

# HAL A. LAWSON, PH.D.: ABBREVIATED CURRICULUM VITAE

Work Addresses: Professor, Educational Administration & Policy Studies; and  
Professor, School of Social Welfare  
The University at Albany, State University of New York  
212 Richardson Hall  
135 Western Avenue  
Albany, NY 12222  
(518) 442-5355 (Social Welfare) 442-5088 (Ed. Admin. & Policy)  
[Hlawson@albany.edu](mailto:Hlawson@albany.edu) (w). [Hlawson@nycap.rr.com](mailto:Hlawson@nycap.rr.com) (h)

## ACADEMIC INTERESTS

School-family-community-higher education partnerships focused on vulnerable children, families, and neighborhood communities and structured for Cradle-to-Career education systems; complex change initiatives structured to address multiple disparities; collaboration and partnership interventions and leadership for them; evidence-guided organizational learning and improvement models and strategies.

## Education

B.A.	Oberlin College	1966
M.A. (Education)	University of Michigan	1967
Ph.D. (Education)	University of Michigan	1969

## EMPLOYMENT HISTORY: EXAMPLES

**Professor**, The University at Albany, State University of New York, January 2000-present.

**Special Assistant to the Vice President for Academic Affairs and Provost**, UAlbany-SUNY: Responsible for outreach, interdisciplinary research, and interprofessional education concerning vulnerable children, youth, families, and communities, January 2000 to present.

**Professor**, Graduate School of Social Work, University of Utah, Salt Lake City, UT, September, 1997-December, 1999. Faculty Research Associate, Social Research Institute.

Responsibilities included advising all first year doctoral students; leadership for faculty development; and, interprofessional education and interdisciplinary research focused upon the well-being of vulnerable children, youth, and families; interprofessional collaboration and service integration; and, school-family-community partnerships.

**Coordinator of Faculty Development**, School of Education and Allied Professions, Miami University, Oxford, Ohio, 1996-1997 (part-time appointment).

**Professor**, School of Education and Allied Professions, Miami University, Oxford, OH, 1983-1997.

**Associate Professor**, School of Human Kinetics, University of British Columbia, Vancouver, BC, Canada, 1978-1983.

**Assistant Professor**, Department of Kinesiology, College of Arts and Sciences, University of Washington, 1970-1977.

## **RECENT ACADEMIC RECOGNITION**

Patti-Slavin Award, with co-author M. Mancini, for the best paper in *Administration in Social Work* journal, 2009.

Honorary Professor, School of Human Movement Studies, University of Queensland, Brisbane, QLD, Australia, 2008-

The Cagigal Lecturer, AIESEP, Sapporo, Japan, January 2008.

National Advisory Board, Initiative for Repositioning Child Welfare, American Public Human Services Association and the Casey Family Foundation, 2007.

Visiting International Scholar, University of Queensland, Brisbane, Australia, May-June, 2007.

National School Leadership Development Network, Coalition of Community Schools and Institute for Educational Leadership (funded by the Met Life Foundation), 2006-present

National Advisory Board, School Mental Health Project, National Center for Mental Health in Schools, Department of Psychology, UCLA, 2004-

Distinguished Service Award for Inner-city Neighborhood Communities, St. Johns Development Corporation and POWER, INC., Albany, NY, 2003.

International Advisory Board, Dutch National Center for Education and Youth Care Policy, Amsterdam, The Netherlands, 2000-2009.

Leadership Associate, National Network for Educational Renewal.

## **RECENT TEACHING AND ADVISING: EXAMPLES**

### Courses/Seminars Taught and Developed

EAPS 609 Educational Leadership for Cradle-to-Career Systems

EAPS 681 Family and Community Partnerships

EAPS 718/RSSW 705 Interprofessional Leadership for School, Family, and Community Partnerships

RSSW 730 Action Theories and Research

### Recent Dissertation Chair

Lynn Lisy-Macan (2012). Elementary school and middle school principals' theories of action in two rural school districts. Defended April 27 and graduated in May.

Kathleen Affigne (2012). A case study of level 2 PBIS adoption and implementation. Data collection in June.

Michelle Martoni (2012). A case study of the adoption and implementation of the 21<sup>st</sup> Century Skills Curriculum. Proposal nearly finalized.

Luis Inoa. (2012). Effects of sports participation on Latino males' academic engagement and achievement. Early stages of proposal development.

#### Dissertation Committees

Michael Sass, EAPS

Andrea Mattoon, EAPS

Julie Burton, SSW

Janis Parker, SSW

#### External Examiner of Doctoral Dissertations

University of Malaya: A.M. Sharif

Bahauddin Zakariya University, Multan, Pakistan: Saeed Ahmad.

## **RECENT PUBLICATIONS: EXAMPLES**

#### Refereed Journal Articles Under Review

Lawson, H. (under review). Collaboration, partnership, and collaborative partnership interventions for new institutional designs. *Educational Researcher*.

Lawson, H. (under review). Three generations of partnerships for P-16 Pipeline Configurations and Cradle-to-Career Education Systems. *Peabody Journal of Education*

Lawson, H. (under review). An intervention-oriented, accountability framework for 21<sup>st</sup> Century partnerships. TBA.

Lawson, H., Svistova, J., & Jurkowski, J. (under review). Deriving theories of change from a complex obesity intervention initiative for low-income, preschool children and families. *American Journal of Community Psychology*.

Davison, K., et al. (under review). A childhood obesity intervention developed by families for families: Outcome evaluation results. *Journal of Behavioral Nutrition and Physical Activity*.

Alameda-Lawson, T., Lawson, M., & Lawson, H. (under review). A collective parent engagement intervention for families in arrival cities. *Journal of Community Practice*.

Lampard, A., Jurkowski, J. M., Lawson, H. A., & Davison, K. K. Predictors of parents' support for children's physical activity in low-income families: a family ecology approach. *American Journal of Public Health*.

Hopson, L., Lawson, H., & Schiller, K. (under review). A multi-level analysis of interactions between school climate conditions and social supports as they relate to academic success. *Journal of Research on Adolescence*.

(with T. Naccarato). Addressing institutional neglect while developing cradle-to-career education systems for urban students in foster care. *The Urban Review*.

(with D. Anderson-Butcher). Deriving a theory of change from five P-16 partnerships in Ohio. *Educational Evaluation and Policy Analysis*.

Lawson, M., & Lawson, H. (revision pending). New conceptual frameworks for engagement research, policy and practice. *Reviews of Educational Research*.

Caringi, J., Lawson, H., & Devlin, M. (under review). Planning for emotional labor and secondary traumatic stress in child welfare organizations. *Journal of Family Strengths*.

#### Refereed Journal Articles

Jurkowski, J.M., GreenPope, L., Lawson, H.A., et al. (in press). Engaging low-income parents in childhood obesity prevention from start to finish: A case study. *Health Education Research*.

Davison, K., Jurkowski, J., & Lawson, H. (in press). Testing and refining the family ecological model in the context of a family-centered obesity prevention program. *Public Health Nutrition*.

Lawson, H. (2012). Appreciating complexity, endemic tensions, and selectivity in proposals for program improvement and new institutional designs. *Sport, Education, and Society*, May.

Lawson, H. (2012). Realizing the promise to young people: Kinesiology and new institutional designs for school and community programs. *Kinesiology Review*, 1(1), 76-90.

Claiborne, N., & Lawson, H. (2011). A two site case study of consultation to develop supervisory teams in child welfare. *Administration in Social Work*, 35(4), 389-411. .

Davison, K.K., Lawson, H. A., & Coatsworth, J. D. (2011). The family action-based model of intervention layout and implementation (FAMILI): The Example of childhood obesity. *Health Promotion Practice*. Onlinefirst May 31st, 2011. doi:10.1177/1524839910377966.

Hopson, L, & Lawson, H. (2011). Social workers' leadership for positive school climates via data-informed planning and decision-making. *Children & Schools*, 33(2), 106-118.

(T. Alameda-Lawson, Lawson, M., & Lawson, H. (2010). Social workers' roles in facilitating the collective involvement of low-income, culturally diverse parents in an elementary school. *Children & Schools*, 32(3), 172-182.

(D. Anderson-Butcher, Lawson, H., et al. (2010). Capacity-building innovations developed by pilot schools and districts implementing a community collaboration model for school improvement. *Journal of Educational and Psychological Consultation*, 20, 257-287.

(D. Anderson-Butcher, first author). (2010). Emergent evidence in support of a community collaboration model for school improvement. *Children & Schools*, 32(3), 150-171

(2010). An appreciation and a selective enhancement of the developing model for university-assisted community schools. *Universities and Community Schools*, 8(1/2), 5-20.

(2010). Needs and opportunities for social work leadership in emergent P-16 initiatives. *Children & Schools*, 32(1), 51-60.

(2010). Expanded school improvement planning focused on the whole child. *Impact on Instructional Improvement*, 35(1), 1-9.

(2009). A research and development framework for the school dropout problem. *Advances in School Mental Health Promotion*, 2(1), 56-67.

(M. Mancini, first author). (2009). Facilitating positive emotional labor in peer-providers of mental health services. *Administration in Social Work*, 33(1), 3-22.

(2009). Paradigms, exemplars, and social change. *Sport, Education, and Society*. 14(1), 97-119.

(Anderson-Butcher, D., Lawson, H., et al.). (2008) Community collaboration to improve schools: Introducing a new model from Ohio. *Children and Schools*. 30(3), 161-172.

(J. Caringi, first author). (2008). Child welfare design teams: An intervention to improve workforce retention and facilitate organizational development. *Research on Social Work Practice*, 18(6), 565-574.

(with N. Claiborne, et al.) (2007). Deriving theories of change from successful community development partnerships for youths: Implications for school improvement. *American Journal of Education*, 114 (November), 1-40.

(2007). Renewing the core curriculum. *Quest*, 59, 219-243.

(with M. McCarthy, et al.) (2006). A complex partnership to optimize and stabilize the public child welfare workforce. *Professional Development: The International Journal of Continuing Social Work Education*, 9(2-3), 122-139.

Surko, M., Lawson, H.A., Gaffney, S., & Claiborne, N. (2006). Targeting evaluations of youth development-oriented community partnerships. *Journal of Public Health Management and Practice*, 12, November (Supplement), S95-S107.

- (with M. Mancini, first author.) (2005). Making sense of it all: Consumer providers' theories about factors facilitating and impeding recovery from psychiatric disabilities. *Psychiatric Rehabilitation Journal*, 29(1), 48-55.
- (with M. Marks, first author). (2005). The import of co-production dynamics and time dollar programs in complex, community-based child welfare initiatives for "hard to serve" youth and their families. *Child Welfare*, LXXXIV, 209-232,
- (with N. Claiborne, first Author). (2005). An intervention framework for collaboration. *Families in Society: The Journal of Contemporary Human Services*, 86(1), 93-103.
- (2005). Empowering people, facilitating community development, and contributing to sustainable development: The social work of sport, exercise, and physical education programs. *Sport, Education, and Society*, 10(1), 135-160.
- (2004). The logic of collaboration in education and the human services. *The Journal of Interprofessional Care*. 18, 225-237.
- (with D. Anderson-Butcher, et al.), (2003). Design teams as learning systems for complex systems change: Evaluation data and implications for higher education. *Human Behavior in the Social Environment*, 7(1/2), 159-179.
- (Anderson-Butcher, D., first author). (2002). An evaluation of child welfare design teams in four states. *Journal of Health and Social Policy*, 15, 131-161.
- (Anderson-Butcher, D., first author). (2002). Eliciting theories of change from youth care workers and youth participants. *The Journal of Child and Youth Care Work*, 17, 130-151.
- (2002). Beyond community involvement and service learning to engaged universities. *Universities and Community Schools*. 7(1-2), 79-94.
- (with W. Sailor). (2000). Integrating services, collaborating, and developing connections with schools. *Focus on Exceptional Children*, 33(2), 1-22.
- (1999). Two new mental models for schools and their implications for principals' roles, responsibilities, and preparation. *National Association of Secondary School Principals' Bulletin*, 83 (611), 8-27.
- (1999). Two frameworks for analyzing relationships among school communities, teacher education, and interprofessional education and training programs. *Teacher Education Quarterly*, 26(4), 9-30.
- (1999). Journey analysis: A framework for integrating consultation and evaluation in complex change initiatives. *Journal of Educational and Psychological Consultation*, 10, 145-172.
- (1999). Education for social responsibility: Preconditions in retrospect and prospect. *Quest*, 51, 116-149.

(M. Surko, first author). (1999). Launching a journey analysis of a community school initiative. *Universities and Community Schools*, 6(1-2), 25-48.

### Books

A. Sallee, H. Lawson, & K. Briar-Lawson. (Eds.). (2001). *Innovative practices with vulnerable children and families*. Dubuque, IA: Eddie Bowers Publishers, Inc.

(K. Briar-Lawson, H. Lawson, et. al.). (2001). *Family-supportive policy practice: International perspectives*. New York: Columbia University Press.

(K. Hooper-Briar, first author). (Eds.), (1996). *Expanding partnerships for vulnerable children, youth and families*. Washington, D.C.: Council on Social Work Education.

### Books Under Contract and in Development

Lawson, H., Caringi, J., & Associates. *The social work of participatory action research*. Oxford University Press. (Revise and resubmit.)

Lawson, H., and van Veen, D. (contract). *Developing extended, multi-service and community schools: International exemplars for practice, policy and research*. The Hague, NL: Springer International.

### Monographs

Lawson, H. & Anderson-Butcher, D. (2007). *Launching comprehensive educational reform for the new century workforce: Developing knowledge, lessons learned, and policy recommendations from five local P-16 councils in Ohio*. Cincinnati, OH: KnowledgeWorks Foundation.

Lawson, H., & Claiborne, N., et al, (2005). *Initiating retention planning in New York State public child welfare agencies: Developing knowledge, lessons learned and emergent priorities*. Albany, NY: The New York State Social Work Education Consortium.

Anderson-Butcher, D., Lawson, H. et al. (2004). *Ohio's community collaboration model for school improvement: A resource guide*. Columbus, OH: Ohio Department of Education.

(with L. Bronstein & P. McCallion). (2004). *A guide to developing coalitions and collaborations*. Albany, NY: NYS Office of Aging.

(K. Briar-Lawson, first author). (1998). *From Parent Involvement to Parent Empowerment and Family Support: A Resource Guide for School Community Leaders*. Oxford, OH: The Danforth Foundation & The Institute for Educational Renewal at Miami University

(With K. Briar-Lawson). (1997). *Connecting the dots: Progress toward the integration of school reform, school-linked services, parent involvement and community schools*. Oxford, OH: The Danforth Foundation & The Institute for Educational Renewal at Miami University.

(With K. Hooper-Briar). (1994). *Expanding partnerships: Involving colleges and universities in interprofessional collaboration and service integration*. Oxford, OH: The Danforth Foundation & The Institute for Educational Renewal at Miami University.

(K. Hooper-Briar, first author). (1994). *Serving children, youth and families through interprofessional collaboration and service integration: A framework for action*. The Danforth Foundation & The Institute for Educational Renewal at Miami University.

### Commissioned Reports

Wade-Mdivanian, R., Anderson-Butcher, D., Lawson, H., & Drew, H. (2009). *A resource map for extended learning opportunities in Ohio*. Columbus, OH: Ohio Department of Education and Ohio Afterschool Network.

Anderson-Butcher, D., Lawson, H., & Wade-Mdivanian, R. (2009). *Expanded, accelerated, and connected learning: A case study of Akron's pioneering school-community initiative*. Columbus, OH: Ohio Department of Education and Ohio Afterschool Network.

Lawson, H., & Caringi, J. (2008). *Team facilitator training for practice teams*. Albany, NY: Social Work Education Consortium, School of Social Welfare, University at Albany, SUNY.

Lawson, H., Caringi, J., Strolin, J., with Dorn, N., & Sherman, R. (2008). *Team facilitator training for retention-focused child welfare design teams*. Albany, NY: Social Work Education Consortium, School of Social Welfare, University at Albany, SUNY.

Lawson, H. (2007). *A brief on school-linked mental health services*. Center for the Improvement of Mental Health Practices in Schools, University of Missouri, Columbia, MO.

Lawson, H., & Anderson-Butcher, D. (2007). *Lessons learned from P-16 local councils in Ohio*. Cincinnati, OH: KnowledgeWorks Foundation.

Lawson, H. (2006). *Principals' orientations, roles, and responsibilities in expanded models for school improvement*. Prepared for the Ohio State University Research Foundation and the Ohio Department of Education, May. (100 pages)

Lawson, H. (2006). *Developmental milestones for school districts' comprehensive, continuous, improvement plans in support of expanded school improvement models*. Prepared for the Ohio State University Research Foundation and the Ohio Department of Education, May. (56 pages)

(with D. Anderson-Butcher, E. Byrnes, et al.) (2006). *A utilization-focused evaluation of birth and beyond*. Multi-method evaluation study of a complex prenatal, home visiting, and family support initiative in multiple sites in Sacramento, CA. Completed for the Child Abuse Prevention Council of California.

### Recent Book Review

Lawson, H. (2012). Book review "School leadership for authentic family and community partnerships: Research for transforming practice." *Journal of Research in Rural Education* 27(4). Retrieved from <http://jrre.psu.edu/articles/27-4.pdf>.



### Recent Book Chapters

(2011). Collaborative, democratic professionalism aimed at mobilizing citizens to address globalization's challenges and opportunities. In W. Roth & K. Briar-Lawson (Eds.), *Globalization and the helping professions*. Albany, NY: SUNY Press, pp. 39-67.

(2009). Collaborative practice. In T. Mizrahi & L. Davis, (Eds.), *The encyclopedia of social work* (pp. 341-347). New York: Oxford University Press.

(with K. Quinn, R., Miller, & E. Hardiman). (2006). Mental health needs and problems as opportunities for expanding the boundaries of school improvement. In R. J. Waller (Ed.), *Fostering child and adolescent mental health in the classroom* (pp. 293-309). Thousand Oaks, CA: Sage Publishers.

(2003). Pursuing and securing collaboration to improve results. In M. Brabeck and M. Walsh (Eds.), *Meeting at the hyphen: Schools-universities-communities-professions in collaboration for student achievement and well being* (pp. 45-73). The 102<sup>nd</sup> Yearbook of the National Society for the Study of Education Yearbook. Chicago: University of Chicago Press.

(J. Devine, J., first author). (2003). The complexity of school violence: Commentary from the USA. In P. Smith (Ed.), *Violence in schools: The response in Europe* (pp. 332-350). London: Routledge.

(2002). Strengthening democracy by expanding the boundaries of school reform and developing caring school communities for children, youth, and their families. In W. Sailor (Ed.), (2002). *Whole-school success and inclusive education: Building partnerships for learning, achievement, and accountability* (vii-xii). New York: Teachers College Press.

(K. Briar-Lawson, first author.). (2001). The Meaning and significance of families and threats to their well being. In K. Briar-Lawson, H. Lawson, et. al., *Family-centered policies and practices: International implications* (pp. 21-49). New York: Columbia University Press.

(K. Briar-Lawson, first author.) (2001). Families as comprehensive social welfare institutions and preventive systems. In K. Briar-Lawson, H. Lawson, et. al., *Family-centered policies and practices: International implications* (pp. 50-75). New York: Columbia University Press.

(K. Briar-Lawson, first author). (2001). Meaningful, gender-equitable work and family well being. In K. Briar-Lawson, H. Lawson, et. al., *Family-centered policies and practices: International implications* (pp. 76-114). New York: Columbia University Press.

(K-Briar-Lawson, first author). (2001). Families as experts and as partners in the development, implementation, and evaluation of family-centered policies and practices. In K. Briar-Lawson, H. Lawson, et. al., *Family-centered policies and practices: International implications* (pp. 185-212). New York: Columbia University Press.

(with K. Briar-Lawson, et. al.) (2001). Key sensitizing concepts, a family policy continuum, and examples from the IYF. In K. Briar-Lawson, H. Lawson, et. al., *Family-centered policies and practices: International implications* (pp. 115-152) New York: Columbia University Press.

(with K. Briar-Lawson & C. Hennon). (2001). Analyzing policy impacts and making strategic policy choices for families and helping professions. In K. Briar-Lawson, H. Lawson, et. al.,

*Family-centered policies and practices: International implications* (pp. 153-184). New York: Columbia University Press.

(with K. Briar-Lawson). (2001). New century investment strategies and social action agendas for the world's families. In K. Briar-Lawson, H. Lawson, et. al., *Family-centered policies and practices: International implications* (pp. 377-388). New York: Columbia University Press.

(2001). Introducing globalization's challenges and opportunities and analyzing economic globalization and liberalization. In K. Briar-Lawson, H. Lawson, et. al., *Family-centered policies and practices: International implications* (pp. 293-337). New York: Columbia University Press.

(2001). Globalization, flows of culture and people, and new century frameworks for family-centered policies, practices, and development. In K. Briar-Lawson, H. Lawson, et. al., *Family-centered policies and practices: International implications* (pp. 338-376). New York: Columbia University Press.

(2001). Back to the future: New century professionalism and collaborative leadership for comprehensive, community-based systems of care. In A. Sallee, H. Lawson, & K. Briar-Lawson (Eds.), *Innovative practices with vulnerable children and families* (pp. 393-419). Dubuque, IA: Eddie Bowers Publishers, Inc.

(with N. Petersen & K. Briar-Lawson). (2001). From conventional training to empowering design teams for collaboration and systems change. In A. Sallee, H. Lawson, & K. Briar-Lawson (Eds.), *Innovative practices with vulnerable children and families* (pp. 361-392). Dubuque, IA: Eddie Bowers Publishers, Inc.

(With C. Barkdull). (2001). Gaining the collaborative advantage and promoting systems and cross-systems change. In A. Sallee, H. Lawson, & K. Briar-Lawson (Eds.), *Innovative practices with vulnerable children and families* (pp. 245-270). Dubuque, IA: Eddie Bowers Publishers, Inc.

(With D. Anderson-Butcher). (2001). In the best interests of the child: Youth development as a child welfare support and resource. In A. Sallee, H. Lawson, & K. Briar-Lawson (Eds.), *Innovative practices with vulnerable children and families* (pp. 291-322). Dubuque, IA: Eddie Bowers Publishers, Inc.

(P. Van Wagoner, first author, et. al.). (2001). Introducing child welfare neighborhood teams that promote collaboration and community-based systems of care. In A. Sallee, H. Lawson, & K. Briar-Lawson (Eds.), *Innovative practices with vulnerable children and families* (pp. 323-360). Dubuque, IA: Eddie Bowers Publishers, Inc.

(with K. Briar-Lawson). (2001). Family-supportive community schools: Thirteen strategies. In P. Senge, N. Cambron-McCabe, et. al., (Eds.), *Schools that learn* (pp. 534-536). New York: Doubleday Currency.

(1998). Collaborative educational leadership for 21st century school communities. In D. van Veen, C. Day, & G. Walraven (Eds.), *Multi-service schools: Integrated services for children and youth at risk* (pp. 173-193). Leuven/Apeldoorn, The Netherlands: Garant Publishers.

## **Examples of Invited and Refereed Presentations**

(2012). Future Research on school-linked health and social services. American Educational Research Association, Vancouver, BC, Canada, April. (Refereed).

Hopson, L., Lawson, H., & Schiller, K. (2012). A multi-level analysis of interactions between school climate conditions and social supports as they relate to academic success. American Educational Research Association, Vancouver, BC, Canada, April. (Refereed)

(2011, December). Keeping the promise to young people in schools: The rural agenda. CASDA-NE Regional Laboratory Rural Schools Summit, Albany, NY. (invited closing address).

(2011). Realizing the promise to young people: Kinesiology and new institutional designs for school and community programs. Invited Address, National Academy of Kinesiology, Minneapolis, MN, September.

(with D. Anderson-Butcher (2011). Deriving a theory of change from five local P-16 partnerships in Ohio. The Comparative and International Education Society, Montreal, May.

(K. Davison, First Author). (2011). Testing and refining the family ecological model via a family-centered obesity program. Society for Behavioral Medicine, Washington, DC, April.

(2010). Design-oriented leadership in child welfare teams. New York State Office of Children and Family Services State Conference for Child Welfare Teams, Albany, NY, October.

(K. Davison, First Author). (2010) The family-centered action model of intervention layout and implementation (FAMILI). Society for Behavioral Medicine, Seattle, WA, April.

(2010). Community schools and cradle-to-career (P-16) education systems. Coalition for Community Schools National Conference, Philadelphia, PA, April.

(with K. Briar-Lawson). (2010). Getting ready for 21<sup>st</sup> Century leadership. Keynote address, 23<sup>rd</sup> Annual Harvey Delaney Leadership Conference, SUNY-Oneonta, Oneonta, NY, March 19.

(with D. Anderson-Butcher). (2009). Lessons learned about community engagement from local P-16 councils in Ohio. National Network for Educational Renewal, Bellevue, WA, October.

(2009). Findings, lessons learned and next phases in the development of school-family-community partnerships. Closing Keynote Address, State of Missouri's Partnership Conference, Lake of the Ozarks, MO, April.

Wu, Yi-Jung, Lawson, H., & Wagner, A. (2009). The impacts of systems change on the partnerships of the TANF service agencies: A case study from New York State. American Society of Public Administration Annual Conference, Miami, Florida, March. (Discussion Circle Section)

(2008). Crossing borders and changing boundaries to develop innovations that improve

outcomes. The Cagigal Lecture, AIESEP World Congress, Sapporo, Japan, January.

(2008). An alternative framework for the school dropout problem. Keynote address, America's Promise Ohio Summit, Columbus, OH, November.

(2008). Understanding child welfare turnover and using design teams to improve retention. Featured Address, New York Child Welfare Leadership Conference, Saratoga Springs, NY, June.

(with S. Barker). (2008). New preservice education and professional development programs for principals. Coalition of Community Schools, Portland, OR, April.

(with D. Anderson-Butcher, et al.) (2008). Opening the black box: Deriving theories of change from a complex initiative for young children and their families. American Educational Research Association, New York, New York, March.

(Anderson-Butcher, first author). (2008). Capacity-related innovations developed by pilot schools and districts adopting a community collaboration model for school improvement. International Network of Scholars for School, Family, and Community Partnerships, AERA, New York, New York, March.

(Wu, Y-J. First author). (2008). The identification of a theory-of-change for welfare reform: Examining the role of human capital development in systems transformation after ten years of TANF. American Society of Public Administration, Dallas, TX, March.

(with D. Anderson-Butcher). (2007). Lessons learned from five local P-16 councils. KnowledgeWorks Foundation Invited Conference, Columbus, OH, June.

(with J. Caringi & J. Strolin. (2006). Academically-based community scholarship: A case example of doctoral students' leadership of research-supported, organizational design teams. International Conference for Research on Service Learning and Community Engagement, Portland, OR, October.

(2006). Expanded school improvement models for urban schools on the emergency and watch lists. Annual Conference of the Alliance Schools, University of Florida, Gainesville, FL, June.

(J. Caringi, et al.) (2006). Indian child welfare system improvements: Partnering in action, learning, and research through design teams. US Children's Bureau National, Indian Child Welfare Conference, Arlington, VA, May.

(2005). Innovative parent and family strategies. Invited National Symposium on University-assisted community schools, University of Pennsylvania, Philadelphia, PA, November.

(2005). Next phases in public child welfare workforce development research. Invited National Symposium: Addressing Child Welfare Workforce Issues: Connecting Research, Policy, and Practice. Institute for Advancement of Social Work Research, Washington, DC, October.

(with M. McCarthy, et al.) (2005). A research-supported, complex intervention to improve retention in NYS public child welfare agencies. US Children's Bureau National Workforce Development Institute, Washington DC, October.

(D. Anderson-Butcher, first author, et al.) (2005). The Ohio Community Collaboration Model for School Improvement. School-based Mental Health Services National Conference, Cleveland Ohio, October.

(J. Caringi, first author, et al.). (2005) Child welfare design teams to improve retention and overall agency performance. International Practice Research conference, Albany, NY, June.

(with C. Auerbach, et al.) (2005). Public child welfare recruitment and retention: A longitudinal, participatory research initiative. 15<sup>th</sup> National Conference on Child Abuse and Neglect, Boston, MA, April.

(D. Anderson-Butcher, first author) (2005). The Ohio community collaboration model for school improvement. National Conference of the Coalition of Community Schools, Chicago, IL, March.

(with D. Anderson-Butcher, et al.) (2004). Interprofessional design teams for learning, training, and systems change. Altogether Better Health: Interprofessional Education and Collaborative Practice. International Conference, Vancouver, BC, Canada, May.

(2004). Interprofessional leadership for collaboration in engaged universities. Altogether Better Health: Interprofessional Education and Collaborative Practice. International Conference, Vancouver, BC, Canada, May.

(2004). Strategic partnerships to improve academic achievement, healthy development, and success in school. Invited Featured Address, Urban Schools Conference, The Ohio State University, Columbus, OH, April.

(2003). Empowering people and promoting community development: The social work of sport, exercise, and physical education programs. Invited keynote address, Sport, Civilization, Peace, and Sustainable Development, Government of Indonesia, Yogyakarta, Java, September.

## **Recent Grants and Contracts**

(with J. Butterworth & K. Schiller). (2012). Evaluating Ohio's Executive Principal Leadership Academy. \$79,860.00. Under review.

(with J. Caringi & R. van den Pol, Co-PI's). (2011). Developing trauma-informed systems in Indian County. Children's Bureau, Administration for Children and Families, 5 years, \$3,200,000. Funded.

(with J. Butterworth and N. Eschler). (2011). A study of shared services in Greene County. Contract funded, \$35,000. Funded.

(With Kirsten Davison & Janine Jurkowski, Co-PIs). (2009). A family-centered model for obesity prevention in young children. National Institutes of Health, \$1,100,000.00. Funded.

(Todd Barnhouse, PI). (2008). Policy and program changes to address education and health disparities in Ohio. Centers for Disease Control and Prevention, \$2,300,000. Funded.

Contract (with Dawn Anderson-Butcher). (2006-2007). Evaluation of regional P-16 Councils in Ohio. \$25,000 KnowledgeWorks Foundation, Cincinnati, OH.

Contract (with Nancy Claiborne). (2005-2006). A utilization-focused evaluation of birth and beyond. \$63,537 Child Abuse Prevention Council of California, Inc., Sacramento, CA.

Contract. (2004-2005). Implementing and evaluating the community collaboration model for school improvement. \$32,000 from the Research Foundation, Ohio State University.

(Dawn Anderson-Butcher, PI). (2004). A community collaboration model for school improvement. \$200,000. Ohio Department of Education.

(with M. McCarthy & K. Briar-Lawson). (2003). An innovative model to improve recruitment and retention. The Children's Bureau, U.S. Department of Health and Human Services, \$1,000,000.

## **Recent Professional Service**

### *Service as a Reviewer*

Book proposal reviewer for several publishing companies, including Routledge and Oxford University Press.

Journal article reviews for several national and international journals including *Reviews of Educational Research*, *American Journal of Community Psychology*, and *Children and Youth Services Reviews*.

### *Consultant Services*

Schools, school districts, child welfare agencies, state departments of education, state health and social service agencies since 1990.