

GEORGE WARREN
BROWN
SCHOOL

of Social Work

SOCIAL
IMPACT™

The Urban Education Initiative focuses on the whole child



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New certificate program helps social workers build communities



Expansion project ushers in new era for Brown School

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Mark Rank on chasing the American Dream



INNOVATIONS IN
TEACHING

Creating new avenues for leadership in social work and public health

BREAKING NEW GROUND

The Brown School community celebrated its expansion September 24 with a ceremonial groundbreaking for an innovative new building opening in summer 2015. Among those doing the heavy lifting with shovels were, from left, Brown School student Nikedra Doughty, an MSW '14 candidate; Holden Thorp, provost and executive vice chancellor for academic affairs; Chancellor Mark S. Wrighton; Harry J. Seigle, a member of the Board of Trustees and of the Brown School's National Council; National Council Member Christine Homan and her husband Scott; and Eugene S. Kahn, member of the School's Board of Trustees and chair of the National Council [See page 45].



Photo by James Byard

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FEATURES

04 Innovations in Teaching

A dialogue with Amanda Moore McBride and Matthew Kreuter reveals how the Brown School is providing leadership in the face of new challenges in social work and public health. From transdisciplinary problem solving to active classrooms, the School is committed to competency-based education that prepares students to explore new career paths.

10 Ready to Learn

A growing body of evidence shows that a child's social and emotional needs must be met in order to succeed academically. The Brown School's Urban Education Initiative is making strides to connect community services with area schools for improved educational outcomes and to train social work students for professional roles in education reform.

16 Putting Social Workers in the Mix

The Brown School is reimagining the role of the social work professional in place-based communities by training students and professionals about the principles of mixed-income housing management.

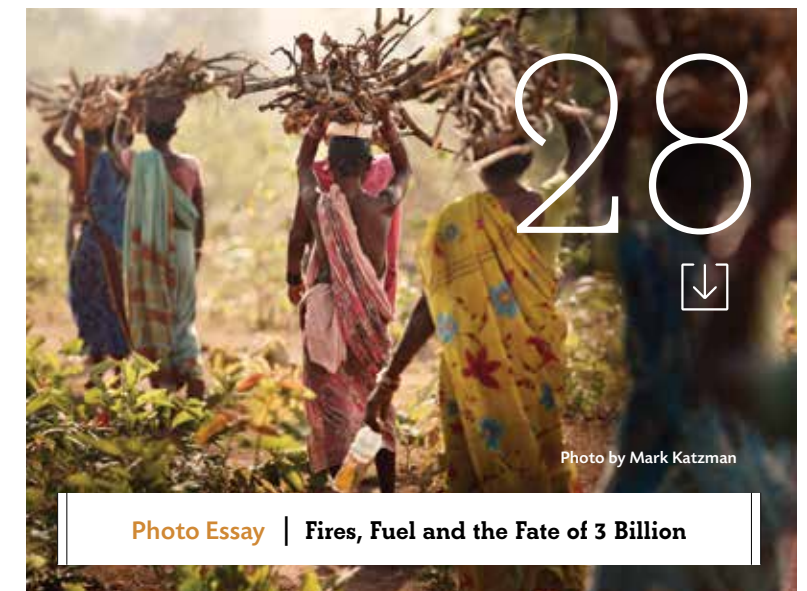


Photo by Mark Katzman

Photo Essay | Fires, Fuel and the Fate of 3 Billion

Debra Haire-Joshu, of the Brown School faculty, was installed as the Joyce Wood Professor in 2013. Haire-Joshu holds a joint appointment with the School of Medicine, directing both the Center for Obesity Prevention and Policy Research and the Washington University Center for Diabetes Translation Research. The Joyce Wood Professorship was established at the Institute for Public Health to advance the work of public health at the university. Joyce Wood, BSBA '76, MBA '77, serves on the university's Board of Trustees and the national councils of the School of Medicine and the Institute for Public Health.




Chancellor Mark S. Wrighton; Joyce Wood, BSBA '76, MBA '77; Debra Haire-Joshu, Joyce Wood Professor; and Dean Edward F. Lawlor

Photo by Mary Butkus

Photo by Geoff Story

THERE'S MORE TO THE STORY...

As you read the current issue of *Social Impact*, look for this icon  to direct you to additional online content. For the latest Brown School news, visit us at brownschool.wustl.edu.



FIRES, FUEL AND THE FATE OF 3 BILLION

Go behind-the-scenes of Gautam Yadama's book *Fires, Fuel and the Fate of 3 Billion: Portraits of the Energy Impoverished* in this video: brownschool.wustl.edu/SocialImpact.



ONE BROWN SCHOOL

A collection of short videos brings our mission and campaign initiatives to life through faculty, student, and alumni stories onebrownschool.wustl.edu.



BREAKING GROUND

Watch highlights from the groundbreaking for the new building at onebrownschool.wustl.edu/Participate.



CHASING THE AMERICAN DREAM

Understand the opportunities and obstacles to attaining the American Dream in this interview with Mark Rank: brownschool.wustl.edu/SocialImpact.



UP TO THE CHALLENGE: Innovation & fundamentals



We encourage your reactions and suggestions.

Please e-mail socialimpact@wustl.edu with your news, comments, or ideas.

All professional schools — law, medicine, business, architecture, public health, social work — are facing unprecedented challenges of economics, accountability, and relevance. The downturn of the economy in 2008–2009 drastically changed the career landscape and professional opportunities for these fields, some would say permanently. Students are rightly looking at the “value” of their graduate education, asking if they are getting the necessary skill sets and competencies to succeed and thrive in this new environment. They are expressing renewed concern about the affordability and debt associated with their education. The federal government and all of our funders are demanding new forms of accountability and asking us to demonstrate the outcomes of our education and research.

The Internet, online education, social media, and alternative sources of credentialing are providing alternative pathways to information, education, and professional certification.

Is a “certificate of completion” from a Massive Online Open Course (MOOC) sufficient credentialing for professionals in particular health and social service careers? What is the contemporary argument for the kind of intensive, university-based, face-to-face, graduate professional education we provide?

This issue of *Social Impact* illustrates one line of response in the overall approach the Brown School is taking to this new environment. For our model of intensive, research-based graduate education to survive and thrive, significant innovation in what we teach, how we teach, and even where we teach will need to occur. Innovation in teaching permeates our classrooms, field education, and partnership activities. We are inventing education for new professional pathways, such as mixed-income community management or social systems design. We are using new formats and tools, such as the method of teaching occurring in our active classrooms. We are moving our education into important community settings, such as St. Louis urban schools and East St. Louis.

Of course, innovation is not an end in itself. We continue to emphasize the fundamentals of great teaching, high standards, evidence-based practice and policy, and extensive community and global engagement every day at our School.

It is exciting that we have great academic leaders — particularly Matthew Kreuter in public health and Amanda Moore McBride in social work — who are generating new ideas and evaluating innovations in teaching. The occasion of our new facilities, not that far away now, will further increase our capacity to provide the best and most innovative evidence-based professional education.

Edward F. Lawlor

EDWARD F. LAWLOR
Dean and the William E. Gordon
Distinguished Professor

INNOVATIONS IN TEACHING

Interview By Rosalind Early



Creating new avenues
for leadership in social work
and public health

A DIALOGUE WITH AMANDA MOORE MCBRIDE, ASSOCIATE PROFESSOR
AND ASSOCIATE DEAN FOR SOCIAL WORK, AND MATTHEW KREUTER,
PROFESSOR AND ASSOCIATE DEAN FOR PUBLIC HEALTH

Impact and Innovation: To make sure their students go on to create positive social impact, the Master of Social Work and Master of Public Health programs are innovating with the times and drawing inspiration from all around.

Matthew Kreuter, professor and associate dean for public health, and Amanda Moore McBride, associate professor and associate dean for social work, have seen a revolution in their respective fields. Social work and public health students will grapple with some of the world's toughest challenges that require new approaches and innovative solutions to solve. Those in public health will lead collaborative work with engineers, architects, and policy specialists to address problems caused by pollution, chronic disease, or our world's shifting age demographic. Social work students might find themselves convening superintendents, politicians, or parents trying to solve problems in education, or they could be at the table with landlords and property managers helping to run mixed-income housing communities. Most importantly, though, public health and social work students will often find themselves at the same table working together for change. Being in the Brown School

together means that students learn the hard skills and theoretical knowledge of their fields, as well as how to work across disciplines, how to adapt, and how to innovate.

Social work and public health are typically found in different schools. What's the advantage of these two programs being in one school?

AMM At the student level, there is great synergy and exchange. For example, our social work students sometimes find it challenging to think about how to address population-level issues. Public health has to address issues at the population level. So through joint classes and related experiences, students are developing a larger framework for thinking about how to identify and effect social impact at multiple levels.

MK One of the things that the social work perspective really adds is how to deal with diversity in a productive and respectful way. Also, public health traditionally has had disciplinary silos within the field. The great innovation in Chancellor [Mark] Wrighton's and Dean [Edward] Lawlor's vision was to build a public health program around problems of the day and then bring all the disciplines that you could to that challenge. Joining a school that has faculty expertise in social work, social policy, economics, and education makes it possible to do those things pretty quickly.

Is this transdisciplinary approach unique to the Brown School?

MK This is an emerging approach in public health, and we are on the cutting edge. When we started the Master of Public Health program five years ago and decided to organize around major public health problems

Amanda Moore McBride
and Matthew Kreuter

Photo by James Byard

agents, and the staff on-site at housing developments. We want to show that social work can be the glue that connects all of those different perspectives and be of great value. We developed a curriculum to train our students in this industry. We are seeing results from the strategy, with our students being hired [See page 16].

MK I want to answer that slightly differently. In both programs we should be asking: how can universities have more direct impact on health and social well-being? Right now universities generate ideas or evidence or findings from studies that suggest if we did things in a certain way, we might get a different result. Out in the real world, practitioners are busy implementing policies and programs. But it is really nobody's primary role or responsibility to take evidence and translate it in ways that it can actually be used and applied easily. We are going to figure out what you have to build in that middle space to get the ideas and evidence from science into practice.

How are you preparing students to do that?

MK One critical step is emphasizing experiential learning in the real world. Students have to see and understand what is really needed by practice organizations. We have a partnership with the Saint Louis County Department of Health, where students enroll in a semester-long course and visit and meet with a different unit of the health department each week to actually see what professionals in public health do. We also take students abroad for Brown School courses last year to India, and this summer we're taking another group to Haiti.

Continued on page 8...

like health disparities, global nutrition, childhood obesity, and violence, we knew we would generate a deeper understanding of the problems and better solutions for them by drawing on perspectives from many different disciplines. Transdisciplinary Problem Solving, or TPS, is now the central focus of our program, and our faculty has literally written the book on it [See page 27].

How is that approach shaping your programs?

MK Think about this in waves of innovation. During the first wave, we brought together faculty with all sorts of expertise from social work, public health, and beyond, to train and prepare a generation of students. A second wave that's coming soon for us is bringing students from those other disciplines into our courses, too. Our students are asking: why don't we have engineers in the classroom trying to solve health and social problems? Or students from the business school? Or law students?

AMM We are also bringing together students from different disciplines across the school. For example, right now we are launching Social Practice and the Arts, a new curriculum with the Sam Fox School [of Design & Visual Arts]. The classes attract artists, social workers, and architects. Through this interdisciplinary collaboration, we will be one of the first programs in the country, and possibly the only one, that is actually training people to work in museums and in community-based arts organizations, as well as teaching them how to put art in conversation with community.

Obviously you continue to innovate. What's your vision?

AMM In social work, we are innovating throughout the curriculum to identify career tracks for our students that are rewarding, not only personally, but also financially. I'll use affordable housing as an example. We have worked with employers in this industry to demonstrate the value of having a social worker at the table with bankers, real estate

TEACHING INNOVATIONS

outside of the classroom

Applying Innovative Teaching to Intractable Problems



Iannotti

Brown School faculty are taking their students far off campus to apply their teaching in innovative problem solving to some of the most intractable health issues in the world.

"In addressing complex global health challenges, I am limited in what I can accomplish in the classroom," says Assistant Professor Lora Iannotti. "The more that we can immerse students into the context of people's lives — their culture, politics, environment, and the realities of poverty — the greater the chance for learning and impact."

Iannotti, who is studying the health effects of nutrition interventions for children in Haiti, is preparing to take 15 students to that country in June for an intensive course titled "Public Health Interventions in Developing Countries." Students will travel to Cap Haitien in the north of Haiti, where they will learn about and work with the Ministry of Health, the United Nations and other governmental agencies, and non-governmental organizations implementing public health programs. The course culminates in small group projects around specific interest areas, such as infectious disease, nutrition, and reproductive health.

Interest is high among students. "I am thrilled with the mix of MPH, MSW, and dual degree students applying to go," Iannotti says. "We will have a wonderful blend of perspectives coming from both our students and the Haitians involved."

Teaching students to look beyond traditional approaches allows them to explore effective alternatives, agrees Associate Professor Ramesh Raghavan, who has taught the interventions course in India.

Students explored workable transdisciplinary solutions to persistent challenges, including high rates of cardiovascular diseases, incidence of diarrheal diseases, challenges in assuring maternal and child health, increased rates of oral cancer, and challenges with oral health service delivery.

Student investigators working on diarrheal diseases in rural Alakudi, India, employed a range of disciplines from social work, microbiology, and parasitology to civil engineering, political science, and economics. They found that virtually all households were using contaminated drinking water as a result of poor sanitation habits, lack of sewage treatment, fouled groundwater, and inadequate purification practices.



Raghavan

In the end, they applied aquarium science to develop homemade, inexpensive filtration ideas that can be easily adapted to Alakudi's water taps and that meet requirements to be locally available, inexpensive to replace, and with few moving parts requiring servicing or assembly.

"The more that we can immerse students into the context of people's lives — their culture, politics, environment, and the realities of poverty — the greater the chance for learning and impact." LORA IANNOTTI

TEACHING INNOVATIONS *in the classroom*

Over a mid-semester break, Room 37 in Goldfarb Hall was transformed from a business-as-usual classroom to a high-tech and collaborative learning environment. The room included six flatscreen monitors (so students could project their work within a group or for the class), laptop hookups around the room, and rolling furniture that allowed for fluctuating class arrangements. “This is unlike any of our other classrooms,” said Karen Lawrence, an MSW '14 candidate, at the time. “My class involves a semester-long project, and it was very difficult to interact in groups before, but this new arrangement enables us to bring our individual work together.” Results from the pilot are informing the development of classrooms in the new building.



Photos by Whitney Curtis

...continued from page 6

AMM One required course for all social work students is social work practice with organizations and communities. The students do group-based projects to research evidence-based questions. They provide the agencies with tangible products at the end of the semester. One project in particular was looking at the healthcare needs in Rolla, Mo., a rural community. From the students' review of indicators and interviews with community stakeholders, they suggested that a federally qualified health center be pursued for Rolla. The information that students had

amassed — they had 27 appendices — was given over to the community lead, and three months later the community had submitted a planning grant for \$80,000 and they got it. We have a lot of examples like that.

The Brown School seems to be more and more deeply involved in the community. How extensive are the connections?

AMM We are a member of this community and an active partner to many organizations in working to solve problems. Sixty percent of all the courses taught in the social work program are through projects

in partnerships with community organizations. In addition, our students contribute about 200,000 field hours annually in the community as part of their practicum training. And, post-graduation, we are a net importer of highly skilled, socially conscious workers to our region.

MK We are very connected to the community, and our students, working in tandem with our community partners, are innovating in their own right. For example, in the Supplemental Nutrition Assistance Program (SNAP), which provides food stamps to about a million people in Missouri, about 40 percent of the adults smoke cigarettes. Smoking

tends to deepen poverty and takes food off the table. But there's also a free, evidence-based Tobacco Quitline. Most people on food stamps who smoke have never even heard of it. So I challenged my students to bring the food stamp program and the Tobacco Quitline together. They broke into teams and came up with four different solutions that were all over the map. We brought the food stamp program leaders and the Tobacco Quitline program leaders to the Brown School, and the students presented their solutions. One solution really resonated. We launched the program six months later, and within a few weeks every single food stamp office in Missouri was distributing Quitline referrals.

What are main drivers for changes in your programs?

AMM Really it is the market, emerging scholarship, and student demand. For example, as we began to build out new pipelines for recruiting students, we turned to service corps programs — AmeriCorps, Teach For America, City Year — and those students came here and said, “How am I going to have system-level change within the field of education?” That led to a partnership with the Department of Education.

“Our new building will help make innovation a reality because it will create the space and place for these new ideas to germinate.” MATTHEW KREUTER

Most recently, we had two students who applied for the Master of Arts in Elementary Education program. We did not, at that time, have a dual degree arrangement with them. We did market research both internally and externally, and there's a demand for this type of training and there are careers on the other side. Soon, we'll be one of the only schools of social work that offers a dual degree in social work and education.

MK I agree. We recruit a lot of social work and public health students who have what I call the Peace Corps gene. They want to help people. Their motivation to bring about change is high. And their skill set, frankly, is advanced, and they're pretty impatient. I would say that's a good quality — to have a sense of urgency. We may have to temper that with reality, but they want to see results. So that's a driver, satisfying their expectations.

What's next for your programs?

MK Forging formal cross-disciplinary partnerships outside the Brown School. One example is urban design and public health. How we structure the built environment ends up having a pretty significant impact on the health of the people who live there. When you look at the schools and programs of public health in the country, there is no place you can go to get a Master of Public Health in Urban Design. But that's not going to be true for long. We're looking for unique niches where the skills and perspectives and relationships at Washington University can make new thinking possible. Our new building will help make innovation a reality because it will create the space and place for these new ideas to germinate.

AMM As we have discussed, you need to be in conversation with other disciplines and professions to innovate, to find that inspiration, and to bring creativity to the table. The connection between social work and public health is more than just a conversation. We share common values. We aim to eliminate disparities. The innovations on how to eliminate disparities are being born, tested, and applied at the Brown School, equipping the world with innovations that benefit humanity. ☺



Active learning classroom pilot

Photo by Whitney Curtis



Patrick McCulloch, City Year alumnus and MSW '13, led a class at Brittany Woods Middle School as part of his practicum experience through the Wyman Center's TOP program.

Photo by Geoff Story

READY TO LEARN

The Brown School's Urban Education Initiative promotes K-12 student success by forging community connections and focusing on the whole child

A growing body of evidence in urban education supports what social workers have known all along: A child's social, emotional, and health needs must be met before he or she can succeed in school.

It is 8:00 a.m. and family nurse practitioner Kathy Woods is opening up her six-bed clinic at Roosevelt High School in South St. Louis. She treats students and school staff, doing everything from physical exams that clear students for sports to prenatal care for expectant teen mothers. The clinic is run by Mercy, a Catholic healthcare system with hospitals across a four-state area, covering a full range of health services, including behavioral and dental health.

Many in the school community here are from poor or low-income households. Many are the children of immigrants, and some are recent immigrants themselves (the clinic offers translation services in at least 17 languages). These students do not always have access to routine healthcare. Getting treated for minor illness quickly during the school day could save them an hours-long wait at the emergency room later.

While school-based clinics are not new — the idea has been around since the late 1960s, and there are already 2,000 school-based health clinics nationwide — they are not common in St. Louis.

Mercy Clinic at Roosevelt is the direct result of the efforts of practicum students who did a multi-year, needs-based assessment in the school as part of the Brown School's Urban Education Initiative.

"The assessments showed that many of the missed classes were due to minor illnesses," says Amanda Moore McBride, associate professor and associate dean for social work. "They also had students who were expelled from school due to a Missouri law regarding vaccinations. The students were not up-to-date on their vaccinations, so they were not allowed to attend."

The practicum students presented their findings and helped bring the school and Mercy together. Working with the district and school leadership, as well as a dedicated group of community volunteers, the practicum students and Mercy also helped secure a \$1 million grant from Boeing to get the clinic started in 2012.

"Our students are really liaisons, or a nexus, between the school and the resources in the community, leveraging those resources into the school environment," says McBride.

Now that the clinic has been up and running for more than a year, the Brown School is working with Mercy, the clinic funder, and Roosevelt to evaluate the impact of the clinic on student engagement, graduation rates, and other success measures.

Roosevelt is just one example of what the Initiative is doing in schools around St. Louis, integrating community resources to help improve students' health, well-being, and academic performance.

"The Urban Education Initiative sits at this intersection of social work and education," says Aaron Jennings, MSW '09, program manager. "Our goal is to identify what is impeding students' success, then search out evidence-based interventions and make them accessible to students we seek to serve. This is urban education from an ecological perspective. It is bridging education with the social, emotional, health, and community aspects."

Aaron Jennings, MSW '09, meets Ronikia Beane, MSW '14 candidate, and Brandy Crusoe, MSW, LCSW '05, the school social worker at Roosevelt High School, who are working together to address student needs.



The Development of the Urban Education Initiative

The pivotal role social workers have played in education and schools can be traced to late 19th- and early 20th-century reformers such as John Dewey and Jane Addams. Today, successful urban school initiatives are those that address the social, emotional, and cognitive development of the child. Over the years, the Brown School, in collaboration with Washington University, has established an impressive track record of hands-on partnerships with youth development programs and K-12 schools to do just that: support the social and emotional needs of children so they can succeed academically.

"One of the most important outcome measures of urban school reform efforts is the academic achievement of students," says Edward F. Lawlor, dean and the William E. Gordon Distinguished Professor at the Brown School. But "the social side of this work cannot be disconnected from the school's academic and educational goals. All of this effort and partnership is ultimately in service of making sure kids stay in school, thrive, and become college ready."



AMANDA MOORE MCBRIDE
Associate Professor and Associate Dean for Social Work



AARON JENNINGS, MSW '09
Program Manager, Urban Education Initiative



EDWARD F. LAWLOR
Dean and William E. Gordon Distinguished Professor



VICTORIA MAY
Executive Director of the Institute for School Partnership and Assistant Dean of Arts & Sciences

Washington University has been engaged in K-12 science outreach programs for more than 20 years, but a few years ago the university began to look more broadly at how it can impact and contribute to K-12 education in a holistic manner. The result was the Institute for School Partnership, which expanded the education outreach to include other academic areas beyond science.

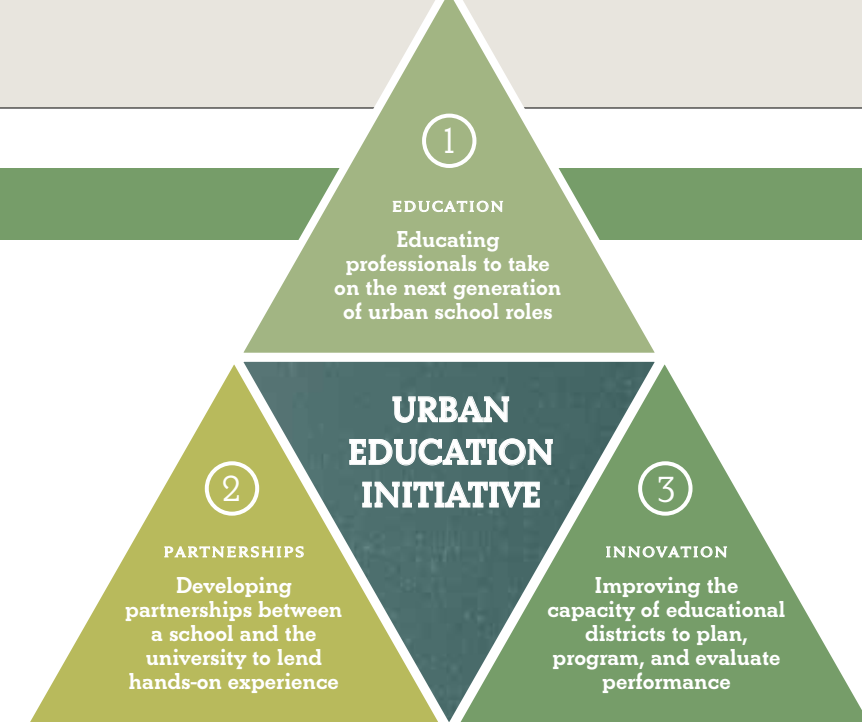
"With that change came a broadening of the mission and a consideration of all the pillars of success that needed to grow," says Victoria May, executive director of the Partnership and assistant dean of Arts & Sciences. "We wanted to have a stronger impact, and we can do that better collectively. As the university began considering K-12 school partnerships deeply and strategically, we started working with the Brown School on how to meet the schools' needs, how to integrate and link services to student success."

"If a child's social and emotional needs are not met, they will not be ready to learn — it's that simple."

DOT KONTAK, MSW '76

The Brown School launched the Urban Education Initiative in 2009. The initiative was shaped by Dean Lawlor's previous work with community schools at the University of Chicago and the growing need for advanced knowledge of urban education within the social work context.

Early childhood development, a focus of the Brown School curriculum, is "critical," says Melissa Jonson-Reid, a professor who specializes in social and emotional well-being in school settings. "If problems are caught early enough, we can advocate for changes," she says. "Social workers



should look for resources and fill the gaps. They should negotiate, educate, and navigate the system."

"I heard a wise teacher say it best: I cannot teach the head if the heart is broken or the mind is troubled," says Dot Kontak, MSW '76, adjunct professor at the Brown School and director of communications for the School Social Work Association of America. "If a child's social and emotional needs are not met, they will not be ready to learn — it's that simple."

While the Brown School was becoming more engaged with area schools, more students — about 20 percent of Brown School's 2013 incoming class — were applying for MSW graduate programs after serving on the front lines of K-12 education in corps programs such as Teach For America or City Year.

"These students understand that social work is an effective way to positively influence the educational system and student outcomes," says McBride. "We recognized that we needed a new model to train the next generation of school social workers while assisting our partner schools and organizations."

According to Lawlor, the Initiative is designed to organize the Brown School's engagement in schools and urban education. "We have an agenda

to improve the capacity for schools to address the social, emotional, and community health of their students, and we are bringing together our curriculum, our partnerships, and our technical assistance as a school to that end."

Lawlor uses the image of a three-legged stool to describe the key aspects of the Initiative. "One leg of this stool is the education of professionals to take on the next generation of urban school roles," he says.

The second leg is in the dedicated partnership between a school and the university. Examples of our school partnerships include KIPP Inspire Academy (a charter school in the city of St. Louis), Brittany Woods Middle School (a public school in University City), and Roosevelt High School. This gives Brown School students the hands-on experience they need with urban education outside of the university's classrooms.

"The third leg is about innovation and bringing both the Brown School and institutional resources to bear on improving the capacity of educational districts to plan, program, and evaluate the performance of school programs," Lawlor says.

UEI: Innovative partnerships in action

Since Washington University is an institutional sponsor for KIPP Inspire Academy, collaborating with the Brown School was a natural fit.

Social work students at KIPP, a college-preparatory charter school, worked with faculty there to understand student challenges. For example, some students were having trouble seeing the blackboard. As it turns out, they were having trouble simply seeing — they needed glasses. A mobile optometrist's office, operated by the University of Missouri–St. Louis, added KIPP to the schools it services.

"Anecdotally, we know that the kids who utilized the Vision Van are already more engaged in the classroom, simply because they can see more clearly," says McBride. "We would like to measure such change systematically, assessing academic outcomes."

The social work students also recognized that some kids were dealing with family issues and brought in Kids In The Middle, a counseling service for children experiencing trauma in the home. As with Mercy Clinic at Roosevelt, plans are now under way to track the effectiveness of these resources in the school.

The Institute for School Partnership and the Urban Education Initiative

work in tandem, Aaron Jennings says, in "educating the whole child. The Partnership addresses the academic needs of students, schools, and districts, while the Initiative addresses the social, emotional, health, and community needs."

The Partnership works closely with University City's Brittany Woods Middle School, where the Urban Education Initiative has taken the lead on an evidence-based intervention. Three years ago, Jennings met with Brittany Woods' principal, Jamie Jordan, Ed.D. Jordan knew the school was not meeting the social and emotional needs of the students but did not have the resources to identify the specific needs of each individual student. Instead, she wanted a curriculum integrated into the school day that would address their social and emotional learning to help them improve academically.

The Initiative's response was to support introducing the Wyman Teen Outreach Program (TOP) into the school day. A national nonprofit organization based in St. Louis, Wyman partners with schools and communities to provide young people from disadvantaged circumstances the opportunity to become economically self-sufficient and lead successful lives. Its long-term, outcome-based programs help teens find meaning and purpose, develop healthy lifestyles, and then share their success with their communities.

"When I think of a partner, I definitely think of the Brown School. They are always there to help when we come up with needs, to troubleshoot specific things, and then to help us brainstorm and build programs around what we need here at Brittany Woods."

JAMIE JORDAN, PRINCIPAL, BRITTANY WOODS MIDDLE SCHOOL



MELISSA JONSON-REID
Professor



DOT KONTAK, MSW '76
Adjunct Professor and
Director of Communications
for the School of Social Work
Association of America



JAMIE JORDAN, ED.D.
Principal, Brittany Woods
Middle School



ALLISON WILLIAMS
Senior Vice President,
Wyman Center St. Louis



Olivia Marcucci (standing), MSW '13, works in the classroom with Brittany Woods Middle School students.

Photo by Geoff Story

The program was so successful that in May 2013, Jordan picked up a "What's Right With the Region" Award from FOCUS St. Louis on behalf of Brittany Woods. There to cheer her on: officials from the Brown School and the Institute for School Partnership.

"The impact of having our best scholars working knee to knee with students, as mentors and role models, is crucial," May says.

"They are the ones doing the in-school support and evaluating the initiative," says McBride. "An added benefit of this partnership is that it enables Brown School students to become nationally certified in the TOP model and conduct ongoing research."

According to McBride, the partnerships with KIPP and Brittany Woods are designed not only to train the school social workers, but also to give partnering schools the wherewithal to meet the social and emotional needs of their students.

"It is really critical to us that we are not just impacting young people in our programs, but that we are also contributing to the field," said Allison Williams, senior vice president, Wyman Center St. Louis. "The partnership that Wyman has with Brown's Urban Education Initiative is incredibly strong and successful, and we look forward each year to bringing more students into it."

Urban education curriculum path

The Brown School is currently undergoing an intensive review of curriculum paths and careers in educational settings.

"What sets the Brown School apart from our peers is that every student leaves with an understanding of how to work within schools, how those schools are embedded within communities, and how those communities are embedded in larger social, economic, and political systems," says McBride. "We are also about presenting a menu of career options to our students."

Lawlor and his colleagues believe the Urban Education Initiative has the potential to create a great multiplier effect: expanding the capacity for services in schools through field placement, training the next generation of community school leaders, and measurably improving the life prospects of young people in urban schools.

"Urban education is a hugely important professional role for social work," Lawlor says. "If we think of one area where we can potentially help improve the outcomes and social and economic opportunity of young people across the country — this is it. This is what we are training our students to do."

EDWARD F. LAWLOR

Putting Social Workers IN THE MIX

New Certificate Program Builds Communities

At the corner of Compton and Bell Avenues, across from Chambers Park in St. Louis, Missouri, sits the Renaissance Place at Grand. Colorful flower beds add cheer to the front entrance of the two-story building. Inside are one-, two-, and three-bedroom apartments, a fitness center, and a pool. Residents can even take computer classes and sign up for community programs.

While it may look like any other high-end apartment complex, Renaissance Place is actually the community hub for a mixed-income facility.



RICHARD BARON
Co-founder and Chairman of McCormack Baron Salazar

Richard Baron is the co-founder and chairman of St. Louis-based McCormack Baron Salazar Development, a company that helped pioneer the building of economically inclusive urban communities. Baron wants to develop more communities like the one at Renaissance Place at Grand but is having difficulty hiring property managers with the proper skill set.

“The problem,” he found, “has been the lack of a formal training program anywhere in the country.” So he turned to the Brown School for help and suggested they hold a training session specifically about how to manage a mixed-income community that offers social and educational services to residents.

Now, through the new Affordable Housing and Mixed-Income Community Management certificate program, students at the Brown School are learning firsthand what it takes to build holistic, mixed-income communities from the ground up.

Rather than isolate those who are economically disadvantaged, the mixed-finance, mixed-income housing model seeks to build community through diverse socio-economic groups. The federal Choice Neighborhoods program supports locally driven strategies to replace distressed public and assisted housing with high-quality, mixed-income developments that offer supportive services as well as amenities.

This more inclusive approach to housing is at work today in many urban areas across the country, extending beyond the housing platform to include education, access to employment opportunities, childcare, public safety, public transportation, health, and recreation.

Since the federal Choice Neighborhoods and its predecessor, HOPE VI, went into effect, “city after city blasted its grim, industrial-looking housing ‘projects’ to the ground,” says Molly W. Metzger, assistant professor at

Photo by Sam Fentress



Renaissance Place is a McCormack Baron Salazar development in St. Louis with the U.S. Green Building Council’s LEED certification for Neighborhood Development in the City of St. Louis.

the Brown School, whose research involves housing policy. “In their place and elsewhere, today’s dominant paradigm has become mixed-income.”

Charting a Course

“The subject is a natural for the Brown School, given its already strong emphasis on economic development and its location in St. Louis, the site of a number of mixed-income communities,” says Paul Brophy, a Maryland-based housing consultant, senior scholar at the Brown School, and curriculum advisor to Dean Edward F. Lawlor.

The Brown School is reimagining the role of the social work professional in place-based communities by establishing a partnership with NeighborWorks® America, one of the country’s foremost leaders in affordable housing and community development with links to a nationwide network of community development and affordable housing organizations. Together, the two



PAUL BROPHY
Maryland-based housing consultant, senior scholar at the Brown School, curriculum advisor to Dean Edward F. Lawlor

organizations have created a curriculum to train students and professionals in the field about the principles of housing management.

Brophy says the curriculum aims to produce “a new type of professional who combines the skills of social work with the business skills of property management.” Current practice is to split those roles, with business people managing the mixed-income properties, social workers delivering the social programs, and neither side seeing “the big picture,” he says.

To give social workers more of that big-picture perspective, the school and NeighborWorks America created three, week-long “intensive training institutes” on various aspects of mixed-income property management.

The Brown School/NeighborWorks partnership offered three courses for students and community development professionals during the 2012–2013 academic year.



MOLLY METZGER
Assistant Professor

The Brown School/
NeighborWorks partnership
offered students and
professionals a three-fold
learning experience:

1

AN INTRODUCTION
TO AFFORDABLE HOUSING

Blending economic,
educational, social, and
health-related services with
sound principles and practices
of property management.

2

BEST PRACTICES

Case studies highlighting
best practices for operating
a successful mixed-income
property, including property
and staff management,
budgeting, leasing, and
maintenance.

3

UNDERSTANDING
THE FINANCIAL STABILITY
OF A COMMUNITY

Looking at the impact of
financing on community life,
learning proven strategies and
techniques in managing
service-enriched, mixed-
income properties.

One course introduced students to the field of affordable housing and to sound principles and practices of property management, considering how to blend those principles with economic, educational, social, and health-related services to residents.

Another course grounded students in a basic understanding of the best practices involved in operating a successful mixed-income property. Students had classroom interaction with professionals and learned about property and staff management, budgeting, leasing, and maintenance.

The last course focused on the financial sustainability of a community through analytical case studies. Students looked at the impact of financing on community life and learned proven strategies and techniques in managing service-enriched, mixed-income properties.

The three courses were the first of their kind offered by a university in the United States. Each consisted of five consecutive, nine-to-five days plus reading, homework, and a final project.

Enrollment was open to Brown School Master of Social Work students for credit toward their degrees and to practitioners in the field for continuing education units.

In fall 2013, a certificate program was introduced.

“A core group of students who took all three courses are using this to launch their careers in a nontraditional social work role,” says Barbara Levin, MSW, coordinator of the School’s Alliance for Building Capacity.

One student who took part was Leslie Burrows, MSW '13, now interim area manager at McCormack Baron Salazar. She says her training at the Brown School was vital to landing and excelling at her job.

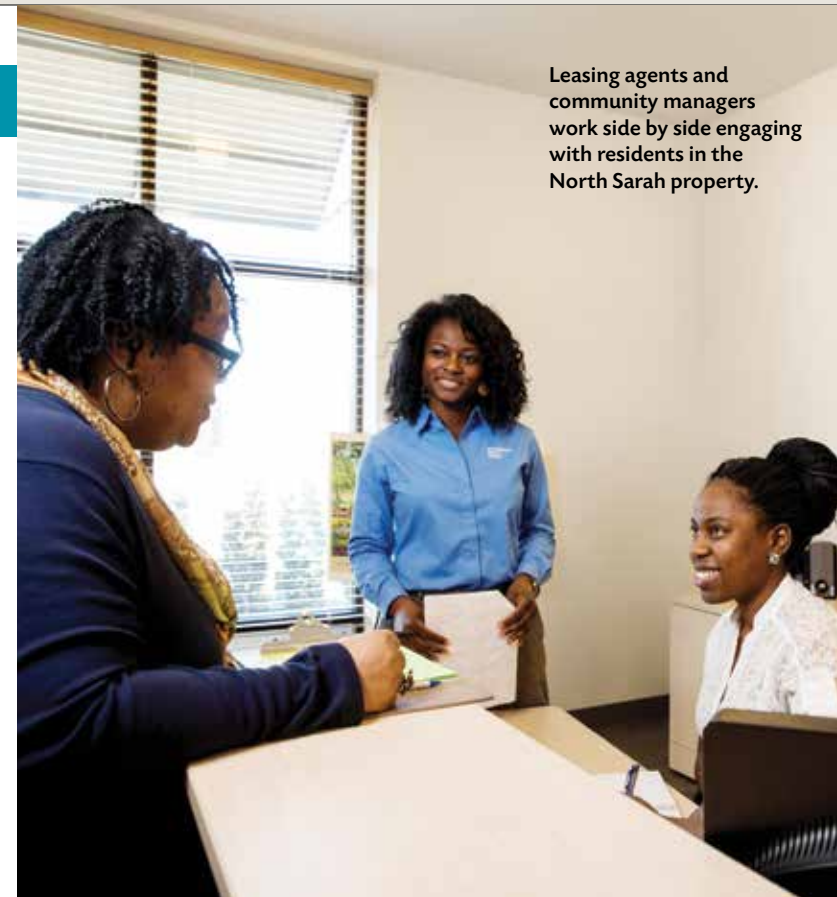
“My courses provided me with a great overview of property management, specifically as it relates to the field of mixed-income housing,” she says. “The most beneficial part of my training came in learning to budget for properties of this scale.”

Training like Burrows received is part of the Brown School’s focus on social and economic development. Through new community-based partnerships, the school is putting social work professionals into the field to serve vital roles while shaping their career paths.

“Social workers who understand the management side of community development can be a great asset, because our training gives us the ability to view management from a dual lens, not just one that focuses on cash flow,” says Burrows.

“A core group of students who took all three courses are using this to launch their careers in a non-traditional social work role.”

BARBARA LEVIN



Leasing agents and community managers work side by side engaging with residents in the North Sarah property.

Photo by Whitney Curtis



SANDRA MOORE
President of Urban Strategies
and Washington University
alumna, BA '76, JD '79



BARBARA LEVIN
Coordinator of Brown School's
Alliance for Building Capacity

**The Challenge of
Mixed-Income Housing**

Every mixed-income community’s needs are unique. Those needs provide stimulating professional opportunities and challenges for social workers, well beyond providing connections to social services and allocating resources.

Getting a development project off the ground can be complex. “The financing for these sorts of projects is extraordinarily complicated, involving multiple, sophisticated sources,” says Metzger.

Attracting a good mix of tenants can also be difficult. The best strategy is to offer people places to live that are well designed and rich in amenities.

Once a development is finally up and full of people, there are still issues. Funds for social programs may run out over time, for example, to the

detriment of the second wave of lower-income tenants who move in after the original residents move on.

McCormack Baron Salazar Development, which has built more than 145 developments in three dozen cities across the United States, is one important national model. At the start of every project, McCormack Baron Salazar collaborates with nonprofit Urban Strategies, Inc., also of St. Louis, which attends to the development’s human environment, making sure it includes the physical features and social services needed

MORE THAN
75%
of Urban Strategies
employees are social
workers, many from
the Brown School’s
MSW program.

to provide tenants with a high quality of life, as well as social and economic opportunity.

“It is the skill set of the social work profession that most fits what we need,” says Sandra Moore, president of Urban Strategies and Washington University School of Law alumna.

Moore describes her company’s mission as building “human capital” — in other words, social work. More than 75 percent of Urban Strategies’ employees are social workers, many from the Brown School’s MSW program, who “understand the human condition,” she says.

Moore’s model employee brings that understanding to the low-income residents, helping them make and commit to carrying out specific plans to pull themselves and their families out of poverty and onto paths to self-reliance. Goals are set, along with timelines for achieving them.



Leslie Burrows, MSW '13, area manager at McCormack Baron Salazar, and Wade Baughmann, MSW '06, senior vice president and general counsel at Urban Strategies, are seen in front of the McCormack Baron Salazar property at North Sarah.

Photo by Whitney Curtis

Those individual goals often involve employment, and, Moore says, a goal of each housing community must be to get “as many people working as possible.”

Proximity to good schools is also important, she points out, because “you really have to support the trajectory for children.”

Strong management and social supports in housing developments can engage more closely with local schools to support academics, sports, and arts programs, leading to a range of educational, social, and health improvements for both children and adults. That means that people in this line of work truly have to be community liaisons.

“We train our students in terms of cultural competence, so that they can understand a range of communication styles and do the relationship building that is needed to create trust for residents to speak up.”

MOLLY METZGER

The training program also provides students with the opportunity to network with the Brown School's community partners, including McCormack Baron Salazar; Urban Strategies; Beyond Housing, which offers services to low-income families; and Community Builders Network of Metro St. Louis, an association of nonprofits that work to improve blighted communities.

“There are dozens and dozens of nonprofit housing developers for whom services, livability, and social justice are core parts of their mission,” Metzger says. “They are all over the country. They are not all doing mixed-income developments; they are doing a wide variety of affordable housing. This is the sort of challenge in which our students can become deeply involved.”

Principles into Practice

Ross Clarke, MSW '13, is operations project manager at The Community Preservation Corporation in New York, a community development financial institution. After working in the area of low-income housing with the Federal Reserve in St. Louis for his practicum, he took all three classes in the mixed-income housing program.

“The Brown School prepared me extremely well for the work I am doing now,” he says. “Housing is the building block of community development. The NeighborWorks program gave me a really good foundation in affordable housing and mixed-income housing. It highlights the gaps social workers can fill in the field.”

“Traditionally, social workers have not played a large role in the business and financial worlds,” Clarke adds, “but there are many opportunities to make a difference there. The Brown School has been breaking down those barriers, showing students how to work with business, how to work with money matters and use those tools to benefit the community.”

The takeaway concepts of the program — principles of property and asset management, funding strategies, best practices — are valuable, even if the student chooses to work with other types of housing programs.

Nicole McKoy, a Brown School student who completed the series of housing courses, is now the divisional social services asset manager for the The Salvation Army (TSA) Midland Division, serving most of Missouri and Southern Illinois. McKoy oversees numerous properties managed by McCormack Baron Salazar that offer low-income and senior housing. In 2012, TSA completed The Salvation Army Veterans Residence, a special-needs supportive housing facility for veterans, supported in part by a voucher program through the Department of Veterans Affairs, for both transitional and permanent residents. They are now moving into development in the St. Louis Midtown area, where they will renovate their historical Harbor Lights drug and alcohol rehabilitation facility into 58 one-bedroom apartments for low-income individuals coming out of homelessness in St. Louis.

“We look at housing as a platform for services, as a platform for employment — housing as a means rather than as an end. We need much more research and learning to be able to demonstrate to ourselves and Congress the efficacy of the results.”

PAUL BROPHY

This phase of development will include a stand-alone treatment clinic that also offers voluntary case management services for residents.

McKoy's roles include capacity building and evaluation of social services staff within housing, advocating for the homeless, and ensuring that TSA remains in compliance with the funders for each property.

“How do we integrate the needs of the populations we serve into the housing services we offer at The Salvation Army?” she asks. “In my role, compliance management is involved, but there is so much more.”

The role of social workers in housing will continue to grow, McKoy says. She points out that there are Brown School students earning dual degrees in social work and architecture, which prepares them to design with the mixed needs of the community in mind.

“The Brown School teaches us accountability in our practice,” McKoy says. “There is follow-up; there is structure; there is freedom to explore multiple avenues because there is not a one-size-fits-all solution. We learn everything from budgeting to system dynamics to integrating concentrations. The NeighborWorks program is a sign that the School

is keeping a check on the pulse of the community.”

Mary Margaret McMiller, MSW '13, also completed the certificate program and is working at Community Properties of Ohio (CPO) as the impact special projects coordinator. She has undertaken various projects in her role, ranging from workforce development research to curriculum development to assisting in a best practices study of eviction prevention. The study is designed to develop a program in partnership with NeighborWorks America.

Training for the Future

Despite success stories and hundreds of mixed-income developments, the model's future is still uncertain. Brophy notes that the program is still surrounded by questions: What's working? What's not? Are tax dollars being saved? Are families being helped to move up and out of poverty? What interventions work best with them? How can change be measured? How can we improve on the participatory planning and local policy pieces in these communities? What should be the mix of public housing units to other affordable units to units offered at market price?

“We look at housing as a platform for services, as a platform for employment — housing as a means rather than as an end,” Brophy says. “We need much more research and learning to be able to demonstrate to ourselves and Congress the efficacy of the results.”

The approach being taken by the Brown School and its partners provides trained social workers to work directly in mixed-income communities and researchers to gauge the program's success. Doing both will help answer the larger questions in an effort to meet human needs. ☒

Reading Room

An Introduction to Exponential Random Graph Modeling

Written for anyone using or learning network approaches, author Jenine K. Harris, assistant professor, explains when, why, and how to use Exponential Random Graph Modeling (ERGM) and provides a step-by-step guide to building a complex statistical network model. Harris' book is the latest addition to the SAGE Quantitative Applications in the Social Sciences series used by graduate students and scholars alike to gain an understanding of specific statistical techniques. In recent decades, scholars have begun to recognize the importance of relationships in influencing behavior, providing social support, transmitting disease, disseminating information, and increasing efficiency in systems of organizations working toward common goals. ERGM is a relatively new statistical technique for examining the networks of relationships connecting people, groups, organizations, and other entities. (SAGE, 2013; SAGEPUB.COM)



Chasing the American Dream: Understanding What Shapes Our Fortunes



This timely book adds new depth to the national conversation on poverty. How do you define the American Dream? Can the average American still achieve it, and is it a goal worth striving for? Written by Mark Rank, the Herbert S. Hadley Professor of Social Welfare, along with longtime research partner Thomas A. Hirschl of Cornell University and Kirk A. Foster, a former doctoral student of Rank's now at the University of South Carolina, the book is based not just on years of statistics, but also on the personal stories behind the numbers [See page 24]. (OXFORD, 2014; OUP.COM)

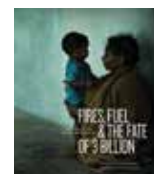


Transdisciplinary Public Health: Research, Education, and Practice

With the growing push for transdisciplinary approaches to serving public health needs, educators must train students to work collaboratively and promote innovation. Co-edited by Debra Haire-Joshu, Joyce Wood Professor, and Timothy D. McBride, professor of public health, this book provides a roadmap for educating students in public health programs in ways that develop competency in research and practice working across disciplines. Case studies from Brown School faculty take readers in depth into how transdisciplinary approaches have been applied to solve some of today's most complex and significant public health problems [See page 27]. (JOSSEY-BASS, 2013; WILEY.COM)

Fires, Fuel and the Fate of 3 Billion: Portraits of the Energy Impoverished

Written by Gautam N. Yadama, professor and director of international programs at the Brown School, with photographs by Mark Katzman, this book explores the complex nexus of energy, poverty, ecology, environment, gender inequality, and technology in rural India. The book calls for deeper understanding and a multi-disciplinary approach to addressing household air pollution [See page 28]. (OXFORD, 2013; ENERGYIMPOVERISHED.WUSTL.EDU)



Community Based System Dynamics



Peter Hovmand, founding director of the Social System Design Lab and associate professor of practice, works with communities and organizations using system dynamics and computer simulation to understand and solve problems in complex social systems. In *Community Based System Dynamics*, he introduces researchers and practitioners to the design and application of participatory systems modeling, emphasizing the importance of community involvement and bringing together a structured approach for engaging diverse communities. Proceeds from the book go the communities that inspired and helped develop community-based system dynamics. (SPRINGER, 2013; SPRINGER.COM)

Dissemination and Implementation Research in Health: Translating Science to Practice

Edited by Ross C. Brownson, professor of public health, Enola K. Proctor, Shanti K. Khinduka Distinguished Professor, and Graham A. Colditz, MD, DrPH, Niess-Gain Professor of Surgery at the Washington University School of Medicine, this book addresses a number of key steps to reducing the time between research and application. Topics include evaluating evidence based on effective interventions, strategies to produce the greatest impact,

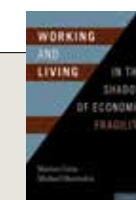


designing appropriate studies, and tracking essential outcomes. Ultimately, this book offers a dissemination and implementation roadmap that will have broad appeal to

researchers and practitioners in epidemiology, biostatistics, behavioral science, economics, medicine, social work, psychology, and anthropology. (OXFORD, 2012; OUP.COM)

COMING SOON

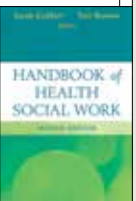
Working and Living in the Shadows of Economic Fragility



Not since the Great Depression of the 1930s has the United States faced such a prolonged period of high unemployment and underemployment. Edited by Michael Sherraden, George Warren Brown Distinguished University Professor and director of the Center for Social Development, and Marion Crain, JD, Washington University vice provost, Wiley B. Rutledge Professor of Law, and director of the Center for the Interdisciplinary Study of Work and Social Capital, this book examines the current state of employment through historical, macroeconomic, cultural, sociological, and policy lenses, in order to address fundamental questions about the role and value of work in America today. The authors offer suggestions for how to address the short- and long-term challenges of rebuilding a society of opportunity with meaningful and sustaining jobs as the foundation of the American middle class. (OXFORD, 2014; OUP.COM)

Handbook of Health Social Work, Second Edition

Edited by Sarah Gehlert, the E. Desmond Lee Professor of Racial and Ethnic Diversity at the Brown School and the Department of Surgery (Washington University School of Medicine), and Teri Browne, professor at the University of South Carolina, this definitive volume is the only comprehensive handbook of its kind covering the diverse field of health social work. Written from a wellness perspective, this book provides a resource for social workers preparing for present and future challenges in the field of healthcare, including genetics, transdisciplinary care, chronic diseases such as diabetes, ethical issues and decision making, community factors, and national and state changes in health policy. Offering both a foundation for social work practice in healthcare and a guide for strategy, policy, and program development in proactive and actionable terms, this book is available in English and Mandarin. Additional translations are in process. (WILEY, 2012; WILEY.COM)



Advancing knowledge in social work, public health, and public policy



Urban Ills: Twenty-First-Century Complexities of Urban Living in Global Contexts (Volumes 1 & 2)

How successful are humans at adjusting to life in highly dense, diverse, and complex urban environments? Co-edited by Vetta Sanders Thompson, associate professor, Anjanette Wells, assistant professor, and Carol Camp Yeakey, professor in Arts & Sciences and founding director of the Interdisciplinary Program in Urban Studies and of the Center on Urban Research and Public Policy, this collection of original research focuses on the critical challenges and dilemmas facing those who live in cities. Volume 1 examines both the economic impact of urban life and the social realities of urban living. Chapters explore emerging issues and trends affecting the lives of the poor, minorities, immigrants, women, and children, as well as traditional issues of housing and employment as they affect vulnerable populations. Volume 2 is devoted to the myriad issues affecting urban health, mental health, and the dynamics of urban communities and their neighborhoods. (LEXINGTON BOOKS, 2013; ROWMAN.COM)

RESEARCHING THE AMERICAN DREAM



The Brown School's Mark Rank says it's attainable – but more difficult to reach.

Sobering data reverberated nationally late last year courtesy of the Associated Press.

➤ **Four of out five Americans live in danger of encountering significant economic insecurity.**

➤ **Nearly 40 percent of Americans ages 25–60 will experience at least one year below poverty.**

➤ **Fifty-four percent will spend a year in poverty or near poverty.**

Those numbers put poverty, a notion far-fetched for many of us, suddenly into the mainstream. But for the Brown School's Mark R. Rank, one of the country's foremost experts on inequality and social justice and the researcher at the center of the AP story, neither were the numbers surprising nor were the findings unforeseen.

"From the early 1970s on, there's been a real stagnation in the economy, particularly for the middle class," Rank says. "So we've been producing more low-wage jobs, jobs without

benefits, and we have more people who are struggling in this period of time. And yet some people have been doing very well at the top end.

"It's all catching up with us."

Rank, the Herbert S. Hadley Professor of Social Welfare, has spent much of his academic career studying the data behind the stereotypes.

"I've always been interested in this issue of who's left out in society, who experiences poverty," he says. "These are big social justice questions. What we're finding is that more and more people in this country are experiencing poverty.

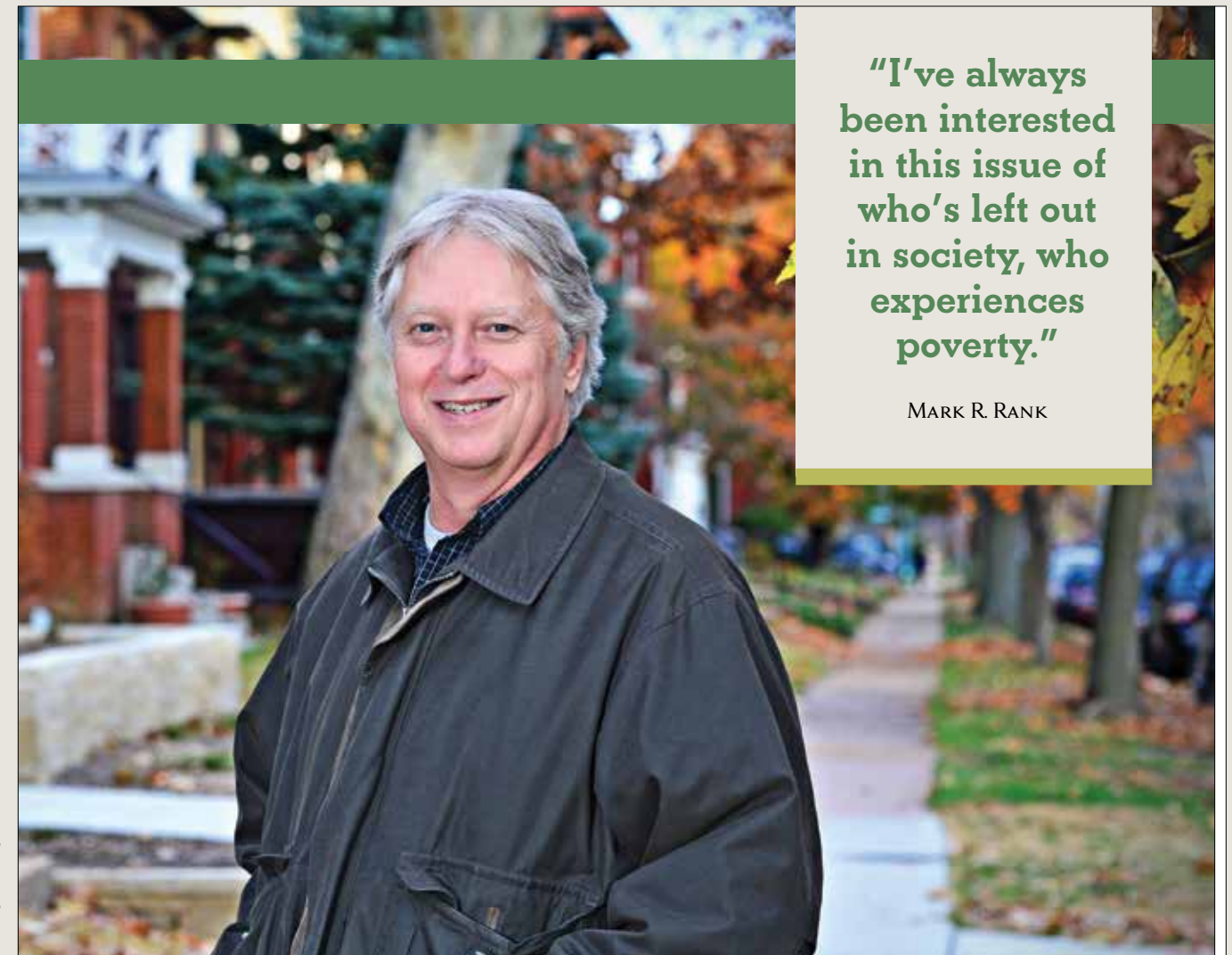
More and more are one paycheck away from tough economic times, and so I think that's why these statistics touched a nerve with people."

Rank, who has been at the Brown School 24 years, has already set the bar high on examining poverty in this country. His first book, *Living on the Edge: The Realities of Welfare in America* (Columbia University Press 1994), explored the conditions of surviving on public assistance, and achieved widespread critical acclaim. His *One Nation, Underprivileged: Why American Poverty Affects Us All* (Oxford University Press 2004), provided a new understanding of poverty in America.

"One study shows that more than half of Americans will experience poverty at some point during their adult lives. Think about that. This is not an isolated situation. More than half of Americans at some point in their lives will experience poverty."

PRESIDENT BARACK OBAMA AT THE CENTER FOR AMERICAN PROGRESS, DECEMBER 4, 2013

Photo by James Byard



"I've always been interested in this issue of who's left out in society, who experiences poverty."

MARK R. RANK

He has contributed numerous research projects and articles in academic journals, and he's a national figure when it comes to commenting on issues of poverty and welfare. In a November 3, 2013, op-ed in *The New York Times* titled "Poverty in America is Mainstream," he wrote, "For most of us, the question is not whether we will experience poverty, but when."

That op-ed reverberated all the way to the White House. In a December 4, 2013, address at the Center for American Progress, a Washington, D.C., think tank, President Barack Obama used Rank's findings on the likelihood of Americans to experience poverty at some point in their lives to argue for improvements to federal assistance programs.

The numbers crunch

Rank will continue to be at the forefront of the conversation in 2014 as Oxford University Press releases *Chasing the American Dream: Understanding What Shapes Our Fortunes*. Written by Rank, along with longtime research partner Thomas A. Hirschl of Cornell University and Kirk A. Foster, a former doctoral student of Rank's, now at the University of South Carolina, the book is based not just on years of statistics, but the stories behind the numbers.

"We did 75 interviews with people from all walks of life," Rank says, "from someone who is homeless to someone who manages a billion dollars' worth of assets.

So what the book does is combine the statistics with the stories of people's lives. It's very compelling."

Rank and his co-authors have spent years researching The Panel Study of Income Dynamics (PSID), the longest running longitudinal household survey in the world.

The study began at the University of Michigan in 1968 with a nationally representative sample of more than 18,000 individuals living in 5,000 families in the United States. Information was collected continuously through 1997, then every other year after that. The data covers employment, income, wealth, expenditures, health, marriage, childbearing, child development, philanthropy, education, and numerous other topics.

Using data through 2009, Rank and his colleagues created life tables that account for economic and personal events that occur year-by-year over a 41-year period.

“So we were able to say, ‘OK, over these years, from 25 to 60, what was the likelihood of hitting a year of poverty, or affluence?’” Rank says. “And then we would look at what about hitting a couple of years of poverty? Or three years? Or four? And so we looked at different amounts of time spent in poverty or affluence — or whatever economic situation we happened to be examining.”

It is in analyzing the numbers, Rank says, that the stereotypes begin to fade and a new picture of poverty begins to emerge. “The picture of poverty today is not a homeless person waiting to get a meal or into a shelter,” Rank says. “It’s that neighbor down the block that you think is doing OK, but they actually aren’t and you’re not even aware of it.”

It’s a picture drawn with numbers. “What the data show is that a majority of Americans will experience poverty, and that’s evidence-based, driven by research,” he says. “How you want to interpret that is up to you, but the statistics are the statistics.”

“Dream” on

In the middle of all this number crunching, Rank began thinking about whether all the data refuted the notion of “the American Dream,” and he sought to tell a narrative about whether or not that conviction was still alive. Rank and his co-authors have divided *Chasing the American Dream* into three sections, beginning with three distinct themes that underlie the American Dream.

THE TAKEAWAY

“In spite of all these statistics, Americans still feel that the American Dream is a really important idea,” Rank says. “To lose that is to lose the heart and soul of the country, and so people don’t want to let that go. I don’t think they should let that go.”

“Yet there’s this other issue where we say ‘liberty and justice for all,’ but it really doesn’t apply to all,” he says. “So there’s a paradox here: We say the American Dream is open to everyone, and yet we show it’s not really open to everyone even though people believe that it is.”

“And so what I would like to see happen is that these things align better together, so that when we say ‘liberty and justice for all’ we really mean all and not just for some.”

But Rank says he hopes readers will glean from his research and the book that the American Dream is an ideal for which we should all continually strive.

“Let’s really have a society where people are able to live up to their potential,” Rank says. “That’s what the American Dream is about, being able to fully live out your biography, whatever that may be.”

1

“The first theme is really about being able to live the life that you want to live,” Rank says. “We’re not all able to do that, but it’s the idea about being able to follow your passion.”

2

“The second is that hard work should be accompanied by economic security,” he says. “I should be able to raise a family and be somewhat comfortable.”

3

“The third aspect is that the American Dream is about hope and optimism,” he says. “It’s about what’s down the road; it’s about will my kids do better than I am doing?”

Once defined, the middle section of the book talks about the pathways to achieving the American Dream and whether or not people actually get there. “The last part is making sense of all the data and posing some ideas about how we might strengthen the American Dream,” Rank says.

Despite the challenges, Rank finds that “Americans still feel that the American Dream is a really important idea. To lose that is to lose the heart and soul of the country.” ☞



brownschool.wustl.edu/SocialImpact

A ROADMAP

for Transdisciplinary Public Health Education

In their book *Transdisciplinary Public Health: Research, Education, and Practice* (Jossey-Bass, 2013) editors Debra Haire-Joshu, Joyce Wood Professor and associate dean for research, and Timothy D. McBride contend that as social problems grow more complex, designing workable solutions requires a blurring of traditional disciplinary boundaries.

As Haire-Joshu and McBride note in the preface, “Transdisciplinary collaborations require the creation of fundamentally new conceptual frameworks, hypotheses, and research strategies that synthesize diverse approaches and ultimately extend beyond them to transcend preexisting disciplinary boundaries and ultimately to research the practical solutions to real-world social problems.”

Their key point is that, while only a few people on a research team may have a formal education in public health, transdisciplinary methods provide broader insights through the application of additional, multi-level concepts and methods. Not only are curricula being shaped by the transdisciplinary approach; the new way of thinking is also helping to shape a new generation of researchers and students.



DEBRA HAIRE-JOSHU
Joyce Wood Professor
and Associate Dean
for Research



TIMOTHY D. MCBRIDE
Professor of Public Health

“This book makes a great leap in the conceptualization of transdisciplinary approaches, as well as provides concrete examples in practice, teaching, policy, and research,” says Dean Edward F. Lawlor in the forward.

With chapters penned by 14 Brown School faculty members; other national public health experts, professors, and practitioners; and collaborators across other disciplines, the book provides “a roadmap for educating students in public health programs in ways that develop competency in transdisciplinary research and practice.” It gives an overview of the concepts and practices involved; addresses ways to reorganize individual, team, and organizational thinking and practice around transdisciplinary imperatives; and provides six case studies of innovative transdisciplinary methods designed to solve real-world problems through classroom learning.

Haire-Joshu asserts, “Transdisciplinary methods represent our best hope for solving complex public health and social problems, and it is crucial that our education programs be developed to incorporate these methods.” ☞

THE STATE OF THE ENERGY IMPOVERISHED

FIRES, FUEL & THE FATE OF 3 BILLION

MILLIONS OF PEOPLE IN RURAL INDIA,

and elsewhere in the developing world, rely on antiquated methods of cooking and heating that are detrimental to themselves and the environment. Finding solutions that will be adopted by communities with strong cultural traditions, limited education, and few resources can be daunting.

Fires, Fuel and the Fate of 3 Billion, a new book by Gautam Yadama, introduces the problem through stunning photography by Mark Katzman, and calls for an interdisciplinary response to create and support widespread adoption of new technologies for cooking and heating.



Yadama's prose and Katzman's images illustrate the convergence of multiple challenges: the physical burden on women carrying fuel, children spending their days foraging in proximity to dangerous airborne particulates, devastating respiratory impacts, and environmental degradation and air pollution.

Through his work, Yadama calls for collaborative leadership across several disciplines to bring about change.

GAUTAM YADAMA
PHOTOGRAPHY BY MARK KATZMAN
OXFORD UNIVERSITY PRESS



WOMEN IN
INDIA CARRY AS
MUCH AS
66 LBS.
OF FUELWOOD
EACH DAY
FOR HEATING AND
COOKING.

Every part of this process — from the hunt for fuel to its daily burning — has staggering consequences.



TRADITIONAL COOKSTOVE
SMOKE EXPOSURE
**EQUALS 400
CIGARETTES**
per hour of cooking

EVERY DAY,

inside small homes and huts throughout the developing world, millions of people, principally women, strike matches and light fires to prepare meals and heat their homes. The rudimentary stoves they use burn biomass like firewood, crop residue, charcoal, and animal dung, releasing dense black soot into their homes and the environment.

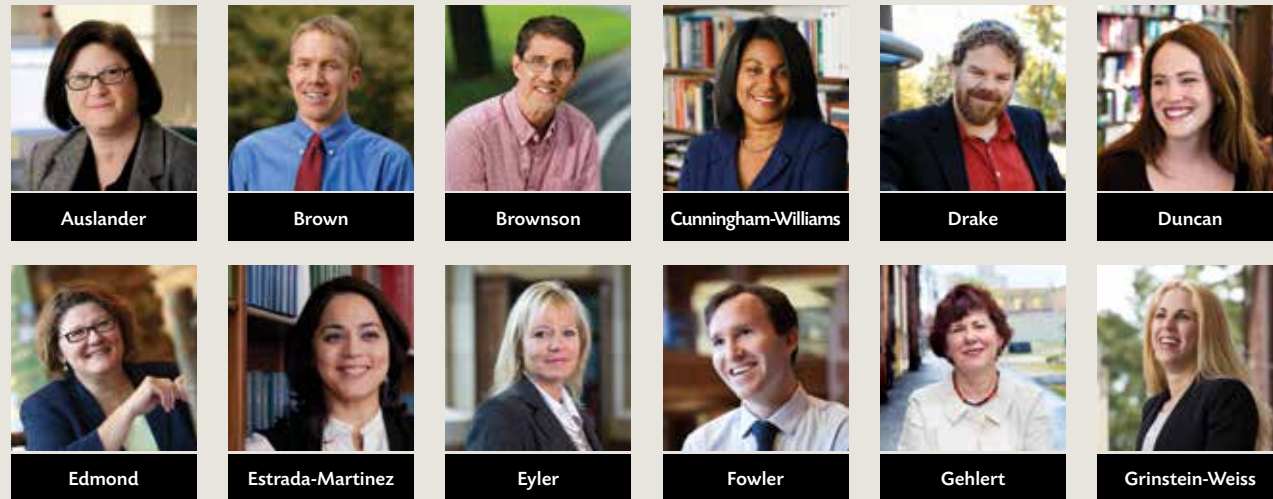
Of the 124 million deaths each year of children under the age of five in India, half are caused by pneumonia from inhaling particulate matter from indoor air pollution.

More than three-quarters of a million (872,000) children under the age of five in India suffer acute lower respiratory infections related to household air pollution.

Please send requests to reprint or share this article to socialimpact@brownschool.wustl.edu.



[brownschool.wustl.edu/
SocialImpact](http://brownschool.wustl.edu/SocialImpact)



Faculty Briefs

➔ **Wendy Auslander** won the 2013 Outstanding Faculty Mentor Award from the Graduate Student Senate for her work as doctoral director and for her ongoing work with doctoral students on a trauma treatment grant, "Violence Prevention for Adolescent Girls with Histories of Maltreatment." Among the findings, Auslander co-presented research describing the types of traumas experienced by girls in child welfare, and the pathways from child abuse to re-victimization and perpetration, at the American Public Health Association annual meeting, the European Society for Traumatic Stress, and the Society for Social Work and Research.

➔ **Derek Brown** is serving on the Healthy People 2020 Health-Related Quality of Life and Well-Being Workgroup for the U.S. Department of Health and Human Services. His research of associations between health-related quality of life and mortality in older adults appeared in *Prevention Science*.

➔ **Ross Brownson** is serving as president of the American College of Epidemiology. Brownson, co-director of the Prevention Research Center in St. Louis, received a \$1.5 million grant from the National Cancer Institute for a first-of-its-kind mentored program for training in dissemination and implementation research in cancer. Brownson has found that public health researchers spend only a fraction of their time on dissemination. In an article in the *American Journal of Public Health*, he encouraged his colleagues to recognize the

practical applications of their findings and employ tools and strategies such as Designing for Dissemination (D4D) early in the research process.

➔ **Renee Cunningham-Williams** is principal investigator/project director of a \$1.3 million pre- and postdoctoral transdisciplinary training program in addiction research, funded by the National Institute on Drug Abuse. Cunningham-Williams serves as associate dean for the doctoral program.

➔ **Brett Drake** has co-written a chapter with Melissa Jonson-Reid, "Poverty & Child Maltreatment" in the new *Handbook of Child Maltreatment* (Springer). Drake is a member of the Expert Advisory Panel for the Pew Foundation's Child Welfare Home Visiting Indicators Project and an academic consultant for the Casey Family Program's "On the Frontline" initiative.

➔ **Alexis Duncan's** and colleagues' work garnered news attention for "A twin study of alcohol dependence, binge eating, and compensatory behaviors" in the *Journal of Studies on Alcohol and Drugs*, and "Gut Microbiota from Twins Discordant for Obesity Modulate Metabolism in Mice" in the journal *Science*.

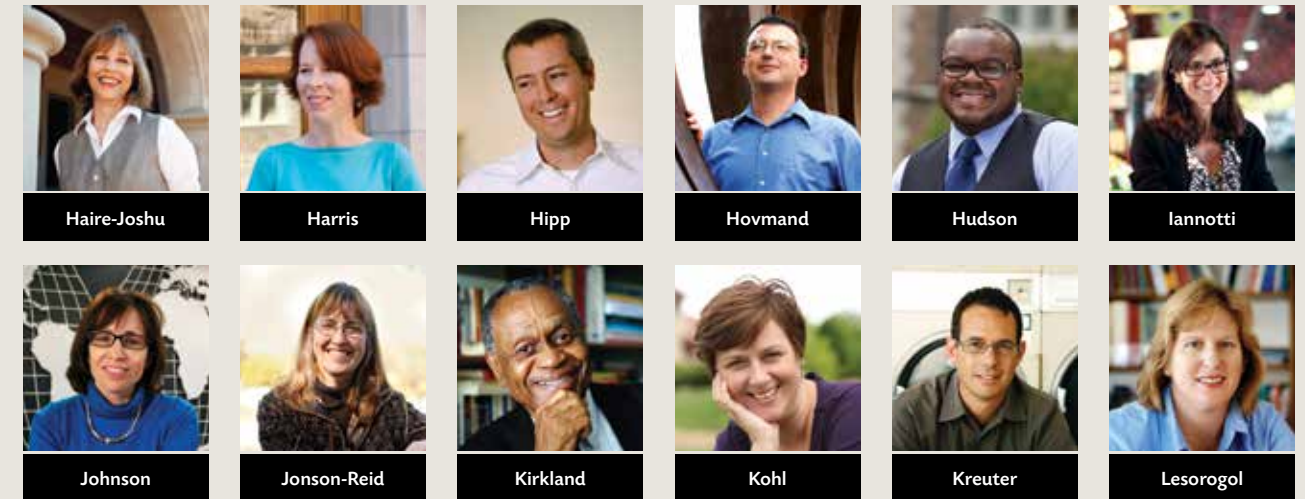
➔ **Tonya Edmond** serves as co-chair for both the Violence Against Women and Children Special Interest Group and the Violence Against Women and Children Cluster for the Society for Social Work and Research. Her research has appeared recently in the *Journal of Religion, Spirituality & Aging* and in *Social Work in Mental Health*.

➔ **Lorena Estrada-Martinez** was listed with the Emerging Scholar Best Articles 2013 by the *Journal of Youth & Adolescence* for her study on the impact of stressors on the behaviors of African-Americans during emerging adulthood.

➔ **Amy Eyler** provided expertise on the impact of policies related to physical activity in schools as a member of an Institute of Medicine committee charged with developing a report titled "Educating the Student Body: Taking Physical Activity and Physical Education to School." Eyler and J. Aaron Hipp recently released an Open Streets Initiatives toolkit to help communities and organizers measure their positive impact [See page 40].

➔ **Patrick Fowler's** recent research into housing and at-risk families has been published in the *Journal of the American Academy of Child and Adolescent Psychiatry* and the *American Journal of Community Psychology*.

➔ **Sarah Gehlert** will be recognized with the Basarab Nicolescu Transdisciplinary Science & Engineering Award at the upcoming meeting of The ATLAS, a nonprofit organization that promotes transdisciplinary education and research and global information exchange, to be held in Taiwan. Gehlert was also invited to join the inaugural class of Fellows of the Society for Social Work and Research. She is playing an integral role in two new projects, "Implementing Patient Navigation in Rural Areas to Promote Timely Breast Care" and the "Specialized Program of Research Excellence in Leukemia," both funded by the National Cancer Institute.



The Mandarin Chinese language edition of *The Handbook of Health Social Work* by Gehlert was published in 2013 [See page 23].

➔ **Michal Grinstein-Weiss** was awarded a grant from the Ford Foundation for her proposal, "Experimental Evaluation of the Emerge Financial Wellness Program." She was also awarded grants from the Annie E. Casey and the Smith Richardson foundations for her work on "Return to Savings: Building Savings with Tax Refunds." Her work on research and innovation support services for U.S. households is supported by the Consumer Financial Protection Bureau. Grinstein-Weiss was also invited to join the inaugural class of Fellows of the Society for Social Work and Research.

➔ **Debra Haire-Joshu** has been installed as the Joyce Wood Professor, Washington University's first endowed professorship in public health. She holds a joint appointment with the School of Medicine and directs the university's Center for Obesity Prevention and Policy Research and the Center for Diabetes Translation Research. She also serves as the Brown School's associate dean for research.

➔ **Jenine Harris** received a grant from the Robert Wood Johnson Foundation for her proposal, "Developing the Evidence Base for Local Health Departments' Use of Social Media to Protect and Improve Public Health." This study will explore social media's potential to assist local health departments in providing essential services, meeting accreditation requirements, and improving the health of

their constituents. Harris' book, *An Introduction to Exponential Random Graph Modeling*, was recently added to the SAGE Quantitative Applications in the Social Sciences series [See page 22].

➔ **J. Aaron Hipp** served on the National Advisory Board for the Healthy Communities Transformation Initiative, launched by Healthy Housing Solutions, Inc., and the U.S. Department of Housing and Urban Development's Office of Healthy Housing and Lead Hazard Control in Washington, D.C. His work on Open Streets Initiatives has been published in the *American Journal of Health Promotion* and the *Journal of Public Health Management and Practice*. Hipp and Amy Eyler have recently released an Open Streets Initiatives toolkit to help communities and organizers measure their positive impact [See page 40].

➔ **Peter Hovmand**, director of the Social System Design Lab, is serving as the new vice president of marketing and communications for the System Dynamics Society. His book, *Community Based System Dynamics*, was published in late 2013 [See page 22].

➔ **Darrell Hudson** received a grant from the Foundation for Barnes-Jewish Hospital for his proposal, "Stay Healthy Assist at Home (SHAH): Preventing Hospital Readmission Among High Risk Patients with Diabetes." Hudson also contributed a policy brief on improving mental health for African Americans in St. Louis as part of the "For the Sake of All" initiative [See page 38].

➔ **Lora Iannotti** participated in an effort led by the World Health Organization to develop a policy and programming framework for stunted growth and development among young children in developing countries. A series of papers were published from this initiative and released at a large international nutrition conference in fall 2013. Iannotti coauthored a paper for the World Bank on malnutrition among mothers and children in Haiti. Her research on vitamin supplements for children with severe malnutrition was published in *Nutrition Journal*.

➔ **Kimberly Johnson** received a grant from Alex's Lemonade Stand Foundation for Childhood Cancer for a study titled "Identification of Risk Factors for Pediatric Brain Tumors in a High Risk Population." Johnson was senior author of research in *Nutrition and Cancer* exploring possible detrimental effects of folic acid in prenatal vitamins on children at high risk for tumors. Johnson and coauthors shared research on the incidence of childhood and adolescent melanoma in the United States, which appeared in the journal *Pediatrics*.

➔ **Melissa Jonson-Reid** coauthored a chapter, "Poverty & Child Maltreatment," with Brett Drake in the new *Handbook of Child Maltreatment*. She served as lead author in a paper, "Neglect Subtypes, Race and Poverty: Individual, Family, and Service Characteristics," published in *Child Maltreatment* and has since been invited to the Crossover Youth Research Roundtable Meeting to help set the agenda for research in this area.



Luke



McBride



McBride



Metzger



Morrow-Howell



Pandey



Patterson



Pettus-Davis



Proctor



Purnell



Raghavan



Rank

→ **Jack Kirkland** served in 2013 on the Board of Directors for the St. Louis County Economic Council and is now a member of the St. Louis County Land Clearance for Redevelopment Authority Board.

→ **Patricia Kohl** delivered the keynote address in February at the University of Queensland's Helping Families Change conference in Sydney, Australia. Her talk was titled "Improving Quality of Care through Implementation of Evidence-Based Interventions in Real World Settings." Kohl's research on fatherhood programs was published in *Children and Youth Services Review* and the *Journal of Children and Poverty*.

→ **Matthew Kreuter**, in collaboration with Heather Corcoran, associate professor of art, co-authored "Making Cancer Surveillance Data More Accessible for the Public through Dataspark," which was recently published in the journal *Visible Language*. Kreuter serves on the Institute of Medicine's Board on Population Health and Public Health Practice and as the associate dean of public health.

→ **Carolyn Lesorogol** is serving as president of the Society for Economic Anthropology (SEA), a national association for economic anthropologists and a section of the American Anthropological Association, the largest national organization for anthropology. Lesorogol received a grant from the National Science Foundation to support student participation at the SEA's annual conference, part of SEA's efforts to improve student professional development. Lesorogol received the Brown School's award for teaching excellence in 2013.

→ **Douglas Luke** is participating in a series of expert panels reviewing the draft content of *Best Practices-2013*, an update to the *2007 Best Practices for Comprehensive Tobacco Control Programs*. Luke and colleagues also authored "Public Health Program Capacity for Sustainability: A New Framework," which appears in *Implementation Science*. In December, Luke presented a talk, "Systems Science Methods & Tobacco Control Policy," at a public workshop hosted by the Food and Drug Administration.

→ **Amanda Moore McBride's** and colleagues' article "Measuring International Service Outcomes: Implications for International Social Work Field Placements" was awarded the Best Empirical, Quantitative Article Award by the *Journal on Social Work Education*. McBride also co-organized and sponsored International Service Learning: Toward a Community of Practice, a national conference, with Northwestern University and Duke University in October. McBride serves as associate dean for social work and is the director of Washington University's Gephardt Institute for Public Service.

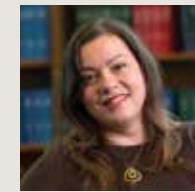
→ **Timothy McBride** serves as chair of Missouri's MOHealthNet Oversight Committee, which serves an advisory role for Missouri's Medicaid program. McBride, whose research focuses on health policy, economics, and insurance, recently published several studies on the uninsured and how effective outreach and enrollment efforts to them will be as the Affordable Care Act is implemented.

→ **Molly Metzger** won the Brown School's Arlene Rubin Stiffman Junior Faculty Award in 2013. She has joined the Board of Directors of the Metropolitan St. Louis Equal Housing and Opportunity Council and the National Advisory Committee for the National Initiative on Mixed-Income Communities.

→ **Nancy Morrow-Howell** and a contingent of Washington University faculty and students launched a Global Aging Initiative at the 2013 International Association of Gerontology and Geriatrics conference in Seoul, South Korea. The Initiative, which includes partners across the university, will promote cross-national education and research on critical topics related to population aging. Morrow-Howell was recently named Bettie Bofinger Brown Distinguished Professor in Social Policy.

→ **Shanta Pandey** had two papers published recently in the *Maternal and Child Health Journal*, including "Adjusted Effects of Domestic Violence, Tobacco Use, and Indoor Air Pollution from use of Solid Fuel on Child Mortality" and "Tobacco Use among Married Women in Nepal: The Role of Women's Empowerment."

→ **David Patterson, Silver Wolf** (Adelv unegv Waya) developed the Community Academic Partnership on Addiction (CAPA) in St. Louis. He is working with six community organizations that provide services to individuals and families with addiction-related issues. The overall goal for CAPA is "Bringing science to addiction services."



Rivera-Núñez



Thompson



Sherraden



Trani



Wells



Yadama

→ **Carrie Pettus-Davis** and her community partners received the St. Louis Community-University Health Research Partnership Award for their proposal "Reducing Substance Abuse in High-Risk Former Prisoners with Social Support Intervention Innovation." Facilitated by this award, Pettus-Davis and her collaborators formed a 14-member Community Expert Advisory Board charged with developing an integrated trauma and substance abuse treatment intervention, focused on social support, for men releasing from prison and returning to the St. Louis area. This intervention will be among the first of its kind.

→ **Enola Proctor** and colleagues authored three recent papers in *Implementation Science*, including "The Implementation Research Institute: Training Mental Health Implementation Researchers in the United States," "Implementation Strategies: Recommendations for Specifying and Reporting," and "Systems Intervention to Promote Colon Cancer Screening in Safety Net Settings: Protocol for a Community Based Participatory Randomized Controlled Trial." Proctor co-led the 6th National Institutes of Health Meeting on Advancing the Science of Dissemination and Implementation in September. She has recently been appointed by the Institute of Medicine to a committee charged with developing evidence-based standards for psychosocial interventions for mental disorders. Proctor serves as the associate dean for faculty and was recently named Shanti K. Kinduka Distinguished Professor.

→ **Jason Purnell** is leading a multi-disciplinary study, "For the Sake of All," on the health and well-being of African Americans in St. Louis. The project will culminate in May 2014, with the release of a final report and community conference, timed to mark the 60th anniversary of *Brown v. Board of Education* and the 50th anniversary of the Civil Rights Act of 1964 [See page 38].

→ **Ramesh Raghavan** and colleagues authored "Acceptability of, and

Willingness to Pay for, Community Health Insurance in Rural India," which is available online in the *Journal of Epidemiology and Global Health*.

→ **Mark Rank** has provided recent analysis on income insecurity for the Associated Press and *The New York Times*, a theme that was picked up by President Barack Obama in a December speech at the Center for American Progress. Rank's third book, *Chasing the American Dream: Understanding What Shapes Our Fortunes*, is available in April [See page 24].

→ **Zorimar Rivera-Núñez** served as lead author of research published online in the *Journal of Occupational and Environmental Medicine*, which found that pregnant women who drink water with some disinfectant by-products during the second trimester have a higher risk for preterm delivery.

→ **Vetta Sanders Thompson**, who coordinates the mental health concentration, received the Mental Health America of Eastern Missouri Silver Key Award for her research and advocacy on disparities in mental health services in underserved communities. Thompson co-edited a two-volume book, *Urban Ills: Twenty-First-Century Complexities of Urban Living in Global Contexts*, published in December. The books are a collection of original research focused on the challenges of living in cities, including the issues of urban health and the dynamics of urban communities and their neighborhoods [See page 23].

→ **Michael Sherraden** played a key role in organizing the national conference, "Restoring Household Financial Stability after the Great Recession: Why Household Balance Sheets Matter," which was co-sponsored by the St. Louis Federal Reserve Bank and the Center for Social Development at Washington University. Sherraden is serving on the executive committee for a "Grand Challenges in Social Work" initiative, sponsored by the American Academy of Social Work and Social Welfare. He was the lead writer for the first two major papers: "Introduction and Context for Grand Challenges in Social Work" and

"Grand Accomplishments in Social Work." Sherraden was recently named George Warren Brown Distinguished University Professor.

→ **Jean-Francois Trani** has been funded by Handicap International to study the cost and over-cost of disability in Tunisia and Morocco. This case control study, carried out in 6,000 households, aims to identify the circumstances of people with disabilities in both countries and to show the existing gap in terms of access to services, living conditions, and wealth between people with disabilities and non-disabled people. Research by Trani on mental health in Afghanistan, published in the online first edition of *Transcultural Psychiatry*, looked beyond the effects of war to identify poverty and vulnerability as the root causes of mental distress and anxiety.

→ **Anjanette Wells** was invited to train peer health coaches, patient navigators, and other cancer care providers from the St. Louis region and the state of Missouri on an adapted, evidence-based motivational interviewing intervention that she developed, to help providers improve patient adherence to cancer control recommendations and guidelines. Wells co-edited a two-volume book, *Urban Ills: Twenty-First-Century Complexities of Urban Living in Global Contexts*, published in December [See page 23].

→ **Gautam Yadama** launched his book, *Fires, Fuel and the Fate of 3 Billion: State of the Energy Impoverished*, in September at the third anniversary event of the Global Alliance for Clean Cookstoves in advance of the United Nations General Assembly. Yadama received a grant from the Institute of Clinical and Translational Sciences for his proposal "Understanding Dynamics of Sustained Use of Improved Cookstoves." He delivered a talk, "Household Air Pollution: A Transdisciplinary Social Work & Public Health Challenge," at Global Health and Well-Being: The Social Work Response, New York University [See page 28].

→ Years of research into asset building coming to fruition for Sherraden, CSD



Positive results in rigorous test of universal child development accounts in Oklahoma; Maine adopts statewide policy

Michael Sherraden, George Warren Brown Distinguished University Professor, has spent part of his academic career in groundbreaking exploration of how to include the poor in building assets. The idea is that, for low- and moderate-income families or individuals, even a modest amount of money in a savings account at the right time might promote positive outcomes.

Sherraden's 1991 book, *Assets and the Poor: A New American Welfare Policy*, proposed establishing individual savings accounts for the poor with government and the private sector matching individual contributions.

In 1994, he established the Center for Social Development (CSD) at the Brown School, for which he serves as director, to help put the idea of these Individual Development Accounts into national policy and work on other ways to increase assets and community development.

Over the last two decades, Sherraden has influenced policy development in the United Kingdom, China, Korea, Canada, Indonesia, and other countries. He has served as an advisor and consultant to the White House, Department of the Treasury,

Department of Housing and Urban Development, Department of Health and Human Services, and many non-profit and private sector organizations.

He and a CSD team are currently working on a youth savings project in four developing countries: Colombia, Ghana, Kenya, and Nepal.

In 2010, *Time* magazine named Sherraden to its "Time 100," the publication's annual list of the 100 most influential people in the world.

The latest success: Sherraden and his CSD research team are starting to see results of a collaboration with the state of Oklahoma in yet another groundbreaking social policy experiment: automatic college savings accounts for newborns. It is more than a decade of work, but research that is coming to fruition.

The program, called SEED for Oklahoma Kids (SEED OK), deposited \$1,000 into Oklahoma college savings plan accounts for 1,360 children. Sherraden and CSD colleagues have spent the last seven years studying that group and a control group (those with no SEED accounts) and results are now becoming evident: A college savings account in a child's name may not only give parents hope for the future, but it also results in improved social-emotional development for their children.

"The theory behind SEED OK is that accumulating assets within a household may positively affect the family's outlook on that child's future," Sherraden said. "Now, seven years later, we're beginning to see this work yielding promising results."

The primary findings were first reported online January 27 in *Journal of the American Medical Association (JAMA) Pediatrics*. The study found that positive effects occurred regardless of whether parents



Photo by Geoff Story



Michael Sherraden

deposited the money into an account themselves, indicating that neither the act of saving nor the amount saved is causing this developmental improvement.

"It appears to be the account and holding assets that matter," Sherraden said, "even if a mother does not have her own money to contribute at the moment. This is consistent with the original theory of asset holding and development that I published in 1991."

Parents reported social-emotional development when their children were approximately 4 years old, based on questions in three areas: self-regulation, compliance, and interaction with people. CSD researchers found that positive social-emotional development is even more pronounced among disadvantaged groups, including those who have low education, earn low income, receive welfare benefits, or rent their homes.

"The theory behind SEED OK is that accumulating assets within a household may positively affect the family's outlook on that child's future. Now, seven years later, we're beginning to see this work yielding promising results."

MICHAEL SHERRADEN

Even seven years into the program, the Oklahoma experiment is relatively new, and it will be years before the full impact of SEED OK is known for these children. But the idea — and the work the CSD is doing — is spreading. On March 6, 2014, the state of Maine announced it is expanding its current, opt-in program, called the Harold Alfond College Challenge, to make college savings for newborns universal and automatic.

"During this past year, the chair of the Harold Alfond Foundation, which funds the program, requested findings from the CSD to inform discussions about making enrollment in the College Challenge program automatic," said Margaret Clancy, CSD policy director. "The foundation's grant report, published in 2013, cited CSD research in concluding that, if universal enrollment is the policy goal, an 'opt in' strategy will fail to reach all families, likely leaving behind the children who could most benefit from the College Challenge."

The move to automatic opening will allow children of Maine families from all incomes and backgrounds to benefit from the college savings program.

"We're working with the state of Maine and they are generously considering it an extension of the work of the CSD," Sherraden says. "We value their foresight, innovation, and partnership."

Meanwhile, more research and results on SEED OK will be forthcoming in 2014. CSD continues to work on asset building, civic engagement and service, productive aging, and thriving communities. CSD has also initiated the campus-wide initiative in "Livable Lives," working with the Center for the Interdisciplinary Study of Work and Social Capital at Washington University's School of Law and other campus partners.

This fall, CSD will celebrate its 20th anniversary at the Brown School.

"The Brown School is a special place committed to moving things forward in the world," Sherraden says.

That's exactly what Sherraden and the CSD have been doing for the past 20 years. ☺

→ For the Sake of All shines light on health and well-being of African Americans in St. Louis



A new comprehensive, multi-disciplinary study could have significant local impact.

The research findings and a series of related policy briefs will culminate in a community conference in May 2014, coinciding with the 60th anniversary of *Brown v. Board of Education* and the 50th anniversary of the Civil Rights Act of 1964.

“African Americans bear considerable burdens of disease, disability, and death in the St. Louis region,” says Assistant Professor Jason Purnell, lead researcher of the study. “This project is identifying the issues and suggesting a set of policy and programmatic recommendations.”

To do the research, Purnell assembled a team of African-American scholars that cuts across disciplines and institutions. The team includes Brown School faculty member Darrell Hudson, as well as faculty from the School of Medicine and College of Arts & Sciences, and Saint Louis University’s College for Public Health and Social Justice.

The third brief, written by Hudson, demonstrates the interplay of social impacts and mental health.

POLICY BRIEFS COVER FIVE AREAS:

— 1 —

Investing in Educational and Economic Opportunity to Address Health Disparities in St. Louis

— 2 —

African-American Health and Educational Attainment in St. Louis

— 3 —

Mental Health and Social and Economic Outcomes among African Americans in St. Louis

— 4 —

Residential Segregation in the St. Louis Region and the Association with Health

— 5 —

Addressing Risk Factors for Chronic Disease in African Americans in St. Louis

“Mental health affects people’s social and economic opportunities, and in turn, social and economic opportunity affects mental health,” Hudson said.

“For example, people dealing with mental health challenges are less likely to complete school, and low educational achievement is strongly associated with lower earnings.

“Low earnings and unemployment affect people’s ability to seek and to afford treatment for mental health,” he said.

The project is funded by the Missouri Foundation for Health. Partners include Washington University’s Institute for Public Health, the Brown School’s Policy Forum, the *St. Louis American* and the *St. Louis Beacon*, which recently merged with St. Louis Public Radio. ☒



FortheSakeofAll.org



Purnell



Hudson



← Refund to Savings program helping Americans save at tax time

Americans added nearly \$5.9 billion to savings accounts last year, thanks to a unique tax-time intervention program led by the Center for Social Development’s Michal Grinstein-Weiss.

They did so through a program called Refund to Savings (R2S), a unique collaboration between university researchers and Intuit Inc., the maker of TurboTax tax preparation software. Now in its third year and the largest savings experiment in the United States, R2S is a series of interventions in the tax preparation software that encourage users to save.

In 2013, almost 900,000 low- and moderate-income tax filers deposited approximately \$5.9 million more into savings accounts than they would have without the intervention.

“The intervention is promising,” says Grinstein-Weiss, associate director of the CSD, who has been at the Brown School since 2012 and developed the initiative with Dan Ariely of Duke University. “Our goal was to help stem the tide of increasing financial insecurity among American

families. This is a step in the right direction — and we will keep pushing to learn more.”

The program works like this: To overcome the natural tendency to delay saving or not save at all, researchers leveraged a “moment of truth” — the instant when taxpayers learn of their refund amount but don’t yet have the money in their hands.

In 2013, users were shown one of several randomly selected motivational messages designed to prompt taxpayers to put a portion of their refund into a savings account or receive their refund in the form of savings bonds. These motivational prompts included saving for emergencies, their families, or their future.

Each motivational message also suggested a different savings-to-spending ratio. The suggested savings amounts were critical because research indicates that people save more when a higher amount is suggested. The saved portion was then automatically deposited to an existing savings account (or savings bonds), similar to the way refunds were already directed to taxpayers’ checking accounts.

Immediately following tax filing and again six months later, researchers followed up with voluntary surveys to learn what motivated taxpayer decisions in choosing a savings-to-



Grinstein-Weiss

spending ratio, and whether their decision to save had an impact on household finances.

The 2013 R2S Household Financial Survey had a high number of responses — with more than 20,000 individuals responding to the baseline survey and more than 8,000 taking part in the follow-up survey — making it one of the largest detailed surveys on the financial lives of low-income households.

Researchers used that information to build on last year’s intervention and move the program forward for 2014. Each year, the CSD hopes to gain more information and insight into how and why people save, always with the goal of helping people build financial security. ☒

“Our hope is to use this initiative to generate rigorous evidence to inform policy changes aimed at increasing financial security.”

MICHAL GRINSTEIN-WEISS

→ New toolkit developed to help evaluate Open Streets Initiatives

With popularity rising in the United States, Brown School research is being put into action.

Open Streets Initiatives — the opening of urban spaces normally reserved for vehicle traffic to temporarily allow cycling, walking, dancing, and socializing — are growing in the United States, and now, thanks to researchers at the Brown School, a toolkit is in place to help communities and organizers measure their effectiveness.

“More than 100 cities in the United States have hosted an Open Streets event in the last five years,” says Assistant Professor J. Aaron Hipp, “but very few evaluate, and what they do evaluate has been inconsistent.”

Open Streets movements, also known as Ciclovias, originated in South America as a way to get people to socialize, exercise, and simply see life in their city from a different perspective.

Hipp and Assistant Professor Amy A. Eyler, with the support of Active Living, have been evaluating events in Missouri over the past four years. They have developed a toolkit that is available online, with templates that evaluate different aspects of an Open Streets event.



People are hungry for evaluation,” he says. “They see a successful initiative and they want to replicate it. To sell the idea to businesses, to city councils, to mayors requires data.”

Hipp and Eyler, as part of the Prevention Research Center of St. Louis, a joint initiative with the Brown School and researchers at Saint Louis University, will continue to evaluate and research Open Streets. The article, “Taking Physical Activity to the Streets: The Popularity of Ciclovias and Open Streets Initiatives in the United States,” was published in the January/February 2014 issue of the *American Journal of Health Promotion*.

Written by Hipp and Eyler, along with Susan G. Zieff, associate professor at San Francisco State University, and Michael A. Samuelson of the Alliance for Walking and Biking, with funding from the Robert Wood Johnson Foundation, the article studies the growth of Open Streets movements from 2008 to 2013.

The toolkit will be featured at the 2014 Open Streets National Summit in Los Angeles, CA. ☒



Hipp



Eyler

CLINTON GLOBAL INITIATIVE UNIVERSITY

PROPELLING COMMITMENTS INTO ACTION

Putting social action plans in motion is at the core of the Clinton Global Initiative University (CGI U), a program launched by former President Bill Clinton and hosted by his daughter, Chelsea. Washington University hosted the sixth annual CGI U in spring 2013. Forty-four Brown School students’ “Commitments to Action” were accepted by CGI U. They were among 1,200 students from 75 countries who participated.

Commitments were defined as measurable steps toward solving challenges in the areas of education, environment and climate change, peace and human rights, poverty alleviation, and public health.

Amanda Moore McBride, director of the university’s Gephardt Institute for Public Service and associate professor and associate dean for social work at the Brown School, chaired the weekend-long event on behalf of Washington University.



Amanda Moore McBride, former President Clinton, and Congressman Dick Gephardt



CLINTON GLOBAL INITIATIVE UNIVERSITY

Commitments to Action were defined as measurable steps toward solving challenges in the following areas:



EDUCATION

ENVIRONMENT AND CLIMATE CHANGE

PEACE AND HUMAN RIGHTS

POVERTY ALLEVIATION

PUBLIC HEALTH

“Washington University was selected for this leadership role in part because of our institutional commitment to training the next generation of civic leaders,” McBride said.

Michael Sherraden, George Warren Brown Distinguished University Professor, known for his pioneering work on asset building for people with low incomes, led a CGI U working session and panel discussion on “Poverty and Promise in America’s Rust Belt.”



Michael Sherraden

“This was an incredible opportunity for the Washington University community, and I was honored to be a part of it. The energy on campus — both at this session and throughout the weekend — was palpable.”

MICHAEL SHERRADEN

PROGRESS ON COMMITMENTS TO ACTION

Today, the proposals of many “commitment-makers” have become reality.

Putting their proposal into action, students Rachel Smidt (MPH '14 candidate), Kate Clitheroe (MPH '14 candidate), Krista Woodward (MSW/ MPH '15 candidate), and Melissa Weiss (MSW/JD '16 candidate), are helping documented immigrants navigate the insurance marketplace established under the Affordable Health Care Act.

Caroline Fish (MSW '14 candidate), Ambar Plasencia (MSW '14 candidate), and Jay Celin (MSW '14 candidate),

Brown School participants focused on problems such as:

Women’s health within the St. Louis immigrant and refugee community

Youth development

Gender-based violence

Chronic diseases in underserved communities

Marginalized communities in the Dominican Republic

have produced “My Name Is Strong,” a community anti-violence initiative and awareness campaign that solicited stories, artwork, photographs, and other creative expressions by individuals impacted by gender-based violence. A gallery opening was held in October 2013 as a call to action against violence issues.

Through the Your Community, Your Communication project, Margaret Fairchild (MPH '14 candidate) and Carson Smith (MPH '14 candidate) are engaging community leaders and partners by providing them tools to create customized and targeted health communication resources aimed at the prevention and control of chronic diseases in underserved communities in Southeastern Missouri.

Alicia Manteiga (MPH '14 candidate) is working in the Dominican Republic with the marginalized Haitian community of Los Lanos to improve healthcare, reopen their school, and obtain basic services such as electricity.

D*Serve (Design Serves) is a project by DeAndrea Nichols (MSW '14 candidate) that activates youth as creative catalysts within disinvested neighborhoods by providing them experience and education in design and civic leadership.

In a January blog post, the Clinton Global Initiative called Nichols one of “three young people who make us optimistic about 2014.” ☒

De Andrea Nichols is pictured in the neighborhood that D*Serve hopes to help revitalize.

Photo by James Byard

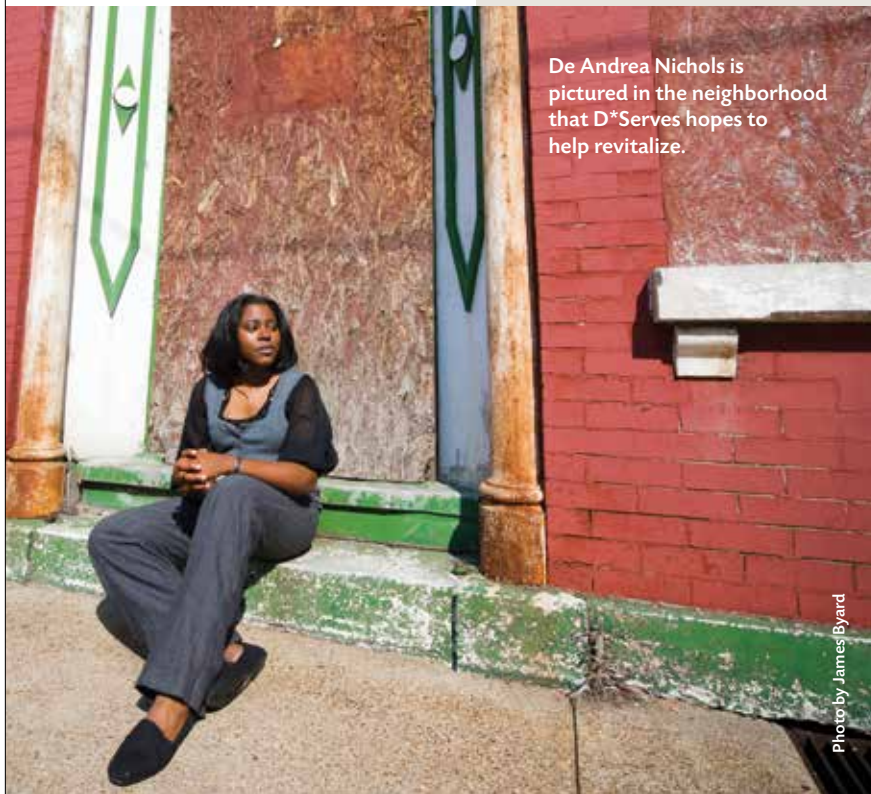


Photo by Geoff Story

CGI U PARTICIPANTS:
Ellis Ballard, Jayne Berglund, Jay Celin, Kate Clitheroe, Maggie Fairchild, Caroline Fish, Antoinette Grier, Anna Hardy, Siri Lokensgard, De Andrea Nichols, Caroline Olstad, Ambar Plasencia, Rachel Smidt, Carson Smith, Tim Walter, Zhi Wang, Melissa Weiss, Krista Woodward, Megan Foster, Ting Luo, Safina Abdulloeva, Nicole McKoy, Mira Yoon, Moses Okumu, Nina Parikh, Suvekshya Joshi, Nondwa Kali, Charles Odiako, Deepti Adlakha, Richard Hu, Caitlin Hartsell, Deidre Kelly, Katy Wolfe, Sarah Bollinger, Elizabeth Ellwood, Elizabeth Williams, Michael Sherraden

NOT PICTURED:
Jill Kuhlberg, Hor Yan Lai, Julie Lokuta, Alicia Manteiga, Jaehyun Nam, Masha Serdyukova, Dessa Shuckerow, Ginny Spernoga

A NEW ERA FOR THE BROWN SCHOOL

University campaign serves the school's growth and ambition

Preparing the leaders of tomorrow. Advancing human health. Inspiring innovation and entrepreneurship. Enhancing quality of life.

These are the goals of *Leading Together: The Campaign for Washington University*, a multi-year fundraising initiative.

Leading Together is the outgrowth of a comprehensive strategic planning process to identify the greatest opportunities to enhance the university's contributions to society. As part of this process, each school developed a plan that reflects a clear vision for the next decade.

"Our faculty, staff, and students are committed to having impact," says Edward F. Lawlor, dean. "Our School is generating important social innovations in practice and policy. We are drawing the best students in the world, and they are our best long term hope for improving economic



LEADING Together
The Campaign for Washington University




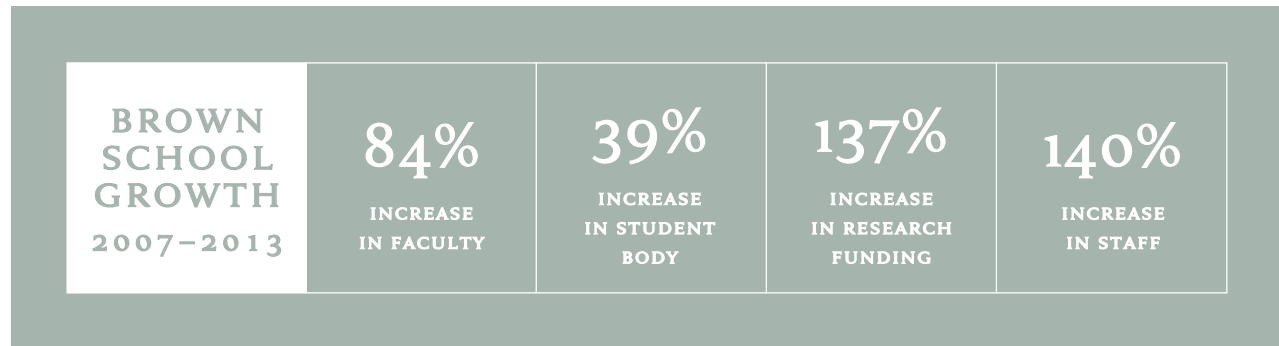
opportunity, the well-being of families and communities, and improving population health."

In recent years, the Brown School has seen dramatic growth, due in large part to the addition of its public health program and expansion in key programmatic areas (see box). To maintain our momentum, sustain our success, and advance key priorities as one school, the campaign for the Brown School has set a minimum goal of raising \$66 million.

OUR KEY PRIORITIES:

- Attract and financially support talented and diverse students through expansion of scholarship dollars.
- Attract and retain outstanding faculty through increased support for junior faculty research, as well as new, endowed professorships to attract and retain senior faculty.
- Nurture innovative initiatives and programming such as urban education, social entrepreneurship, community development, public policy, and international programs.
- Enhance the environment for learning and research through expansion of our current facilities.
- Increase annual unrestricted support to provide the flexibility needed to take advantage of new opportunities or respond to unanticipated challenges. ☒

 OneBrownSchool.wustl.edu



UNDER ONE ROOF

EXPANSION TO BRING PEOPLE AND PROGRAMS TOGETHER

Last summer, the Brown School launched a new \$60 million expansion of its facilities. When completed in the summer of 2015, the new 105,000-square-foot building will bring together faculty, staff, and research centers that are now spread across four locations, providing energy and synergy for the Brown School's research, students, alumni, and the community. The building will also provide a Danforth Campus home for the university's Institute for Public Health.

"The building will have a tremendous impact on the Brown School's teaching and research, and in turn will help its faculty, students, and staff provide

new innovations that will enhance the unique culture of this community," said Chancellor Mark S. Wrighton.

The new building's focal point will be the Forum, an atrium-like public space that will be used for university events and those hosted by the Brown School's Policy Forum and community partners. The building also will provide additional classrooms, group and individual study space for students, and a café.

In 1934, Washington University in St. Louis constructed Brown Hall on its campus, the world's first "brick-and-mortar" building of a school of social work. A second building, Goldfarb Hall, opened in 1998.

Renovations are under way in both Brown and Goldfarb halls.

"These new facilities will elevate our dynamic, transdisciplinary social work and public health education, research, and public policy activities to the next level," said Dean Edward F. Lawlor.

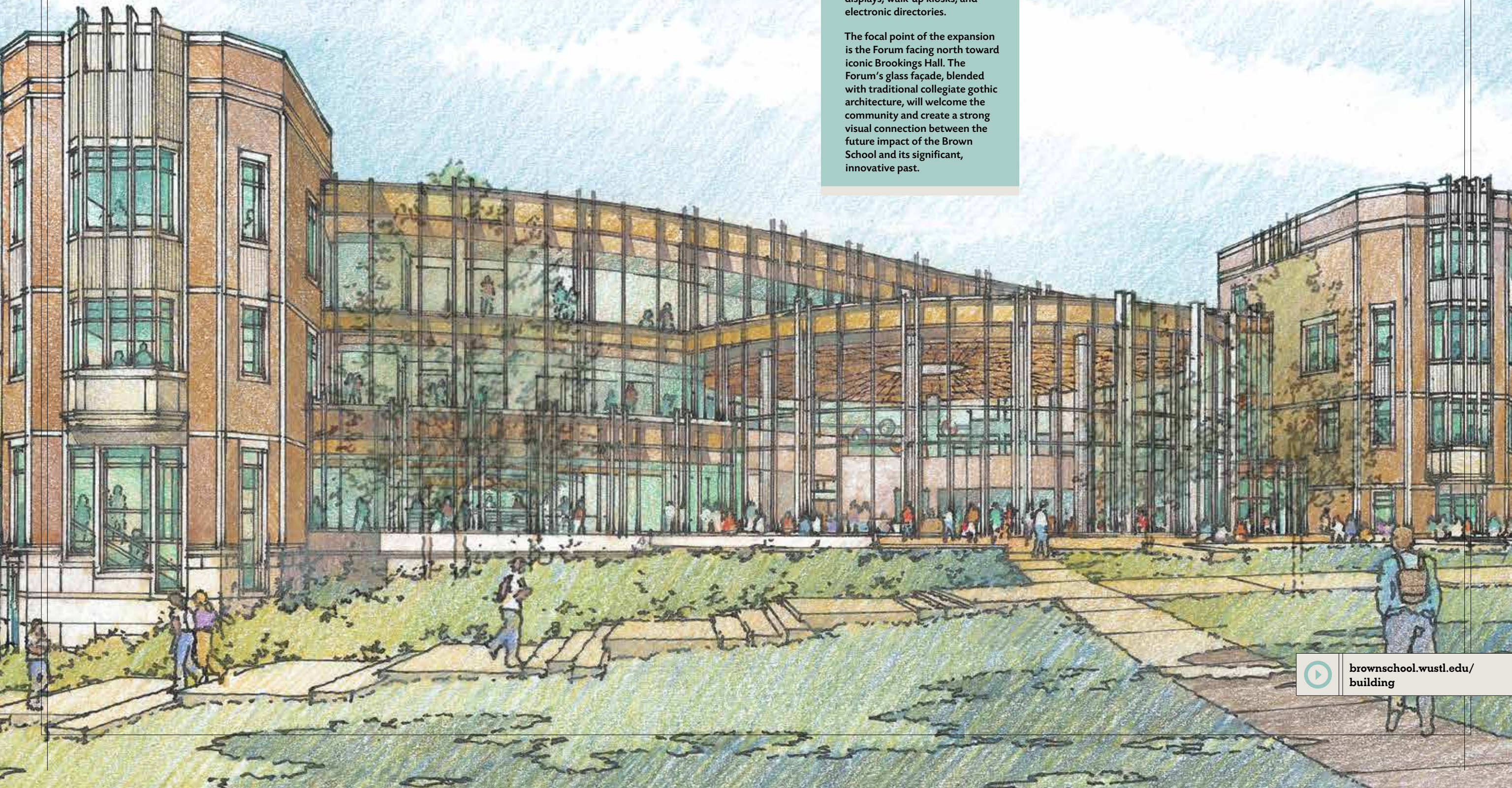
Sustainability is at the core of the expansion project. The design emphasizes health and wellness, diversity, energy efficiency, and the highest levels of environmental sustainability. To learn more about the innovative building features, please visit brownschool.wustl.edu/expansion. ☒



VIEW FROM BROOKINGS
DRIVE AND HOYT

The new building will be located east of Brown and Goldfarb halls. The three buildings are connected by the "Street," a corridor that winds through the Brown School complex, providing a path to research centers and program offices, and communicating the mission, values, and work of the School through innovative displays, walk-up kiosks, and electronic directories.

The focal point of the expansion is the Forum facing north toward iconic Brookings Hall. The Forum's glass façade, blended with traditional collegiate gothic architecture, will welcome the community and create a strong visual connection between the future impact of the Brown School and its significant, innovative past.



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