is on several editorial boards including Strategic Entrepreneurship Journal and Journal of Business Venturing, and is the associate editor for Journal of Small Business Economics. In addition to publishing in leading entrepreneurship journals Dr. Alvarez has also published in leading management journals including the Academy of Management Review journal. Dr. Alvarez has edited special journal issues for Journal of Business Venturing, Journal of Management Studies, and Strategic Entrepreneurship Journal on entrepreneurship and theories of the firm. Professor Alvarez was the founder and academic director of the Center for Entrepreneurship at Ohio State's Fisher College of Business. In 2009 Professor Alvarez organized the "Alleviating Poverty Through Entrepreneurship Summit" which was held at Fisher College of Business. She has an exemplary service record, and is one of the founders and the organizer of a manuscript boot camp for young entrepreneurship scholars (SES), with the support of Fisher College of Business and the Kauffman Foundation.

Jeffrey H. Cohen is an Associate Professor of Anthropology at The Ohio State University. He received his PhD in 1994 in Anthropology from Indiana University. He is co-editor of the Journal Migration Letters, an officer for the Society of Anthropological Sciences, the former president of the Society for Economic Anthropology and a regular reviewer for the NSF and many journals including the American Anthropologist and Human Organization. His research focuses on migration, economic development and food safety/nutrition. He has worked in

Oaxaca, Mexico for many years with support from the National Science Foundation, National Geographic Society and a ½ posting to the Instituto Tecnológico Oaxaca through the Fulbright program. He has also conducted research with Dominican migrants in the US with funding from the Russell Sage Foundation as well as comparative work on Turkish Kurds. He has published 23 articles that have appeared in *American Anthropologist*; *Field Methods*; *International Migration*; *Population, Space and Place*; and most recently *Gastronomica*. His books include *Cooperation and Community: Economy and Society in Oaxaca* and *The Culture of Migration in Southern Mexico* by the University of Texas Press.

Robert Greenbaum is Associate Director of Ohio State's Center for Urban and Regional Analysis and is Associate Professor of Public Policy and Management and Graduate Studies Committee Chair at the John Glenn School of Public Affairs. He received his Ph.D. in 1999 in Public Policy and Management from Carnegie Mellon University. His research focuses on urban and regional economic development. In particular, he is interested both in how tax incentive policies and disamenities such as crime and terrorism influence the location of economic activity. He has published a number of papers examining the adoption and effectiveness of spatially targeted economic development incentives. The primary attention of his current research concerns the investigation of relationships among crime, business location decisions, and residential choice. He teaches courses in economics, public finance, research methods, and statistical methods.

Geoffrey M. Kistruck is an Assistant Professor in the Management and Human Resources department at the Fisher College of Business. Professor Kistruck completed his PhD in Strategy and International Business at the Richard Ivey School of Business at the University of Western Ontario in Canada. He holds an MBA from McMaster University and a BA in Political Science from the University of Western Ontario. His research focuses on social entrepreneurship in emerging markets, and the internationalization of non-traditional organizational forms such as nonprofits, cooperatives, and cross sector partnerships. Professor Kistruck's thesis, currently a finalist for the Barry M. Richman best dissertation award in international business, explored how social enterprises located in Africa and Latin America can effectively act as intermediaries to bridge developing with developed markets. His work has been published or is forthcoming in the *Journal of Business Ethics*, as well as *Entrepreneurship Theory and Practice*, and has won several best paper awards at leading management conferences. Professor Kistruck has also received recent funding awards to explore social enterprise approaches to poverty alleviation, micro-franchising as an alternative structure for scaling healthcare in developing countries, and the role of nonprofit/for-profit partnerships in building base-of-the-pyramid markets.

Linda Lobao is a Professor of Rural Sociology, Sociology, and Geography at the Ohio State University. She received her PhD in 1986 in Sociology from North Carolina State University. She is a co-editor of the *Cambridge Journal of Regions, Economy, and Society* and has served on the editorial board of a number of social science journals. Her research interests center on poverty and other forms of inequality across regions, localities, and families and on the role of state and market forces in alleviating poverty. In addition to publishing over 70 journal articles and book chapters, she has published three books, the most recent, an edited volume *The Sociology of Spatial Inequality* (SUNY Press 2007). She has been lead principal investigator on 11 grants, with research support from USDA and NSF. Lobao was elected President of the Rural

Sociological Society in 2002. In 2007, she was selected as a Fellow of the American Association for the Advancement of Science.

Căzilia Loibl is an Assistant Professor and State Extension Specialist at the Department of Consumer Sciences, College of Education and Human Ecology, at The Ohio State University. Her research focuses on household financial behaviors, in particular savings behavior and asset building among working poor families. She is using methods of behavioral economics, in both survey and experimental field research. Her research is funded by social-sector foundations and she publishes her work in consumer research and behavioral economics journals. Dr. Loibl received her Doctorate in Household and Nutrition Sciences from the Technische Universität München, Germany. She conducted post-doctoral studies at the Iowa State University and, before joining OSU, implemented community-based financial literacy programs for University of Missouri Extension. She received her Certified Financial Planner™ designation in 2005.

Anastasia Snyder is an Associate Professor of Human Development and Family Sciences at The Ohio State University. Snyder received her PhD in 1999 in Human Development and Family Studies and Demography from The Pennsylvania State University. Her research has focused on residential comparative studies family structure and formation patterns and economic well-being outcomes for families and children. She also studies rural youth and how they transition to adulthood by focusing on schooling, employment and family formation aspirations and outcomes. Her work combines analysis of a wide variety of U.S. secondary data sets (Census PUMS files, Current Population Surveys, National Survey of Family Growth, National Longitudinal Study of Youth 1997) with primary data collection projects and has received funding from NIH and the USDA. She currently directs an on-going longitudinal study of rural youth and young adults that examines schooling, work and poverty outcomes and is funded by a grant from the National Research Initiative at USDA.

Building Families, Schools, and Communities Research Team

David Andrews is a Professor in Human Development and Family Science with a Ph.D. in Child Development from Florida State University. He has dedicated his career to enhancing opportunities for children and youth by strengthening families, communities, and schools. He has conducted his work from both research and administrative platforms. As a researcher and program developer, he has developed and evaluated national, state, and local approaches designed to enhance children's well-being. As an administrator in higher education, he has led large diverse academic communities in developing better integration in meeting the educational and developmental needs of children. At Ohio State, he led the merger of the College of Education with the College of Human Ecology in order to create a more integrated focus on learning and living. He has received substantial federal funding from NIMH, NIDA, and NIAAA; state funding in Ohio from ODMH, ODE, ODADAS, and substantial industry support (Nationwide, J.P Morgan Chase, Columbus Foundation). His current projects are focusing on data driven decision making in schools (funded by the Nationwide Foundation) and creating a model childcare system for military families (funding pending from the Department of Defense).

Dawn Anderson-Butcher is an Associate Professor in the College of Social Work at The Ohio State University and a Licensed Independent Social Worker (LISW) in the State of Ohio. She has a BA, BS, and MS from Miami University, Ohio and a MSW and Ph.D. from the University of Utah. Dr. Anderson-Butcher's research interests include exploring how school-family-community partnerships work to better integrate services for vulnerable children and their families. She also has considerable expertise in exploring youth development outcomes within various social settings such as schools, afterschool programs, and youth sport. The majority of this work has been done in rural and urban settings where poverty and its correlates most often present themselves. She has published over 30 scholarly journal articles in key journals such as *Children & Schools*, *Advances for School Mental Health Promotion*, *School Social Work*, and *Research Quarterly in Exercise and Sport*. She also serves as Chair of the Mental Health-Education Integration Council, a group of interdisciplinary national scholars and practitioners interested in workforce preparation issues related to school mental health. Over the past 6 years, she has received over 4 million dollars in external funding to support her scholarship efforts.

Eric Anderman is a Professor of Educational Psychology in the School of Educational Policy and Leadership at The Ohio State University. Dr. Anderman received a Ph.D. in Educational Psychology from The University of Michigan in 1994. His research examines motivation in adolescent populations. His work has been funded by NIMH, NINR, NIAAA, and the Spencer Foundation. He currently serves as the Chair of the Institute of Education Science's Social and Behavioral Panel, and he is Past-President of Division 15 (Educational Psychology) of the American Psychological Association. Dr. Anderman won an early career achievement award from the American Psychological Association in 1999. He also has served as Associate Editor of the *Journal of Educational Psychology* since 2002, and he currently serves on a number of additional editorial boards. Prior to coming to Ohio State, Dr. Anderman was Associate Dean for Research and Graduate Studies and Professor of Educational Psychology at the University of Kentucky.

Lynley H. Anderman, is an Associate Professor of Educational Psychology in the School of Educational Policy and Leadership at The Ohio State University. She received her Ph.D. degree from the Combined Program in Education and Psychology at the University of Michigan in 1996. Dr. Anderman's research focuses on student motivation in educational settings and the ways in which it is fostered through instructional practices and supportive interpersonal relationships. This includes consideration of students' social goals, sense of belonging in school, and perceptions of their interactions with both peers and teachers. She is the executive editor of *Journal of Experimental Education – Motivation and Social Processes* section and an associate editor of *Theory into Practice*. Recent publications include co-authorship of a text book on classroom practices to promote motivation; co-editorship of *Psychology of Classroom Learning: An Encyclopedia*; and a chapter in the *Handbook of Positive Psychology in Schools*. Dr. Anderman has served as Principal Investigator or Co-Investigator on several state- and foundation-funded projects that have amounted to over \$1M.

Sarah M. Brooks is Assistant Professor of Political Science at The Ohio State University. She received a Ph.D. in political science from Duke University in 2001 and serves on the editorial board for the *Journal of Politics* and on the board of the political economy section of the American Political Science Association. She has also been a reviewer for the National Science

Foundation, Social Science Research Council and numerous academic journals. Her research focuses on the relationship between the state and market in the organization of social and economic relations, risk and income security and social security politics. Her book, *Social Protection and the Market in Latin America: The Transformation of Social Security Institutions*, was published by Cambridge University Press in 2009. She has also published peer-reviewed articles and chapters in more than ten scholarly journals and edited volumes. Her current research focuses on the relationship between risk protection, poverty and citizenship in the developing world, particularly Brazil.

Cynthia Buettner is an Assistant Professor in The Ohio State University College of Education and Human Ecology, and as Director of the Ohio Collaborative, a research and policy analysis center for schools, children, and families. A former Director of Research for the OSU College of Education and Human Ecology, Buettner holds a doctorate in Human Development and Family Science (2004, OSU) and a Masters in Interpersonal Communication (1994, BGSU). Dr. Buettner has previously served in executive positions for non-profit, educational, and training and development organizations. Her research and outreach activities have focused on at risk children and youth, their families, and the educational and social service systems that serve them. Past and current efforts include the use of data and evidence-based practices in academic and behavioral prevention and intervention efforts, strategies for implementing evidence-based practices in the educational and mental health professions, the effectiveness of interventions in reducing high risk drinking among young adults, and the impact of early childhood education quality rating systems on school readiness. Dr. Buettner has served as Principal Investigator for over \$3.5M in federal and state sponsored projects.

Michelle S. Bourgeois is a Professor in the Department of Speech & Hearing Science, Ohio State University. She has received numerous grants from the National Institutes of Aging (NIA) and the Alzheimer's Association to investigate interventions for spousal and nursing home caregivers designed to improve the quality and quantity of communicative interactions with residents with dementia, to evaluate memory aids and interventions for persons with dementia and traumatic brain injury, and to develop training programs for institutional caregivers. A clinical researcher, Dr. Bourgeois has published numerous research articles, training manuals and CDs, and books. She was the recipient of the 2007 Barry Reisberg Award for Non-Pharmacologic Research, Theory, and Clinical Practice.

Gwendolyn Cartledge is a Professor at The Ohio State University, School of Physical Activity and Educational Services, special education programs. She documents an extensive teaching career in both the public schools and higher education. She has taught learners with and without disabilities in both suburban and urban public school settings. A faculty member at OSU since 1986, her professional teaching, research, and writings have centered on students with mild disabilities, the development of social skills, and early intervention and prevention of learning and behavior problems through effective instruction. Currently, her research and writing interests have concentrated on early reading intervention with a particular emphasis on urban and culturally/linguistically diverse learners. Gwendolyn has researched these topics extensively as documented in her writings that include co-authored books: *Teaching Social Skills to Children and Youth, 3rd Edition* (1995), *Cultural Diversity and Social Skills Teaching: Understanding Ethnic and Gender Differences* (1996), *Teaching Urban Learners* (2006) and *Diverse Learners with*

Exceptionalities: Culturally Responsive Teaching in the Inclusive Classroom (2009). She has published two social skills curricula (a) *Taking Part* (1991; 2009) and (b) *Working Together* (1994; under revision). She also has numerous articles in professional journals. Her work has been recognized by The Ohio State University for *Fostering the Success of Black Students* (1991) and for *Distinguished Teaching* (2003), and by The Ohio Council for Exceptional Children for *Leadership and Distinguished Service* (1996) and as the *Educator of the Year* (2006).

Elizabeth Cooksey is an Associate Director of the Initiative in Population Research, and an Associate Professor of Sociology at the Ohio State University. Cooksey received her PhD in 1988 in Sociology from Brown University and then held a Postdoctoral fellowship at the Carolina Population Center, UNC Chapel Hill contributing to the design of the American Teenage Study (the precursor to AddHealth). Cooksey's primary appointment at OSU is currently at the Center for Human Resource Research where she is PI for the NLSY79 Child and Young Adult data collections. She has chaired the American Sociological Association's Section on Children and Youth, been the Deputy Editor of *Demography*, on the editorial board of *Population Research and Policy Review*, and is currently an editorial board member of *Sociology of Education*. Cooksey also currently serves on the advisory committee for the National Center for Marriage Research, and as an NICHD study section member on the Population Sciences Subcommittee. Her research focuses primarily on the childhood through early adulthood life course stages with emphasis on adolescent sexual, fertility and family building behaviors and the role that parents play in the lives of their offspring, especially in families of socio-economic disadvantage. She currently holds an ESRC/SSRC fellowship collaborating with colleagues at London University to study the effects of maternal employment on child development in both Britain and the US. Over the past 20 years Cooksey has received multiple grants, primarily from NICHD, totaling over \$13M.

Jan Edwards is an Associate Professor and Head of Music Education at The Ohio State University. Edwards' received a B.A. degree from Alabama State University and M.A. and Ph.D. degrees from Michigan State University. Edwards' research interests have led to publications and presentations that explore music preferences, music teaching in culturally diverse classroom settings, and music teacher preparation and special learners. Jan Edwards' publications (also under Jan McCrary) are available in the *Journal of Research in Music Education*, *Update: Applications of Research in Music Education*, and *Bulletin of the Council of Research in Music Education*. Edwards' has served on state and national editorial boards (the *Journal of Research in Music Education* and *Contributions to Music Education*) and related professional organizations.

Antoinette Errante is an Associate Professor of Comparative, Historical and Cultural Foundations of Education in the School of Educational Policy and Leadership, College of Education and Human Ecology at The Ohio State University. Her research has focused on the experiences of children, families and communities in conflict transformation. She has conducted research in South Africa and Mozambique on the impact of poverty and structural inequality on political violence as well as their subsequent impact on the participation of militarized youth and their communities in conflict transformation. She has also explored the impact of compounded community stressors related to structural inequality on teachers-student relationships in Columbus Public Schools. Her most recent research explores the impact of community healing resources (religious, spiritual, educational, civic) on children and youth's beliefs regarding

conflict and its transformation. She is a member of the Global Coordinating Team of the Human Dignity and Humiliation Studies Network, an international interdisciplinary community of scholars that explores the role of humiliation in protracted conflict. Dr. Errante has received fellowships from Fulbright, the Spencer Foundation and the National Academy of Education. She is the author of numerous journal articles and book chapters and is currently working on a book entitled, “‘Puttin’em on Front Street:” Shame and Rage in American Educational Policy and Classrooms.

Xin Feng is an Assistant Professor of Human Development and Family Science at The Ohio State University. She received her PhD in Human Development and Family Studies from the University of Connecticut in 2005. Her research has focused on the development of emotion regulation and emotional problems during early and middle childhood and the role of parenting, and culture in the developmental processes. She is also interested in quantitative methods for longitudinal study. She has been involved in large-scale longitudinal studies investigating the development of anxiety and depressive symptoms in boys and girls from low income families. Her work has been published in top-tier journals including *Developmental Psychology*, the *Journal of Abnormal Psychology*, and the *Journal of Child Psychology and Psychiatry*.

Ralph Gardner III is an Associate Professor of special education in the School of Physical Activity and Educational Services. Dr. Gardner is a graduate of The Ohio State University and has expertise in special education and applied behavior analysis. His professional teaching, research, and service has centered on academic and social interventions for students with mild disabilities and children at risk for school failure. Recently, Dr Gardner has been engaged in researching effective academic interventions for urban youth with special needs. His professional writing includes books, numerous articles, and monographs.

Howard Goldstein is Research Director of the Schoenbaum Family Center and Professor of Human Development and Family Sciences at The Ohio State University. Goldstein received his PhD in 1980 in Developmental Psychology & Mental Retardation Research from Peabody College of Vanderbilt University. He serves on the editorial boards of several journals and has been a grant reviewer for NIH and the DOEd for many years. His research has focused on improving the communication and social skills of children with autism and other developmental disabilities. His recent work has sought to enhance the language and literacy development of students in high poverty schools who are at high risk for reading problems. He is the author of two books and over 90 scholarly journal articles and book chapters and a nationally known scholar for his work and research in the field of child language intervention. Over the past 27 years, Dr. Goldstein has participated in over 40 research and personnel preparation grants mainly from NIH and DOEd that have amounted to over \$26M and he has served as Principal Investigator for over 30 sponsored projects.

Harvey J. Graff is Ohio Eminent Scholar in Literacy Studies and Professor of English and History at The Ohio State University. He joined OSU in 2004, and is developing the LiteracyStudies@OSU campus-wide interdisciplinary initiative. Previously, he was Professor of History at the University of Texas at San Antonio. In 1999-2000, Graff served as President of the Social Science History Association for its twenty-fifth anniversary year. In 2001, the University of Linköping in Sweden awarded him the Doctor of Philosophy *honoris causa* for his

contributions to scholarship. A comparative social historian, Graff is known internationally, especially for his books and articles on the history of literacy and the importance of that history to contemporary issues, his contributions to urban history and urban studies, and more recently for his research on the history of children, adolescents, and youth. Among Professor Graff's major works are *The Literacy Myth: Literacy and Social Structure in the Nineteenth-Century City* (Academic Press, 1979; new edition, Transaction Publications, 1991); *The Legacies of Literacy: Continuities and Contradictions in Western Culture and Society* (Indiana University Press, 1987, Italian edition, 1989, Critics' Choice Award of the American Educational Studies Society); *The Labyrinths of Literacy: Reflections on Literacy Past and Present* (Falmer Press, 1987; revised and expanded edition, University of Pittsburgh Press, Series on Composition, Literacy, and Culture, 1995; Portuguese and Spanish translations forthcoming); *Conflicting Paths: Growing Up in America* (Harvard University Press, 1995; *Choice Magazine* Outstanding Academic Book Award, 1995); *The Dallas Myth: The Making and Unmaking of An American City* (University of Minneapolis Press, 2008). Graff brings his knowledge of the historical foundations and present day outcomes of literacy and education; children, youths, and families; cities; and social theory and methods to the Center's work on poverty.

Andrew Grant-Thomas is Deputy Director of the Kirwan Institute. He directs the Institute's internal operations and oversees much of its US-based programming. He received his B.A. in Literature from Yale University, his M.A. in International Relations from the University of Chicago, and his Ph.D. in Political Science from the University of Chicago. His substantive interests include structural racism and implicit bias, alliance-building between immigrants and African Americans, African American males, and the promotion of systems thinking. Andrew serves as Associate Editor of the Institute's journal, *Race/Ethnicity: Multidisciplinary Global Contexts*. He also edited *Twenty-first Century Color Lines: Multiracial Change in Contemporary America*, published in 2008 by Temple University Press. He is a regular contributor to Racewire.org, Imagine2050.org, and WOSU radio and sits on the boards of several nonprofit organizations and social justice initiatives. Andrew came to the Kirwan Institute in February of 2006 from the Civil Rights Project at Harvard University, where he managed a range of policy-oriented racial justice projects.

Angela Harvey (Ph.D. Arizona State University, 2007) is an Assistant Professor in Sociology at OSU-Newark. Her research focuses on theoretical and substantive questions in sociology and criminology concerning the organizational contexts of juvenile and criminal courts, racial/ethnic, gender, and class disparities in case processing decisions for offenders, and the implementation and consequences of formal and informal crime control policies and programs for juvenile and young adult offenders. She is the recipient of multiple internal grant awards, such as the 2009 OSU-Newark Civic Engagement Grant, the 2009 OSU University/Community 2009 Service-Learning Grants for Course Development and Enhancement, the 2008-2009 OSU-Newark Investment for Impact Grant, and co-recipient of the 2008-2009 OSU Criminal Justice Research Center (CJRC) Seed Grant. In addition, she received numerous internal and external dissertation grants while at Arizona State University including the 2006-2007 National Science Foundation Law and Social Sciences Doctoral Dissertation Improvement Grant, the 2006-2007 Division of Graduate Studies Dissertation Grant, and the 2006 School of Justice and Social Inquiry Dissertation Grant. To date, her work has been published in *Sociological Perspectives*, *Crime &*

Delinquency, and *Handbook of Youth and Young Adulthood: New Perspectives and Agendas*, as well as numerous research reports.

Josh Hawley is an Associate Professor in the College of Education and Human Ecology, and holds a joint appointment in the Glenn School. He received his doctorate in education from the Harvard Graduate School of Education, and MA and BA from the University of Wisconsin. He is a specialist in education policy, with interests particularly in developing education programs for adult learners. In recent years he has worked most intensively on community and technical colleges, focusing specifically on evaluating the outcomes of participating in higher education on individuals and organizations. He also has worked internationally, most recently with governments in Russia and Saudi Arabia on education policy.

Rebecca McCauley is a Professor in Speech and Hearing at the Ohio State University. She received her Ph.D. in 1981 at the University Of Chicago Department Of Behavioral Sciences: Committee on Cognition and Communication, then pursued postdoctoral fellowships related to speech-language pathology at the University of Arizona and the Johns Hopkins University, Departments of Communication Sciences and Pediatrics. She has served on editorial boards of several journals and been an associate editor of the *American Journal of Speech-Language Pathology*. Her research and scholarship has focused on severe speech sound disorders and assessment issues affecting children with language disorders. She has authored more than 35 scholarly articles and chapters, written *Assessment of language disorders in children*, and co-edited several books addressing treatments of communication disorders.

Antoinette Miranda is Associate Professor of School Psychology at The Ohio State University. Dr. Miranda received her PhD in 1986 in School Psychology from the University of Cincinnati. Her research is focused on issues of diversity such as: developing effective interventions with at-risk children in urban settings, consultation services in urban settings, and the development of racial identity and its relationship to academic achievement. She has consulted with many local districts in the area of diversity and presents at the local, state, and national levels on topics related to early childhood, diversity, urban issues, and effective interventions. Dr. Miranda previously had a four year personnel preparation training grant to train school psychologists in the area of early childhood populations.

James L. Moore III is an Associate Professor in Counselor Education in the College of Education and Human Ecology and coordinator of the School of Counseling Program at The Ohio State University. He received his B.A. in English Education from Delaware State University and earned both his M.A.Ed. and Ph.D. in Counselor Education from Virginia Polytechnic Institute and State University (a.k.a., Virginia Tech). Currently, Dr. Moore is an associate professor. He is also the inaugural director of the Todd Anthony Bell National Resource Center on the African American Male. Dr. Moore has a national- and international-recognized research agenda that focuses on the broad interrelated topical areas: school counseling, gifted education, urban education, higher education, and multicultural education/counseling. In eight years, Dr. Moore has made significant contributions to these fields. For example, he has published over 70 publications and has given over 100 different scholarly presentations, lectures, and keynotes around the world (i.e., United States, Canada, China, India, England, and France). His publications have appeared or scheduled to appear in

refereed journals, such as *Exceptional Children*, *Elementary School Journal*, *Teachers College Record*, *Gifted Child Quarterly*, *Urban Education*, *The Journal of Educational Foundations*, *Journal of Thought*, *The High School Journal*, *Roper Review*, *Theory Into Practice*, *Journal of Counseling & Development*, *Journal of Mental Health*, *NASAPA Journal*, *American Behavioral Scientist*, and *Professional School Counseling*. Dr. Moore has also obtained over \$2.4 million in funding.

Ann O’Connell is an Associate Professor in the College of Education and Human Ecology at The Ohio State University. She received her doctorate in Education (Measurement and Evaluation) from Teachers College, Columbia University, in 1993. Dr. O’Connell teaches graduate-level coursework in the section for Quantitative Research, Evaluation, and Measurement, specializing in regression, multivariate, and multilevel models; categorical data analysis; sampling and survey research methods; and introductory statistics. Her collection of published work emphasizes research using these and other advanced methodologies in the field of educational evaluation and for understanding the impact of health interventions. Dr. O’Connell has received research support from the American Educational Research Association (AERA), the Centers for Disease Control and Prevention (CDC), and the National Institutes for Health (NIH). Her work has appeared in peer-reviewed journals including *Evaluation and the Health Professions*, *Women and Health*, *Measurement and Research in Counseling and Development*, *MMWR*, and the *Journal of Modern Applied Statistical Methods*; she has also published on methods of teaching to improve learning in applied statistics courses. Dr. O’Connell is an active technical assistance volunteer with the Behavioral and Social Science Volunteer Program (BSSV), and she works closely with local health departments and community-based organizations on expanding and strengthening their evaluation strategies for improvement of their HIV prevention programs. In 2006, Dr. O’Connell was elected president of the Educational Statisticians’ Special Interest Group of the American Educational Research Association. She serves on the editorial boards for *Psychological Methods*, *Journal of Primary Prevention*, *Journal of Educational Research*, and the *Journal of HIV/AIDS Prevention & Education for Adolescents & Children*.

john a. powell is a Professor and holds the Gregory H. Williams Chair in Civil Rights & Civil Liberties at the University’s Michael E. Moritz College of Law. He is an internationally recognized authority in the areas of civil rights and civil liberties and a wide range of issues including race, structural racism, ethnicity, housing, poverty and democracy. He is Executive Director of the Kirwan Institute for the Study of Race and Ethnicity at The Ohio State University and he earned an undergraduate degree from Stanford University and his JD from the University of California at Berkeley. He has written extensively on a number of issues, including structural racism, racial justice and regionalism, and concentrated poverty and urban sprawl. He is one of the co founders of the Poverty & Race Research Action Council and serves on the board of several national organizations. Previously, he founded and directed the Institute on Race and Poverty at the University of Minnesota. He also served as Director of Legal Services in Miami, Florida and was National Legal Director of the American Civil Liberties Union where he was instrumental in developing educational adequacy theory.

Diane M. Sainato is an Associate Professor at The Ohio State University. She received her Ph.D. from the University of Pittsburgh in special education. Dr. Sainato is a member of the

Special Education faculty at The Ohio State University where she teaches courses in early childhood special education and applied behavior analysis. Dr. Sainato's research interests are the development and implementation of classroom based interventions for young children with autism and developmental disabilities. Dr. Sainato has served as Principal Investigator or Co-Investigator on several research or professional development projects including the Professional Development in Autism Center. Dr. Sainato is Principal Investigator of Project TASK: Transition for Students with Autism to School from Kindergarten, a model demonstration project funded to design, implement and evaluate an inclusive kindergarten program for children with autism and their peers. She is currently a member of the editorial boards of the *Journal of Early Childhood Special Education*, *Topics in Early Childhood Special Education* and *Education and Treatment of Children*. Dr. Sainato was a recipient of The Ohio State University's Alumni Distinguished Teaching Award.

Abril Trigo is a Distinguished Humanities Professor of Latin American Cultures and Director of the Center for Latin American Studies at the Ohio State University. His areas of specialization include Latin American Cultural Studies, literary and cultural theory, theater, film, and popular culture. He has published extensively on Latin American cultural studies, with particular emphasis on the historical formation of national imaginaries and their articulation to popular culture (rock, graffiti, candombe, soccer, etc.). His publications include *Caudillo, estado, nación. Literatura, historia e ideología en el Uruguay*. (Gaithersburg, MD: Hispamérica, 1990), *¿Cultura uruguaya o culturas linyeras? (Para una cartografía de la neomodernidad posuruguaya.)* (Montevideo: Vintén Editor, 1997), and *Memorias migrantes. Testimonios y ensayos sobre la diáspora uruguaya* (Rosario: Beatriz Viterbo Editora/Montevideo: Ediciones Trilce, 2003), and *The Latin American Cultural Studies Reader*, co-authored with Ana Del Sarto and Alicia Ríos (Durham: Duke University Press, 2004). Currently, he is working on *Crisis y transfiguración de los estudios culturales latinoamericanos*, and *A Critique of the Political-Libidinal Economy of Culture*, a theoretical inquiry on contemporary culture.

Bruce A. Weinberg is an Associate Professor of Economics and (by courtesy) of Public Administration. He received his Ph.D. from the University of Chicago in 1996 before joining the faculty at the Ohio State University. His research, which includes a focus on how youth behaviors, including employment, delinquency, cognitive development, and risky behaviors, are affected by their families and peer groups has been published in journals including *The American Economic Review*, *The Journal of Political Economy*, and *The Review of Economics and Statistics*. He is a Research Associate at the Institute for Labor (IZA), Bonn and a Faculty Research Fellow at the NBER, Cambridge, Massachusetts and an associate editor of *Regional Science and Urban Economic*. He has been the principal investigator on \$500K in grants from the Federal Reserve, the National Institutes of Health, the National Science Foundation, and the John Templeton Foundation.

Deanna L. Wilkinson is an Associate Professor in the Department of Human Development and Family Science in the College of Education and Human Ecology, where she was appointed in 2006. She is also an affiliated faculty with Criminal Justice Research Center, the John Glenn School of Public Affairs, the Kirwan Institute, the Firearms and Injury Center at Penn (University of Pennsylvania) and the Center for Injury Research and Policy at Nationwide Children's Hospital in Columbus. Before that she held her first faculty post in the Department of

Criminal Justice at Temple University in Philadelphia, PA from 1998-2005. She is the 2008 recipient of the Society for Research on Adolescence Young Investigator Award. Her primary research interests are adolescent development, risk and problem behaviors, youth violence, firearm use, prevention, event perspectives, community-police partnerships, program evaluation, and urban communities. In addition to her research and teaching at OSU, she is actively involved in several local initiatives to reduce youth violence and improve neighborhood safety. In addition, she founded the OSU Youth Violence Prevention Advisory Board which has grown in two short years from 22 justice and community representatives to over 45 partners at the table. She is the 2009 recipient of the Les Wright Award for Youth Advocacy presented by Strategies Against Violence Everywhere (SAVE). She is the author of one book and over 25 scholarly journal articles and book chapters and a nationally known scholar for her research in the fields of urban youth violence, criminological theory, community policing, and crime prevention. Wilkinson has received approximately \$3.4 million in funding for her research from the National Institute of Justice, the William Penn Foundation, the Harry Frank Guggenheim Foundation, the National Science Foundation, the Centers for Disease Control and Prevention, and the Illinois Criminal Justice Information Authority. She has been a grant reviewer for NIJ, CDC, and NSF.