

Building University Research-Public Policy Connections & Collaborations

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Connecting Policy & Research Central to Schubert Center's Mission

- We “bridge research, practice, policy, and education for the well-being of children and adolescents.”
 - value **multidisciplinary** approach (faculty & staff associates from all CWRU schools)
 - committed to **collaborations** among researchers, policymakers, practitioners and impacted communities
 - promote **linkages and effective policy** through research, communication, and education strategies among those who **play a role in the well-being of children**

Elevating Child Research with Policy & Practice Impacts

- Promote the **identification of policy implications in child research** to be featured in Center publications and to inform Center policy collaborations and activities
- Convene **public research forums with policymaker and community engagement** to highlight policy opportunities
- Host faculty showcase **to inform and build connections** among child researchers, policymakers, practitioners, advocates and other community members & influencers
- Support **professional growth** of CWRU Center Associates

Equipping Researchers with Tools to Demystify Policy & See Research- Policy Connections

Bridging Research-Policy Fellowship Cohort PILOT

- Vision: Fostering Value of Researcher-Policy Engagement
- Learning Objectives
- Avoid “How-Tos” or “Toolkits” – Exploratory Material & Discussion
- Perspective Taking Key with Players
- 4 Focus Areas:
 - Policy Context & Potential Researcher Roles
 - Policymakers Perspective & Impactful Research
 - Policy Intermediary/Influencers & Collaborations
 - Research Translation & Strategic Communications

Challenges for Researchers Interested in Policy Engagement & Impact

3 Overarching Questions for Academic Researchers:

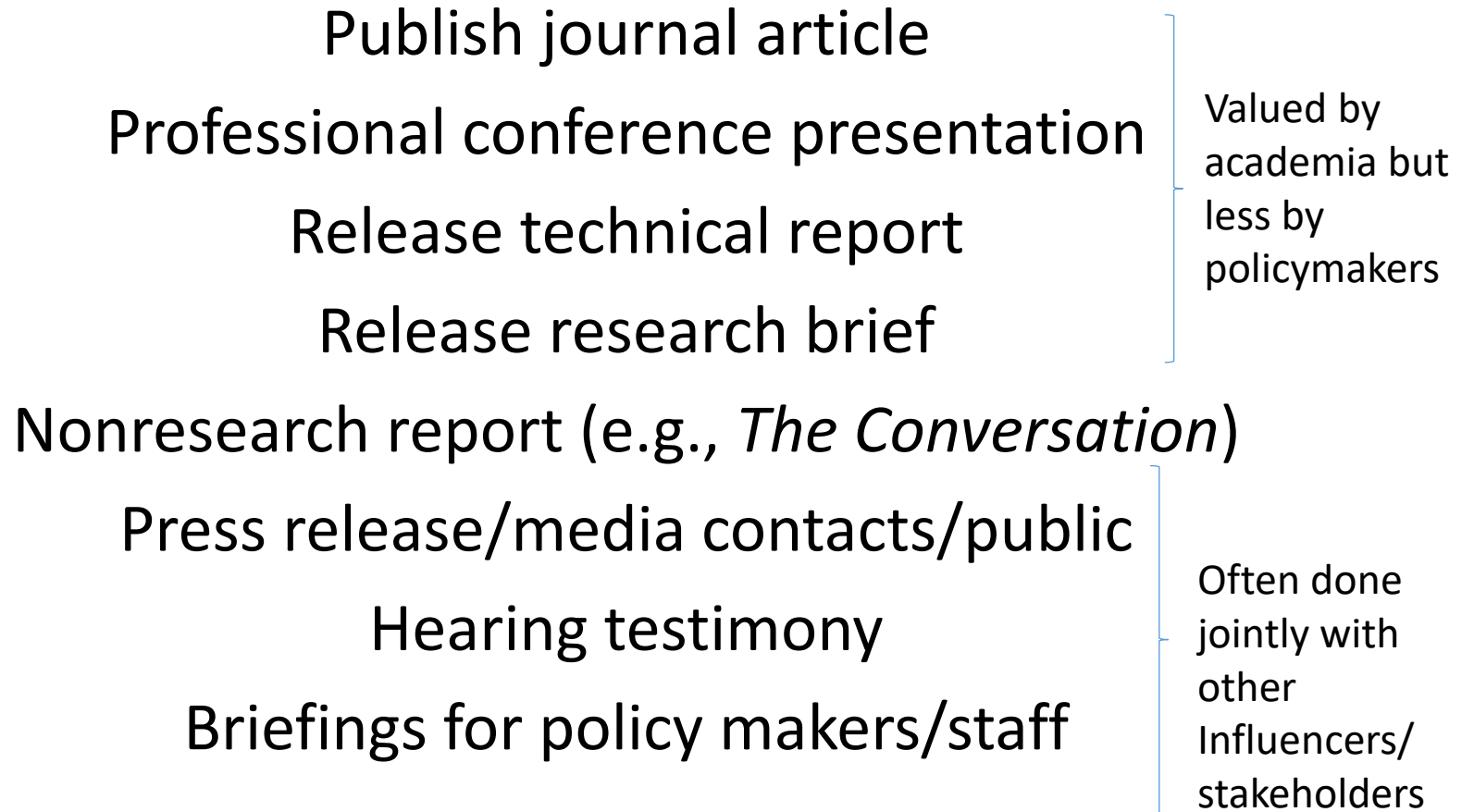
1. ***Should* I try to impact policy?**
[Consider value-added, downsides & pitfalls...]
2. **If so, *how* should I seek to impact policy?**
[Range of more passive to active engagement]
3. **What is my *motivation* for engaging in policymaking?** [Professional, Personal or Both?]

Source: Oliver, K. & Cairney, P. (2019)

Exploring How the State Budget Matters for Researchers

- Understanding resources available for programming, technical assistance & research evaluation
- Identifying potential research questions/data needs related to programming serving children & families
- Appreciating responsibilities and priorities (and pressures) of state policymakers (administrative and legislative) as partners
- Appreciating some of the challenges and opportunities for children and families who may be research participants
- Informs researcher's ability to identify current social issues where research can contribute to policy opportunity

Research Activities: a Flipped Hierarchy of Influence



Source: Fischer, R. (2021)

An Evolving CWRU Research Local Policy Collaboration

Taking the Long View

Source: Fischer, R. (2021)

Timing	CWRU Research	Policy Context Developments
1999	CWRU retained for evaluation	Launch of public/private Early Childhood Initiative (ECI)
2005-06	Study of child care capacity	
2006-08	Study of child care quality	ECI becomes Invest in Children Launch universal pre-kindergarten (UPK) pilot
2008-09	Study of UPK pilot	[2010 new County Charter]
2012	Study linking UPK to Kindergarten readiness	Modest UPK expansion
2014-15	Study of UPK effects on lead exposed children	Launch of Pre4CLE with CMSD County Executive Elected – Major UPK expansion
2015-16	MacArthur study of role of housing in Kindergarten readiness	
2018-19	Study of “Pay For Success” application to UPK	Launch of “Lead Safe Cleveland” & New Lead Safe Ordinance

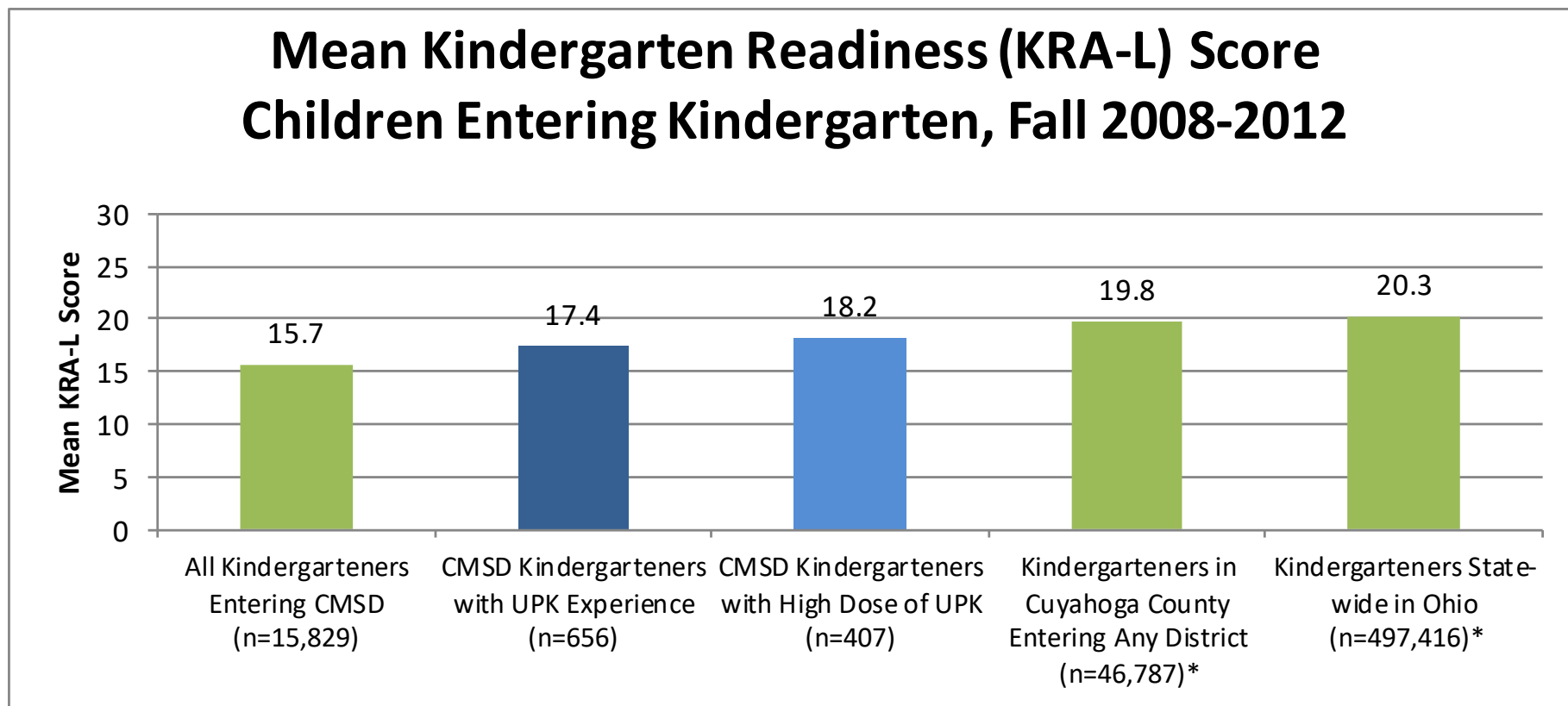
Spotlight on CWRU Research Examples with Policy Implications for Child Well-Being

Research Data Types	CWRU Study Headliners	Potential Policy Implications
Descriptive [Needs assessment]	1 in 4 CMSD kindergarteners have been exposed to lead	Cleveland schools should be equipped to manage likely increased student learning and behavioral challenges
Relationships (causal/ association)	Lead poisoning can impact children well into adulthood	Future public system costs (public assistance benefits, justice system homelessness) outpace cost of lead hazard removal where kids live & learn
Intervention effectiveness	High-quality pre-K doesn't get most lead-poisoned children ready for kindergarten	Policy efforts should focus on preventing lead exposure in childhood vs. using child lead testing results to target lead remediation efforts

Source: Fischer, R. (2021)

Making Data Relevant: Outcomes Data in Context for Policy

Comparing UPK children entering CMSD



KRA-L has a value of 0-29 and has three score bands: Band 1 (0-13, assess broadly for intense instruction), Band 2 (14-23, assess for targeted instruction), Band 3 (24-29, assess for enriched instruction). Children scoring Band 1 may be at serious risk of being unprepared for kindergarten.

Source: Fischer, R. (2021)

Making Data Relevant: Descriptive Data in Context for Policy

Cleveland Rental Properties & Landlords: Lead Safe Housing Implications

RENTAL UNIVERSE in Cleveland




	103,386 Rental Units
	54,786 Rental Properties
	36,659 Property Owners

Figure 1: Unduplicated counts of rental units, properties, and owners

Source: [Coulton, C. et al \(2020\)](#)

Cleveland Rental Properties 2018 (n=54,786)

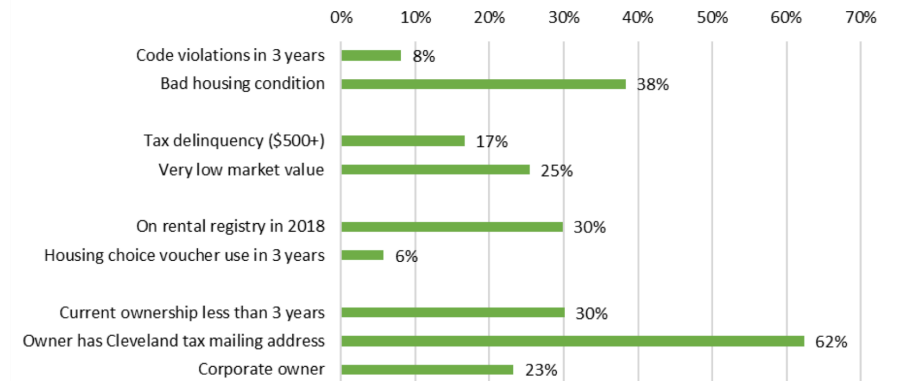


Figure 2: Selected Characteristics of Probable Rental Properties in Cleveland

Cleveland Rental Property Landlords 2018 (n=36,659)

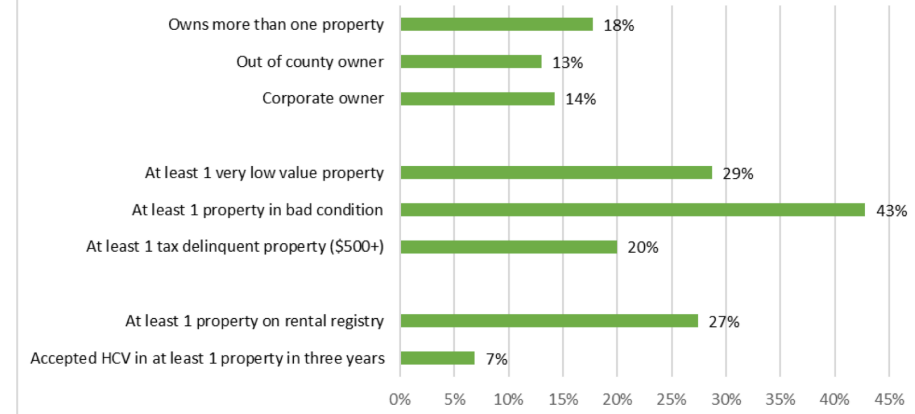
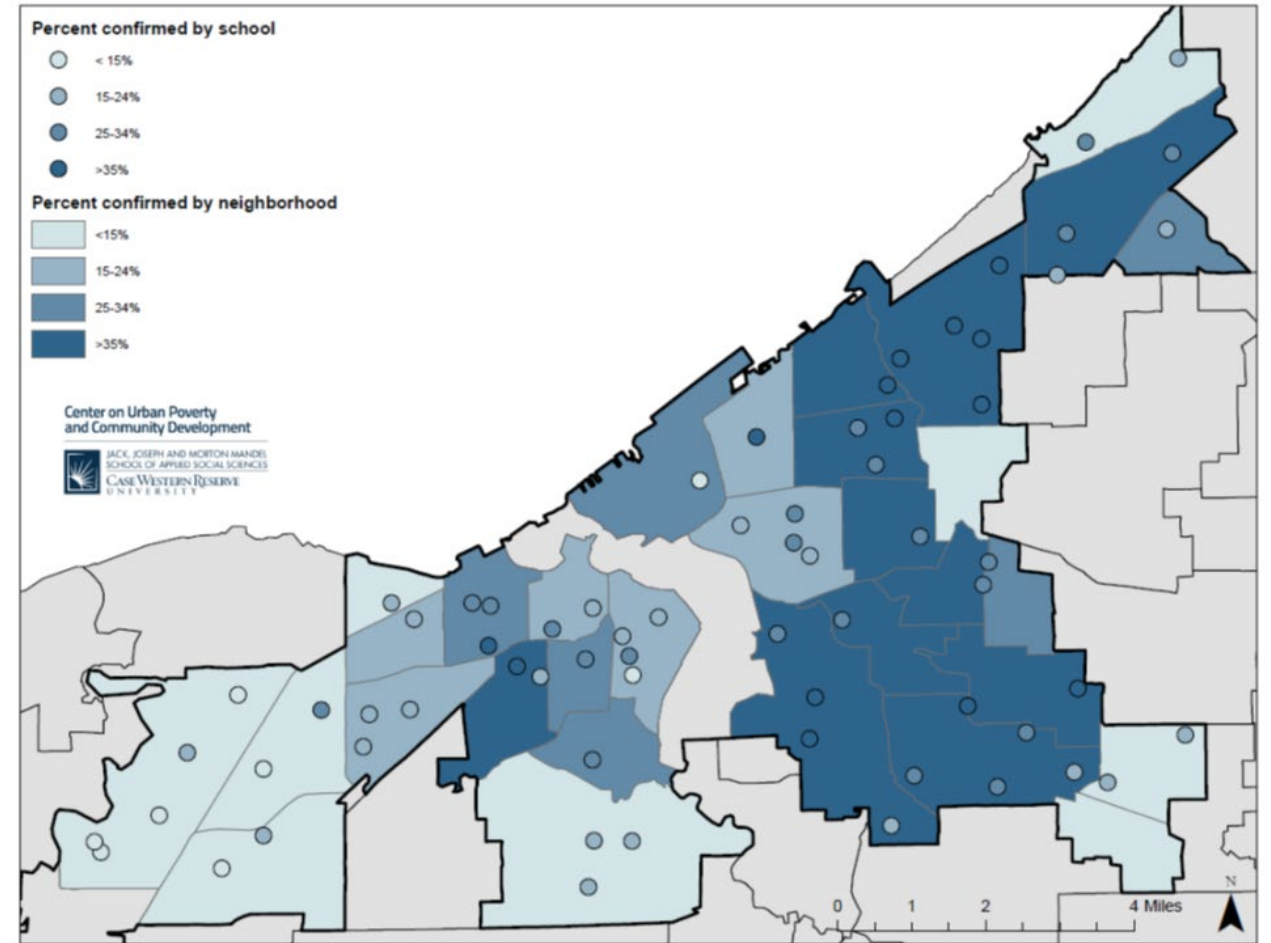


Figure 3: Selected Characteristics of Cleveland Landlords 2018

Making Data Relevant: Mapping Tools

CMSD
kindergarteners
with EBLL
(elevated blood
lead level)
by School and
Neighborhood



Source: [Fischer, R., Steh, S. & Chan, T. \(2019\)](#)

Making Data Accessible: Research Data Infographics & Mapping

Source: [Kretschmar, J. \(2020\)](#)



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OHIO BEHAVIORAL HEALTH JUVENILE JUSTICE INITIATIVE [BHJJ]

BHJJ is a diversion program for juvenile justice-involved youth ages 10-18 with mental health or substance abuse issues. In lieu of detention, youth are diverted into local, evidence-based behavioral health treatment.



INTAKE ASSESSMENTS REVEALED:



The most common DSM diagnosis was Oppositional Defiant Disorder.

Caregivers reported that 21% of female youth had a history of sexual abuse and 23% had attempted suicide.

21% of youth reported that someone close to them was murdered in the past year.

2017-2019 OUTCOMES INDICATED:

✓ 81% of youth successfully completed treatment

↓ Youth reported decreases in trauma symptoms and substance use

↗ Significant improvements in problem severity and functioning

50% reduction in suspensions/expulsions

🏠 53% reduction in risk for out of home placement

53% reduction in misdemeanor charges

🚫 Since 2015, over 96% of youth were NOT sent to an ODYS institution following BHJJ

💰 On average, BHJJ costs about \$5,200 per youth compared to \$196,000 to commit a youth to ODYS

Making Data Accessible: Interactive Data Tools Storymaps

Child Care Study
Partnership between
Starting Point & CWRU
Center on Urban
Poverty & Community
Development (2021)



<https://storymaps.arcgis.com/stories/8f7284470c6d4add93265ff30795b482>

Some Future Considerations in Bridging Research & Policy

- Fostering value in university setting
- Growing professional development supports
- Connecting researchers to potential influencers in policy ecology
- Identifying structural and systemic racism in research design
- Educating policymakers on value of credible data and research-informed policy
- Convening policy forums with policymakers
- Developing rapid response capabilities



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