Community-Driven Research Day

Catalog of Participants

February 19, 2016
1:00 - 4:00 p.m.

Feinstein Hall
Johns Hopkins Bloomberg School of Public Health

Alliance for Community Teachers and Schools (ACTS)
Baltimore City Health Department, Office of Public Health Preparedness and Response (OPHPDR)
Baltimore City Health Department, Division of Aging & CARE Services
Baltimore Community ToolBank
The Baltimore Orchard Project
Building Families for Children
Catalyst Collaborative for Innovative Social Change
CEASE Baltimore
Center for Urban Families
The Choice Program
Court Appointed Special Advocates (CASA) of Baltimore
F.O.X.O. “Fraternal Order of X-Offenders
Greater Baltimore Health Improvement Initiative
Health Freedom, Inc.
House of Ruth Maryland
Innovation Factory LLC
Maryland Department of Health and Mental Hygiene
Maryland Hunger Solutions
Maryland Out Of School Time Network
Mayor’s Office of Immigrant and Multicultural Affairs
New Pathways
Older Women Embracing Life (OWEL), Inc.
Second Chance, Inc.
Shine Foundation
University of Maryland Baltimore County
Unified Efforts, Inc.
Whitelock Community Farm

“Speed dating” session between participating community-based organizations and researchers
Panel Discussion: Lessons Learned from Community-based Research
AGENDA

Friday, February 19, 2016
1:00—4:00 pm.

1:00 p.m. Opening remarks by Leana Wen
Commissioner, Baltimore City Health Department

1:00—2:15 p.m. “Speed dating” session between participating community-based organizations and researchers

2:30—3:30 p.m. Moderated Panel Discussion: Lessons Learned from Community-based Research:

Joshua Sharfstein (moderator)
Associate Dean for Public Health Practice and Training, Johns Hopkins Bloomberg School of Public Health

Cathy Costa
Director, Child Fatality Review, Baltimore City Health Department

Patricia Davidson
Dean, Johns Hopkins University School of Nursing

Patrick Diamond
Volunteer Manager, Health Care for the Homeless

Sally Hess
Training Institute Coordinator, House of Ruth

Alice Kennedy
Sustainability Coordinator, Baltimore Neighborhood Energy Challenge
Baltimore City Health Department

3:30—4:00 p.m. Networking and refreshments
### PARTICIPATING COMMUNITY-BASED ORGANIZATIONS / CITY AGENCIES

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**NETWORKING LIST OF ATTENDEES**

*NOTE: All information in the program booklet is presented in the format submitted.*
1. PROJECT OVERVIEW
The resiliency Project: Based on a theoretical framework of educational resiliency - a trauma-informed approach that focuses on the development of identities of success for children in urban school environments - ACTS develops models of collaborative practice for staff and parents. We ground all staff in professional development about trauma, its basic effects on the brain, sources of resilience, practices that alleviate trauma and cultivate resilience. Together, adults who support children initiate collaborative projects that address factors they now see (with greater knowledge) need to change.
As they become knowledgeable concerning the sources and effects of trauma, and begin to recognize it in behaviors, disruptions, learning challenges - staff consider a number of possible interventions and practice changes. They may choose from ACTS own projects - such as a community-school literacy campaign (People of the Word), a parent-teacher collaboration project (Project LIFTT), and Safe Space/Restoration Room, an alternative approach for children who need extra support. Schools may also opt to bring in mindfulness, conflict resolution and other related trauma-informed practices, once the value of these programs is understood and they are likely to be implemented with fidelity and confidence. In every case, brining parent leaders in early to training and practice changes - and seeking ways to engage the parent body generally in a deeper shared understanding of what works with stressed children in urban centers - with access to the assets of strong cultural history."

2. ANALYTIC/RESEARCH/DATA NEEDS
We have applied for national research grants - particularly for PAR-based approaches - but were turned down for lack of a sufficiently strong evaluation framework. Our co-founder and academic lead (PI), Dr. Peter Murrell, has since passed away and has left this work to us - we do not have the academic background to improve the evaluation framework and refine the research questions, data points and analysis that would be most efficacious. The overall educational resiliency framework and our circles of practice model are well-researched and (we believe) well-argued in current draft papers. However, even the evidence/theoretical base could be strengthened by a new academic partner. Most critical, however, is to figure out how to evaluate both the overall Resiliency Project (increased understanding, new daily practices) and the individual programs the schools choose (see above). The evaluation framework should accommodate results frameworks of the individual programmatic components as well.

3. DESCRIPTION OF DATA
We have access to a wide range of school data. In addition we have created several pre- and post- surveys that allow us to compare simple attitudinal and experiential reports over the course of the year. We also track a monthly scale of optimism and efficacy. We need new sources of data.

4. INFORMATION THAT WOULD BE HELPFUL
- How do we assess increased relevant knowledge among staff? Among parents?
- How do we measure attitudinal and experiential shifts?
• How do we use observational data to assess whether practice changes are occurring and whether they are effective?
• How do we weave in data collected from separate programs into the overall evaluation framework for the Resiliency project, when its full implementation includes component projects as well.

5. PROJECTED TIMELINE
We would welcome a new academic partner for the long-haul - to apply with us for a multi-year research grant to fully develop and evaluate the Resiliency Project and its underlying framework. In the shorter term, however, we need someone who is willing to help by developing a complex evaluation framework, integrating quantitative and qualitative data, creating surveys, controlling data collection practices, and analyzing test data when provided to be sure the framework is yielding useful results.
If we were to develop this framework over an ambitious time frame - approximately 10 hours per week would be terrific. Knowing that is hard to expect - we are happy to discuss the timeframe and the intensity of the work.

6. IDEAL ACADEMIC PROJECT PARTNER
While we believe that the individual program models could have evaluation frameworks created by Masters students (separate submission coming), we believe the overall Resiliency project is complex and requires a Post-Doc or faculty member. There is also the opportunity to take a larger leading role in the evaluation over some years as PI or Co-PI, were we to be successful in securing funding.

7. CURRENT RESOURCES
We can provide expert guidance in school-based practice, access to 4-6 schools with a great deal of positive goodwill and existing trust and collaboration, and years of experience in developing community schools (which the Senior Advisor and the Executive Director first brought to Baltimore 15 years ago. We are nearing our 5th anniversary as a model-builder and have a wealth of lessons learned already! We have a great team, space to work (on the Notre Dame campus) and offer mature partnership.

Jessica Strauss
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Senior Advisor for Program Development and Co-Founder

Lisa Bleich
Executive Director
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410-336-0333
Alliance for Community Teachers and Schools (ACTS)
1. PROJECT OVERVIEW

People of the Word is a literacy program for Elementary and Middle School students which works to

1) increase a culture of literacy among students, teachers and families;
2) increase community engagement around literacy and
3) improve interest in reading and writing skills by focusing on identity and using arts integration techniques to boost collaboration and community engagement.

We start with a list of books chosen by an expert in African American Literature. We work with the school to identify partners from after school, arts, literature and language programs. We then host a book choosing event in the school which includes staff, students, parents and community members. The literacy team helps guide and support a rich and wide variety of activities which are both classroom and extra curricular based. We host a showcase of the projects for partners, community members and the school.

2. ANALYTIC/RESEARCH/DATA NEEDS

We need help designing questions which will help us evaluate based upon our program goals:

1) Student learning goal: Increase interest in and engagement with literacy, in-school and out, both in terms of time spent and level of interaction and identification with content; increase confidence around literacy
2) Practice change goal: Literacy practices will go beyond a narrow set of technical skills to include “activity settings” that are rich with creative, arts-integrated activities;
3) Professional development goal: teachers and staff of partner programs will be exposed to the community's history, culture and strengths through meaningful relationships with community members and parents; teachers and staff of partner programs will learn strategies and practices to facilitate rich literacy experiences; parents and community members will be exposed to the school community through meaningful relationships with teachers and staff of partner programs; parents and community members will learn strategies and practices that support literacy education and experiences;
4) School-level change goal: Adults and children will learn a collective and collaborative approach to transforming the school culture.

We also have a specific set of indicators we hope to capture and would like feedback on them:

1) Increased time devoted to reading and exposure to reading (pre- and post- survey)
2) Increased interest in reading (pre- and post- survey)
3) Child, parent and teacher/partner staff report of increased engagement with language arts (survey)
4) Increased confidence and self-efficacy (pre- and post-tests)
5) Satisfaction on the part of students and all adults with program components (survey)
6) Increased knowledge of community culture, history and experience (teachers, students, parents, staff members of partner organizations – survey)
3. DESCRIPTION OF DATA
This is the first fully implemented year of People of the Word. Our only data is from surveys done at our book choosing events. We have had 2 this year and will have one more beginning in the summer.

4. INFORMATION THAT WOULD BE HELPFUL
We also have a specific set of indicators we hope to capture and would like feedback on them:
1) Increased time devoted to reading and exposure to reading (pre- and post- survey)
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3) Child, parent and teacher/partner staff report of increased engagement with language arts (survey)
4) Increased confidence and self-efficacy (pre- and post-tests)
5) Satisfaction on the part of students and all adults with program components (survey)
6) Increased knowledge of community culture, history and experience (teachers, students, parents, staff members of partner organizations – survey)

5. PROJECTED TIMELINE
We are hoping that we could meet once a week (3 hours) and have homework (3 hours) for a semester to be able to capture the whole process.

6. IDEAL ACADEMIC PROJECT PARTNER
A doctoral student or post-doctoral fellow.

7. CURRENT RESOURCES
We are able to provide opportunities for authentic community engagement and mentorship. ACTS is a collaborative organization, we work to foster circles of practice which allow for engagement, fellowship, reflection and improvement. ACTS has a rich set of partners which include schools educational, art and social justice nonprofits; members of the faith communities and community organizations. We believe this is a rich environment for researchers.

Lisa Bleich
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Executive Director
Alliance for Community Teachers and Schools (ACTS)
1. PROJECT OVERVIEW
Baltimore has an extreme heat plan in place that establishes a coordinated multi-agency approach to provide cooling relief to vulnerable populations in Baltimore City. Vulnerable populations susceptible to extreme heat in Baltimore, as defined in the City’s heat plan, include the elderly, homeless, substance abusers, and outdoor workers. According to the most recent census data, roughly 12% of Baltimore’s population is age 65 and older. Baltimore has a homeless population of approximately 2,600 individuals. The plan leverages existing assets and programs in the City to increase the community’s resilience to extreme heat and to provide for response measures during extreme heat and complex heat emergencies. One of the response measures is the opening of cooling centers at City run senior centers and Community Action Center programs on days when the Health Commissioner has issued a Code Red declaration. OPHPR would like to administer surveys at the cooling center sites this summer to collect some baseline data from the population of individuals who are at the cooling centers. The data will be used to help inform the City’s planning and response strategies for extreme heat.

2. ANALYTIC/RESEARCH/DATA NEEDS
Demographic data collection and analysis surrounding the use of City cooling centers. Also collection and analysis of data related to extreme heat awareness and protective behaviors.

3. DESCRIPTION OF DATA
Data would be collected as part of this project through the administration of surveys at cooling center sites.

4. INFORMATION THAT WOULD BE HELPFUL
Number of individuals who:
• Use cooling location solely for cooling versus other services?
• Have/use AC during very hot weather
• Understand age is a risk factor for heat illness
• Understand chronic health conditions increase heat vulnerability
• Engage in other heat protective behaviors (drinking water, wearing light clothing, limiting time outdoors, etc)
• Understand how to use a fan correctly during extreme heat
• Have a personal preparedness kit/plan

5. PROJECTED TIMELINE
It is anticipated that approximately 15 hours will be need to design the survey. Implementation time will be dependent on the number of Code Red days throughout the Code Red season. Approximately 15
hours will be needed to analyze the data and develop a summary report. There are no internal deadlines associated with this project.

6. IDEAL ACADEMIC PROJECT PARTNER
n/a

7. CURRENT RESOURCES
OPHPR is able to provide guidance and support to the students in designing and implementing the survey and in analyzing the results.

Jennifer Martin
Director, Office of Public Health Preparedness and Response
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443-984-2618
Baltimore City Health Department
1. PROJECT OVERVIEW
The SHIP program provides education and enrollment assistance to adult Medicare beneficiaries residing in Baltimore City. There are programs to help low-income beneficiaries reduce their Medicare costs. However, there are numerous residents who are not aware of these programs. As a result, they may not access needed medical services due to the costs. We would like to identify strategies to increase outreach to this under-served population.

2. ANALYTIC/RESEARCH/DATA NEEDS
n/a

3. DESCRIPTION OF DATA
n/a

4. INFORMATION THAT WOULD BE HELPFUL
   • What are the barriers to health care for Medicare beneficiaries?
   • What are best ways to reach low-income Medicare beneficiaries?
   • Who should we partner with to increase outreach to Medicare beneficiaries?

5. PROJECTED TIMELINE
4 hours a week for a period of 6 to 10 weeks. (about 40 hours)

6. IDEAL ACADEMIC PROJECT PARTNER
Master’s student

7. CURRENT RESOURCES
   • Overview of Medicare benefits and assistance programs.
   • Ongoing guidance and resources, as needed.
   • Medicare-related trainings and resources.

Rebecca Bradley
SHIP Program Manager
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410-396-2273
Division of Aging & CARE Services
Baltimore City Health Department

Participating Organizations
1. PROJECT OVERVIEW
Economic Impact Study: The Baltimore Community ToolBank leverages large volume of tools in support of community-based organizations across a diversity of impact areas in Baltimore and the region. We save qualified community partners overhead for storage of tools as well as the cost of purchasing, maintaining, replacing and repairing tools. We know how much our partners love us and attest to our savings but we haven’t undertaken any academically rigorous impact study to show the true economic value to our region and partners. We’d endeavor to do so in the future if we have the partnership and/ or funding necessary for such a study.

2. ANALYTIC/RESEARCH/DATA NEEDS
We would like to perform a comprehensive, rigorous economic impact study.

3. DESCRIPTION OF DATA
We have quantitative data on number of partners, tools used, value of tools, savings to partners and cost per partner.

4. INFORMATION THAT WOULD BE HELPFUL
When an organization uses ToolBank tools to provide measurable good in the community, what portion of that measure can be attributed to the ToolBank?

5. PROJECTED TIMELINE
A robust study should take 100-200 hours total for research and delivery. There are no internal deadlines.

6. IDEAL ACADEMIC PROJECT PARTNER
Unknown.

7. CURRENT RESOURCES
The ToolBank staff will be at the disposal of the researcher for data sets an on agreed-upon schedule.

Noah Smock
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410-693-7680
Executive Director
Baltimore Community ToolBank
8. ADDITIONAL INFORMATION

We have no in-house knowledge of performing a study like this. While we are not sure of the feasibility of having a study performed, we can speak to the benefits of putting a number on our service to partners: Audiences for the study include funders, volunteers, supporters, other cities in the ToolBank network (numbering 9) and staff members across the country. We would quote accurate stats in relevant literature.
1. PROJECT OVERVIEW
The Baltimore Orchard Project (BOP) strengthens communities through planting and cultivating orchards, teaching citizens to be long-term stewards, and sharing the harvest among neighbors.

2. ANALYTIC/RESEARCH/DATA NEEDS
As a people-focused, and food justice oriented organization, we hope to know what the people of Baltimore want and need in terms of access to fresh fruit and nuts, which can provide in trees and donations. We want the people to have the major decision-making power in what happens to their neighborhoods with regards to greening initiatives.

3. DESCRIPTION OF DATA
n/a

4. INFORMATION THAT WOULD BE HELPFUL
   • What do people of specific neighborhoods of Baltimore want for their neighborhood?
   • How do they see development in their neighborhood?
   • How do they see greening organizations in their neighborhood?
   • Would they like access to fruit and nuts from trees that they plant?

5. PROJECTED TIMELINE
1 to 2 semesters, depending on the length students of time students and professors are willing to give.

6. IDEAL ACADEMIC PROJECT PARTNER
If a professor is trained in qualitative research, then yes, but a research team would be required.

7. CURRENT RESOURCES
Gwen Kokes is trained in Consensual Qualitative Research (CQR) and teaches a Towson University Environmental Geography class on how to conduct CQR.

Gwen Kokes
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443-878-8528
Project Specialist
The Baltimore Orchard Project
1. PROJECT OVERVIEW
The purpose of the BEhavioral SUrveillance REsearch Study (BESURE) is to measure HIV prevalence, HIV risk behaviors, HIV testing behaviors, and exposure to prevention services over time among persons at high risk for infection. BESURE has three cycles focusing on different groups: men who have sex with men (MSM), injection drug users (IDU), and heterosexuals at risk of HIV infection (HET). Information from BESURE guides prevention and HIV counseling and testing services in Baltimore. It also helps guide and improve overall HIV/AIDS surveillance, and provide a better understanding of trends in HIV infection in Baltimore. BESURE is a collaboration between the Maryland Department of Health and Mental Hygiene and the Johns Hopkins Bloomberg School of Public Health.

2. ANALYTIC/RESEARCH/DATA NEEDS
We would like to serve a resource for HIV risk behavior surveillance data for those interested in the analysis of our data.

3. DESCRIPTION OF DATA
We have cross sectional data for four cycles of venue-based MSM data collection, four cycles of respondent driven sampled IDU, and three respondent driven sampled HET. These data include socio-demographic characteristics, health behaviors, service utilization, HIV prevalence, and other specific health indicators.

4. INFORMATION THAT WOULD BE HELPFUL
This would depend on the interests of the researcher or community organization.

5. PROJECTED TIMELINE
We expect for analysis to take at least three months.

6. IDEAL ACADEMIC PROJECT PARTNER
Researchers of all levels are welcomed to collaborate.

7. CURRENT RESOURCES
We can provided mentorship, analysis guidance, and manuscript feedback.

Christine Ogbue
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410-230-0936
Project Manager
BESURE
1. PROJECT OVERVIEW
Boys Coming of Age (BCOA) provides tactical self-development and manhood training for African-American adolescent males. Youth are exposed to a pragmatic Rites of Passage process that is designed to aid them in successfully transitioning into adulthood. The program is predicated on serving the emotional, mental, physical, and spiritual needs of young men as a means of building adult competencies.

- Achieving skills for optimal living
- Decreasing behaviors that diminish quality or longevity of life
- Navigating through confusing adolescent issues
- Establishing life-enhancing goals
- Developing coping strategies for dealing with conflict

2. ANALYTIC/RESEARCH/DATA NEEDS
It would valuable to have my program evaluated in terms of effectiveness and if my program is reaching its outcome goals.

3. DESCRIPTION OF DATA
Not applicable.

4. INFORMATION THAT WOULD BE HELPFUL
Has Boys Coming of Age (BCOA) met its program goals as measured by BCOA designed outcomes and indicators?

5. PROJECTED TIMELINE
There is approximately 20 hours of programming time and there are no internal deadlines.

6. IDEAL ACADEMIC PROJECT PARTNER
I am not sure which advanced degree suits my needs and I am excited to explore the possibilities during the Community Driven Research Day event

7. CURRENT RESOURCES
I am not sure which advanced degree suits my needs and I am excited to explore the possibilities during the Community Driven Research Day event

Andre Turner
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410-262-8471
Founder
Boys Coming of Age
1. PROJECT OVERVIEW
Patterson Park Community of Hope Collaborative seeks to mobilize community residents utilizing the Casey Family Program Community of Hope Model to decrease the number of children entering and re-entering foster care. In addition, we have integrated the Strengthening Families Protective Factors and Trauma informed delivery of care services that are determined by the community resident advisory council. We would also benefit from asset mapping of small businesses with the Baltimore City, Patterson Park Community.

2. ANALYTIC/RESEARCH/DATA NEEDS
Based on the learned community narrative and needs, we are interested in obtaining data related to:

- Violence (types of crime, number of convictions, identifying neighborhood gangs and crimes related to gang activity, sex trafficking, break down of age group, root causes);
- Immigration (number of immigrants, how many get nationalized);
- Education (absenteeism, parental involvement, educational outcomes);
- Child abuse/maltreatment (child removals, CPS reports, type of out of home placements (kinship care, regular foster care, treatment foster care);
- Children with mental health issues: (primary diagnosis, how many in treatment, etc)

3. DESCRIPTION OF DATA
We have limited data from BNIA, 2010, and ACY.org.

4. INFORMATION THAT WOULD BE HELPFUL

- What age group should be targeted to increase the value of another human life, develop value system that would not resort to violence?
- What is the profile of vulnerable youth for gang and sex trafficking involvement?
- At what school age are parents most to be involved in their children’s education and daily activity?
- What school programs promote family involvement?
- Who are the at-risk families for out of home placement in 21224, 21231 zip codes?

5. PROJECTED TIMELINE
To do this effectively and comprehensively it would require 15-20 hours weekly. We are presently working on a six-month strategic plan that sets out to develop a resident advisory council, engage education and law enforcement in the Baltimore City, Patterson Park community mobilization initiative.

6. IDEAL ACADEMIC PROJECT PARTNER
This program is best suited for a masters/doctoral level macro student.
7. CURRENT RESOURCES

We are able to provide supervision, strategic planning, and support.

Lizette Ubides
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410-872-1050
Clinical Director of Program Development
Building Families for Children
1. PROJECT OVERVIEW
We are looking to research the issue of gender discrepancies in the criminal justice/correctional system and the detrimental impact on communities in Baltimore City. We are researching specifically the pre-release and work release systems and working to determine if the gender bias that exists raises the issue to one of a public health issue.

2. ANALYTIC/RESEARCH/DATA NEEDS
We need help developing a solid research project as we have not embarked on this kind of venture before. While we know the information that we are trying to get and know the how and where to get it, we do not know how to use and interpret the data gathered, present the data to stakeholders and community leaders and to achieve our goals.

3. DESCRIPTION OF DATA
We will be trying to access information and data from the Department of Public Safety and Correctional Services, Parole and Probation, service providers and community organizations and the constituency itself regarding their experiences.

4. INFORMATION THAT WOULD BE HELPFUL
We would be looking at questions that compare the access and kinds of opportunities afforded to men versus women, the transition back to their communities, impact on the communities with transition and then without, differences of the impacts based on gender, availability of programming based on gender, numbers impacted, etc. We are also open to other questions that may arise.

5. PROJECTED TIMELINE
We do not have any identified internal deadlines but would envision this project being completed prior to the end of summer. We are however flexible in this as we are also aware that as this project develops, additional areas of research may arise or our focus may broaden.

6. IDEAL ACADEMIC PROJECT PARTNER
We believe that this project might be of interest to a masters student or even faculty and would leave that up to those who might be interested in working on this project. We would appreciate anyone that expresses an interest.

7. CURRENT RESOURCES
We are able to provide guidance, access and as the project is finalized or needs emerge we are positioned to leverage our contacts to meet any resource needs that might arise.
8. ADDITIONAL INFORMATION
This is an effort/project that will use the data gathered to spark new debates and to drive new reform legislation or administrative remedies.

Kimberly Haven
Founder
catalystcollaborativemd@gmail.com
443-610-7020
Catalyst Collaborative for Innovative Social Change
1. PROJECT OVERVIEW
We are evaluating the impact and learning experience of 11 participants who participate in an 8 month cohort fellowship.

2. ANALYTIC/RESEARCH/DATA NEEDS
We intend to use Dedoose to analyze data; however, we need to structure the most appropriate analysis.

3. DESCRIPTION OF DATA
We collect data after each learning session and pre and post Academy experience.

4. INFORMATION THAT WOULD BE HELPFUL
How to create a pre and post test that demonstrates knowledge acquisition.

5. PROJECTED TIMELINE
We are completing the project and implementing evaluations and analysis over the course of the cohort.

6. IDEAL ACADEMIC PROJECT PARTNER
doctoral or post-doctoral are best

7. CURRENT RESOURCES
We are able to provide resources as a support for this project.

Victoria Bryan
PLI Academy Manager
vbryan@cfuf.org
617-943-0892
Center for Urban Families
1. PROJECT OVERVIEW
The Choice Program at UMBC has been in operation for over 25 years. We are a community-based organization working with youth and families involved with the Department of Juvenile Services, Department of Social Services, Baltimore City Schools, and Prince George’s County Schools. We are seeking an evaluation partner to examine program effectiveness in one of our primary focus areas.

2. ANALYTIC/RESEARCH/DATA NEEDS
We are currently exploring the need for a program evaluation in one of our program areas - Intensive Advocacy, Employment, or Education. The research question has not yet been fully formulated.

3. DESCRIPTION OF DATA
All service data for all youth are entered on a daily basis by frontline workers into Social Solution’s “Efforts to Outcomes” online software. This includes any intervention efforts or outcomes for participants.

4. INFORMATION THAT WOULD BE HELPFUL
• Is there a significant reduction in recidivism and out of home placement rates for youth who participate in The Choice Program versus those that do not?
• Are youth who participate in The Choice Program (Jobs) more likely to have better future employment outcomes?

5. PROJECTED TIMELINE
No internal deadlines. Unsure of expected time to complete research project.

6. IDEAL ACADEMIC PROJECT PARTNER
Unknown - probably a doctoral student.

7. CURRENT RESOURCES
Guidance and resources.

Rae Gallagher
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Deputy Director
The CHOICE Program at UMBC
We provide tobacco cessation services to low-income residents in Baltimore City. We are interested in partnering with other organizations and researchers to expand our peer-led intervention to address other chronic diseases and behavioral health problems.

CEASE stands for “Communities Engaged and Advocating for a Smoke-Free Environments”.

Tobacco use causes more than 440,000 people to die prematurely each year - all of them preventable. Another 8.6 million live with a serious illness caused by smoking or secondhand smoke. In Maryland 6,800 people die annually because of a tobacco related disease, secondhand smoke or fires. According to our research, South West (SW) Baltimore’s rate of smoking is 3 times higher than the national average.

CEASE is our response to the burden and devastation tobacco use causes to our community.

Our members are residents and local organizations based in SW Baltimore who seek to create a healthy, smoke-free community. CEASE has partnered with SW Baltimore businesses, Faith Based Organizations, Public Schools and Recovery Organizations to prevent youth from beginning to use tobacco and provide support for those needing to become smoke-free for life. We also aim to expand our focus into nutrition, exercise awareness and all issues where health and community intersect.

With support from the National Institute of Minority and Health Disparities in 2002, CEASE developed into its present form through a Community-Based Participatory Research project in 2008. It was funded to identify a community problem that residents and other interested parties collaboratively agreed on and were willing to work toward resolving.

Through outreach activities, word of mouth, incentives and sheer determination CEASE was born.

Although our services have been primarily offered in SW Baltimore, we are in the process of growing our program into new areas and communities. While our Mission is not yet fulfilled, our successes make us stronger and our resolve greater.

Christine Schutzman
Coordinator
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www.CEASEBaltimore.org
CEASE Baltimore
1. PROJECT OVERVIEW
CASA is a volunteer driven agency that recruits, trains and supervises volunteers that advocate for abused and neglected children that are in the Baltimore City foster care system. CASA currently serves about 200 children annually. Of those 200 children, there are approximately 15-20 that are pregnant and/or parenting. We are developing a project that will serve this special population of foster youth. We need JHU student support to assist with data collect and data analysis.

2. ANALYTIC/RESEARCH/DATA NEEDS
We are interested in several data points of this population specific to their time in foster care to develop an info graphic that will be used to seek funding to serve this fragile population. For example, number of placements, permanency plan, information on bio family, mental health diagnoses, medication, pregnancy/general health information, court involvement history. Most of this data we have access to; however, it is not compiled in any way that we can make analysis or conclusions.

3. DESCRIPTION OF DATA
Source of data: court reports, CASA database, court records, foster care records, interviews with CASA staff, interviews with social workers, Ansell Casey assessment.

4. INFORMATION THAT WOULD BE HELPFUL
Develop a client profile based on demographic information, including:
• How many foster care placements?
• Was there prenatal care?
• What is the level of parental/family involvement?
• Placement type?
• Basic information on the fathers.

5. PROJECTED TIMELINE
I would anticipate at least one to two hours of information gathering on each client (so far we have 15 clients). The remaining time would be spent on data analysis and reporting. This project is very fluid enough that multiple students could potentially work on the project.

6. IDEAL ACADEMIC PROJECT PARTNER
Uncertain but perhaps a Public Health student whose focus is women/reproductive health, or child and adolescent health.
7. CURRENT RESOURCES
Office support, resources (internal and external), exposure to the leaders within child welfare, guidance on program implementation, strategic planning, and fundraising/grant writing.

Nancy Kay Blackwell
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Executive Director
Court Appointed Special Advocates (CASA) of Baltimore
1. PROJECT OVERVIEW
Project P.E.A.C.E. is a crime, drugs, violence prevention model that focus primarily on the Psychology, Sociology of criminality. As an X-Offender Organization F.O.X.O we have the capacity to engage offenders to communicate the socialization process that they went through to become what they do. We advocate that all stakeholders participate in our Psychology, Sociology of No-Entry proactive Community based model.

2. ANALYTIC/RESEARCH/DATA NEEDS
The commonality regarding the populations’ needs of services and risks factors that may stimulate criminogenic anti-social behaviors.

3. DESCRIPTION OF DATA
The source of my data is the work that I have been privy to as a Criminal Justice Graduate from University of Baltimore, also data from FOXO’s Rethinking Reshaping Reevaluating Magazine and FOXO’s Psychology and Sociology of Criminality, Community Crime and Drug, Violence prevention model.

4. INFORMATION THAT WOULD BE HELPFUL
Why is it that there is no parity in the Criminal. Example number 1, African Americans are 28% of Maryland’s population but they are more than 70% of those who are arrested for drug offenses but they also are more than 90% of those who are incarcerated for drug offenses.

5. PROJECTED TIMELINE
12 hrs or less per week

6. IDEAL ACADEMIC PROJECT PARTNER
I would say that the project is suited for anyone who understands the social dynamics that are very prevalent in the African American communities, the race to incarceration phenomenon.

7. CURRENT RESOURCES
My personal empiricism, guidance, mentorship to enhance the project outcomes.

Ellsworth Johnson-Bey
President/CEO
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F.O.X.O. “Fraternal Order of X-Offenders
1. PROJECT OVERVIEW
Greater Baltimore Health Improvement Initiative (BHII) works with community groups and schools to address social determinants by creating unique culturally appropriate programming with existing programs. Our ultimate goal is to promote utilization of existing programs for those who could most benefit.

2. ANALYTIC/RESEARCH/DATA NEEDS
In order to assess the impact, we must understand specific social needs, awareness of existing programs, and utilization of current programs. This provides us a baseline for developing collaborative programs and baseline for measuring impact.

3. DESCRIPTION OF DATA
Socioeconomic characteristics and nonprofit/public services within city

4. INFORMATION THAT WOULD BE HELPFUL
Percentage/ratio of public and specific nonprofit services available in Baltimore group by its connection to social determinants? Utilization ratios by specific demographics and needs?

5. PROJECTED TIMELINE
Estimated total hours of 80 based on experience. Targeted deadline of June 15, 2016.

6. IDEAL ACADEMIC PROJECT PARTNER
Unknown

7. CURRENT RESOURCES
Guidance through current network of resources and organizations; board experience

Angela Wells-Sims
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Board Member
Greater Baltimore Health Improvement Initiative
1. PROJECT OVERVIEW
Health Freedom Inc. offers a variety of health education classes. One is a yearlong walking program to honor the Underground Railroad (UGRR)—one of the most fabled paths to freedom in the world. The UGRR was a beacon of hope and a beacon of freedom with signposts along the way. We want to recreate that with signposts that say exercise every day for at least 30 minutes, reduce your stress, stop smoking, stop using drugs, lower your blood pressure, lower your blood sugar levels, live a healthy lifestyle. We’ve reframed the whole concept of escaping to freedom in a new context of disease prevention and health improvement. It is our goal to provide a yearlong program that celebrates the bravery of those who chose to flee slavery and the scores of Americans that offered aid on their route to freedom. Walking clubs called “Circle(s) of Friends” are established at a variety of venues (churches, schools, senior centers, etc.) throughout the state.
The program is being done in Baltimore City, Baltimore County and Montgomery County.

2. ANALYTIC/RESEARCH/DATA NEEDS
We need to evaluate the effectiveness of the program.

3. DESCRIPTION OF DATA
Data including blood pressure, weight, height, BMI, level of physical activity is collected on all participants at baseline, 6 weeks and 6 months.

4. INFORMATION THAT WOULD BE HELPFUL
Does the program motivate people to increase and maintain their level of physical activity?

5. PROJECTED TIMELINE
We would need to have a final report done by August 30.

6. IDEAL ACADEMIC PROJECT PARTNER
Doctoral student

7. CURRENT RESOURCES
Guidance

Ina Glenn-Smith
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Program Director
Health Freedom, Inc.
1. PROJECT OVERVIEW

House of Ruth Maryland (HRM) is preparing to launch the quiet phase of a capital campaign to secure funding for a public community center. Since its founding in 1977, by necessity, HRM’s services have been provided from sanctuary sites, whose exact location is closely guarded from the public. We recognize that it is time to bring HRM out of the shadows and be a very present, visible part of the Baltimore City community and having a community center, to house our abuse intervention programs, training institute, and some administrative programming.

House of Ruth Maryland (HRM) benefits from strong branding in the Baltimore City area and has built a respectable service menu that makes it an efficient one-stop-shop for meeting the needs of many victims of intimate partner violence. However, fatality case reviews and interviews we conduct with victims who called the police and victims of men court ordered to our abuse intervention programs, tell us that there is a sub-set of victims who have not and most likely will not reach out to traditional services like HRM. We can make some informed guess on what that is. She may not identify as a victim of intimate partner violence. She may not think HRM can help. She may not be ready to make difficult decisions she thinks she will face. She may have never heard of us. But we’d like to find out for certain, from her, to see if she might be more likely to stop in to a more public community center - because it is more accessible by public transportation or because it feels safer since other community services will share this space with us.

Additionally, we will be inviting in a number of community partners (job training, housing assistance, substance abuse, parole & probation, children's therapy, etc.) to provide supportive services for abusive partners. This idea, providing supportive services for “abusers” as a strategy for engaging them in a long-term change process, is nearly unheard of in the intimate partner violence (IPV) field and is fairly cutting edge. Through interviews, we’d like to learn which services would be most helpful to this population and how their victims feel about this proposed strategy by HRM. National research from the Ctr for Family Policy & Practice tells us that victims of IPV, and particularly victims of color, support the idea of providing these types of ancillary services to their abusers. However, when this idea is proposed to seasoned victim advocates and some potential funders, it is met with skepticism. They assume that victims will feel betrayed by HRM directing support toward their abusers. Again, we’d like to hear from these victims and survivors directly.

2. ANALYTIC/RESEARCH/DATA NEEDS

This project would involve using contact information from Baltimore City Police Reports and our abuse intervention program referrals to interview survivors of domestic violence to find out why they choose to use services like those offered at HRM and other service agencies and why they may not. Interviews will also explore these victims' feelings about HRM expanding its focus and engaging partners to provide supportive services for their abusers. Finally, using interviews with men ordered to our abuse intervention services and their victims, we would like to identify which services and programs they feel would be most helpful to abusers and their families.
3. DESCRIPTION OF DATA
Contact information of identified victims in domestic violence cases in Baltimore City; HRM currently gets Baltimore City Police Departments statements of probable cause that includes this information; Contact information for men court mandated to attend an abuse intervention program in Baltimore City; HRM currently gets referrals from the criminal courts with this information.

4. INFORMATION THAT WOULD BE HELPFUL
Have you ever felt afraid of your partner? Do you identify as a victim of domestic violence? Have you ever reached out for services from a domestic violence agency? Why or why not? What kinds of services and programs have you or your family members used? In addition to abuse intervention programming, what services might also be helpful for you/your abuser? If HRM offered children’s therapy at the community center, would you be interested in getting support services for your child(ren)?

5. PROJECTED TIMELINE
8 hrs/week over 6 months: This data will be used to support the case statement of HRM’s capital campaign, so this is project HRM is looking to get implemented as soon as possible, and definitely within the next 6 months.

6. IDEAL ACADEMIC PROJECT PARTNER
A doctoral student could certainly compile the basic qualitative data we are looking for. However, a post-doctoral fellow or faculty member could certainly give this data more context and go beyond HRM’s immediate needs, to expand the project into a larger, publishable study about the relevance of traditional program menus of service providers, the perspectives of low-income victims of color, and abusive partners from disenfranchised communities. There is a lot of rich information that could add very much to the timely conversations happening in the field at large that is expanding the knowledge and complexity of our clients and the impact of intersecting oppressions.

7. CURRENT RESOURCES
Comprehensive training on the dynamics of intimate partner violence (IPV) (24 hours) and training on working with perpetrators of IPV (24 hours) Participation in HRM’s continuing education opportunities such as our Lunch & Learns and Journal Club

Lisa Nitsch
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House of Ruth Maryland
1. PROJECT OVERVIEW
The Inspiration Factory, LLC will be a leader in social influence by preparing youth for employment, entrepreneurship and citizenship; preparing offenders to successfully transit into communities; promoting healthy lifestyles thru nutrition and health education; providing greater opportunity for citizens globally through economic and social development; and investing in communities’ empowerment. Our vision is of a new model for 21st century learning, a place where youth, parents, and stakeholders are all empowered to change communities and the world through innovative programs. We aid clients by developing and implementing innovative training workshops, social media campaigns and youth enrichment programming. Our primary goal is to help young people develop life skills in three primary areas such as workers, family supporters and citizens in society. Our mission is to guide our participants through some of the social determinants of health, such as, race, education, gender, access to health care, income and food insecurity. Last year we implemented a summer program entitled “Camp Community”, where we engaged approximately 40 teens (8 YouthWorks workers) and pre-teens in the process of Building Healthy Sustainable 21st Century Communities. The determining factor for the success of Camp Community was the use of a focus group each morning that was staff and student driven. Each morning students had a voice to discuss personal and community concerns.

2. ANALYTIC/RESEARCH/DATA NEEDS
Survey design; Data collection: baseline, midpoint and endpoint; Establishing a sample group; Determination of variables of interest; Independent, dependent confounding variables; Establishing research questions, hypothesis; Need of software, STATA or SPSS as a resource; Literature Review; Writing abstracts to summit to national conferences such as American Public Health Association, Academy of Nutrition and Dietetics

3. DESCRIPTION OF DATA
Primary data, perhaps using a survey or questionnaire

4. INFORMATION THAT WOULD BE HELPFUL
   • How do I obtain an IRB?
   • How do I formulate a consent form?
   • What is the protocol for a consent form?
   • What type of study design best fits the study or population group? Case-field, Descriptive or Survey, Correlation or Prospective?
   • For what types of research design do we need longitudinal or cross-sectional or Case Study?
   • How long should we run the study?

5. PROJECTED TIMELINE
We would need between 10-15 hours per week of assistance to complete the project.
6. IDEAL ACADEMIC PROJECT PARTNER
A doctoral or postdoctoral student would do well, but open to any assistance. We would accept assistance in any discipline: social work, education, public health, nutrition, youth development and especially epidemiology and statistics.

7. CURRENT RESOURCES
Mentorship and guidance. We have a team of various disciplines that could offer assistance as well.

8. ADDITIONAL INFORMATION
We would accept assistance in any discipline: social work, education, public health, nutrition, youth development and especially epidemiology and statistics.

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Director of Social Justice and Nutrition
Inspiration Factory LLC
1. PROJECT OVERVIEW
The goal of this project is to evaluate statewide efforts to increase access to naloxone, the lifesaving opioid overdose reversal drug, through local pharmacies. Overdose education and naloxone distribution is a major component of state and local health officials’ response to overdose deaths, which have been steadily rising in Maryland since 2007. In October, 2015, changes to existing law allowed for the establishment of standing orders by a physician for the dispensing of naloxone to Overdose Response Program certificate holders by a licensed dispenser. Standing orders were implemented by jurisdiction as well as statewide; however, uptake among pharmacists is inconsistent and not without challenge. This research project will identify the gaps in this service and explore the reasons for them through quantitative and qualitative methods. The outcomes will directly inform policy implementation and strengthen state and local naloxone distribution efforts.

Baltimore City Health Commissioner Dr. Leana Wen issued a jurisdiction-wide standing order in October 2015. In December, Deputy Secretary for Public Health Services at the Maryland Department of Health and Mental Hygiene, Dr. Howard Haft, issued a standing order to all pharmacists in the State. The project will look at the attitudes, perceptions, and also needs of pharmacists regarding standing orders and naloxone distribution. Particular focus will be on Baltimore City, but data collection will occur in other counties in the state for comparison. Attention will be paid to travel limitations of students and time regarding the inclusion of other counties in qualitative data collection.

2. ANALYTIC/RESEARCH/DATA NEEDS
- Data collection tool design
- Survey administration
- Interviews and/or focus groups
- Analyses of collected data
- Literature review

3. DESCRIPTION OF DATA
Original data collection as identified above

4. INFORMATION THAT WOULD BE HELPFUL
- What are pharmacists’ understanding and perceptions of standing orders?
- Within a pharmacy, what is the attitude of staff towards standing orders for naloxone?
- What are pharmacy staff attitudes towards naloxone, drug users, and clients requesting naloxone, providers prescribing naloxone?
- What are pharmacist’s experiences with dispensing naloxone via standing order, including any success and challenges?
- Do pharmacists perceive any legal issues with filling a standing order prescription?
- What training/awareness activities would help ease dispensing of standing order naloxone?
5. PROJECTED TIMELINE
We anticipate this project would take 3-4 months to complete, at 10 hours per week.

6. IDEAL ACADEMIC PROJECT PARTNER
This project would be well suited for a masters student, but we are open to working with anyone interested. The project scope can also be adjusted to suit a particular student’s interest and need, as long as the original goals are accomplished.

7. CURRENT RESOURCES
Support will be provided by staff at the Maryland Department of Health and Mental Hygiene and the Baltimore City Health Department. Staff will be able to assist with development of data collection tools and provide guidance on implementation.

Erin Haas
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Maryland Department of Health and Mental Hygiene
1. PROJECT OVERVIEW
The Community Eligibility Provision (CEP) is a new school meal funding option that allows high-poverty schools to provide breakfast and lunch to all students at no charge. Nine Prince George’s County Public Schools are implementing CEP in the 2015-2016 school year and more may be added in 2016-2017. We seek to identify what impact, if any, the implementation of CEP has on students, schools, and families.

2. ANALYTIC/RESEARCH/DATA NEEDS
This project involves the collection and analysis of data to determine if implementation of CEP has an impact on food insecurity rates, school meal participation, absenteeism/tardiness, and academic achievement by comparing schools electing CEP to similar schools that did not elect CEP.

3. DESCRIPTION OF DATA
Some of the data that we are interested in examining includes:
- Attendance/tardiness
- Suspensions/discipline referrals
- School nurse visits
- Food insecurity
- SBP and NSLP participation data
- Federal reimbursements for meals
- State reimbursements for meals
- Test scores/measures of academic achievement
- Impact of CEP on local procurement of food
- Impact of CEP on local economy
- Impact on FNS/school staff

4. INFORMATION THAT WOULD BE HELPFUL
How does implementation of CEP impact students, schools, and families?
To what extent does the election of CEP impact child food insecurity rates?
Is CEP a valuable program that benefits students, schools, and families?

5. PROJECTED TIMELINE
The project will take a minimum of nine months to complete. The time required is dependent upon how many schools are included in the study and how many of the data points are collected.

6. IDEAL ACADEMIC PROJECT PARTNER
n/a
7. CURRENT RESOURCES
n/a

Tam Lynne Kelley
Anti-Hunger Program Associate
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Maryland Hunger Solutions
1. PROJECT OVERVIEW
Maryland Out of School Time Network (MOST) coordinates SummerREADS, a six-week summer literacy initiative for K-3 youth in Baltimore that leverages 11 recently-renovated public school libraries. Students participate in hands-on, informal, literacy-based curriculum. The goal of SummerREADS is to keep students reading over the summer so that they can maintain their reading level, and return to school in August better prepared.

2. ANALYTIC/RESEARCH/DATA NEEDS
We need to assimilate more precision in our pre/post assessment strategy so that we have sound data at which to point following the program.

3. DESCRIPTION OF DATA
Dynamic Indicators of Basic Early Literacy Skills (DIBELS) scores from K-3 youth

4. INFORMATION THAT WOULD BE HELPFUL
Is our current strategy of pre/post implementation effective? How else can we leverage scores? Are there social-emotional assessments we can also offer?

5. PROJECTED TIMELINE
I would like to consult with researchers first, and then we can arrive at a conclusion.

6. IDEAL ACADEMIC PROJECT PARTNER
Doctoral student or post-doc fellow

7. CURRENT RESOURCES
Resources, our own case study

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Manager, Special Projects
Maryland Out of School Time Network
Research related to immigrants and refugees and the social determinants of health.

**Mission**
The mission of the Mayor’s Office of Immigrant and Multicultural Affairs is to promote community wellbeing, economic development, and the integration of immigrant communities by identifying needs and opportunities that immigrants bring to our city, while developing public-private partnerships to strengthen the development of these communities.

**About us**
The Mayor’s Office of Immigrant and Multicultural Affairs (MIMA) is a result of a recommendation from The New Americans Task Force, The Role of Immigrants in Growing Baltimore—a diverse group of stakeholders convened by Mayor Rawlings-Blake in the summer of 2013 to develop a plan to retain and attract immigrants as part of the mayor’s goal to grow Baltimore.

MIMA focuses on two broad priority areas: economic growth and community well-being. These areas have the greatest potential to leverage existing resources and identify additional gaps and opportunities, in order to recognize and benefit from the valuable assets that New Americans bring to Baltimore.

**Economic Growth**
MIMA seeks to facilitate the development and progress of immigrants and refugees in the workforce and increase their access to entrepreneurial opportunities, thereby meeting the needs of employers and promoting the growth of the city. In addition, MIMA seeks to increase and promote Baltimore’s unique housing opportunities, while promoting safer and stronger neighborhoods.

The priority area of Economic Growth has been further sub-divided into the following areas for further research and action: Workforce Development, Small Business Development, and Housing.

**Community Wellbeing**
MIMA seeks to enhance the service capacity and receptivity of City agencies, nonprofits, and community-based organizations to better address the needs of immigrants and facilitate inclusion and mutual understanding among immigrant communities, service providers, and receiving communities.

The priority area of Community Wellbeing has been further sub-divided into the following areas for further research and action: Safety, Youth, and Welcome and Diversity.

Lindsey Bishop
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Public servant
Mayor’s Office of Immigrant and Multicultural Affairs
1. PROJECT OVERVIEW
New Pathways assists parenting and non-parenting youth aging out of foster care to gain the skills necessary to be self-sufficient adults within a twelve month model of service delivery. We believe if we serve Maryland youth between the ages of 16-24, for one year, who have their high school diploma or equivalency, and at least a 6th grade reading level, with job readiness, career and workplace exploration, job placement and maintenance services, life skills education, case management, and parenting education to parenting youth, then we can expect youth to successfully transition out of foster care by obtaining and maintaining employment, continuing their education and future training, securing and maintaining housing, and for parenting youth, increasing safe parenting practices and maintaining custody of their child.

2. ANALYTIC/RESEARCH/DATA NEEDS
We need assistance in possible conduction and impact analysis that would enable us to see whether our program can be directly related to the success of our participants.

3. DESCRIPTION OF DATA
We are currently using a software system called Apricot. We have the last three years of data available. We collect a lot of data with specific focus on employment, secure housing, and postsecondary education. We have information that range from a thorough psychosocial assessment all the way to surveys conducted at 6 Months and 12 Months.

4. INFORMATION THAT WOULD BE HELPFUL
- Did program beneficiaries change their (knowledge, attitude, behavior, or condition) after program completion?
- Did all types of program beneficiaries benefit from the program or only specific subgroups?
- Did the intervention have an impact on outcome(s) for individual participants and/or for subpopulations of participants relative to a comparison group?

5. PROJECTED TIMELINE
There are no internal guidelines to completion of this project. We have someone internally that can clean and provide the data that may be needed. I would expect about a total of 10 hours a week for a few months would work to begin to steer us in the right direction.

6. IDEAL ACADEMIC PROJECT PARTNER
I believe this project would be better suited for a doctoral student, post-doctoral fellow, or faculty.
7. CURRENT RESOURCES
We currently have a Manager of Evaluation and Quality Improvement that would be able to provide support for this project.

Bridget Blount
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Manager of Evaluation and Quality Improvement
New Pathways
1. PROJECT OVERVIEW

OWEL intends to assess the extent to which women in Baltimore are aware of Pre-exposure Prophylaxis (PrEP), their level of comfort with using it to include having dialogue with their partner(s), their interest in participating in a study related to use of PrEP in women (to include women over 50 years of age) and whether they feel that using PrEP will prove problematic, if so, why? While we hope to study the issue in all women, we hope to understand more about the implications of PrEP use by women across the age continuum. A major challenge is that although we know that high rates of heterosexual transmission disparately affects African American women, we also know statistics are woefully lacking on the subject and there is little-to-no effort to educate and promote the use of PrEP as prevention among African American women in Baltimore. Toward that end, OWEL is a founding partner in the developing Baltimore PrEP Coalition building effort and we have already held meetings with the Black Women’s Health Imperative (a national organization that focuses on improving Black women’s health). OWEL also participated in the Maryland State-wide Strategic Planning, Baltimore Health Planning Group (HPG) and Baltimore HIV Commission Meetings. In addition, OWEL partnered with Sisters Together and Reaching (STAR) and supported by Gilead to conduct a Community Lunch n Learn Meeting on the topic attended by a group of Baltimore African American women. OWEL held a special meeting of OWEL members and community members during which pre- and post-assessments of women’s knowledge about PrEP, its intended use, whether they consider it a viable option personally, its relevance for aging women, when it is appropriate for discuss PrEP with their physician, and whether they should ask about PrEP if they in a discordant relationship. We are about to blog on the subject of PrEP and Women for immediate publication on our website and that of our collaborators. The project will result in the development of a survey of aging adult’s perception, knowledge and use of PrEP. Pre-exposure prophylaxis, or PrEP, is a way for people who do not have HIV but who are at substantial risk of getting it to prevent HIV infection by taking a pill every day. The pill (brand name Truvada) contains two medicines (tenofovir and emtricitabine) that are used in combination with other medicines to treat HIV. When someone is exposed to HIV through sex or injection drug use, these medicines can work to keep the virus from establishing a permanent infection. So far, we engaged a John Hopkins Intern to develop a survey on PrEP that required the following to complete:

1) conduct a literature review and research on existing health surveys directed toward the aging population that create data on perception, knowledge, understanding and use of health interventions; specifically HIV as available;
2) develop a process evaluation process that will involve public forum discussion on PrEP;
3) develop a paper and e-survey to gauge the same information, and
4) administer the survey and analyze data resulting from the survey and process.

Next Project Milestones: Get stats on PrEP and aging women; get out 1st community dialogue meeting flyer; publish survey/include meeting notice; get out 2nd meeting flyer; analyze survey progress; conduct Pre-Post-Assessments and focus groups; blog on BWBI and OWEL websites; compile survey and focus group results; Co-partner to hold PrEP and Women education session event hosted in East Baltimore; obtain funding to support research where OWEL and John Hopkins faculty partner; set meeting with BWBI, STAR, and Community Research Faculty meet to discuss SMART objectives and a framework for the conduct of research and project next steps.
2. ANALYTIC/RESEARCH/DATA NEEDS
We need to leverage the strong IT capability that you have to capture and manage data and to use established best research development and sharing practices on this project. We hope to determine, what, if any, research on PrEP and Women has been done. We would like to tease out as much information as possible on implications of PrEP use by women 50 years and over. We would like to know about access to PrEP, cost and other implications for PrEP and our target population.

3. DESCRIPTION OF DATA
Present data does not address PrEP use by women at all. We hope to encourage data collection systems to adapt and capture this data. We hope to determine just how analysis of current data constructs will yield useful information. This is a new effort as relates to PrEP and Women.

4. INFORMATION THAT WOULD BE HELPFUL
What do women know about PrEP? How do women feel about using PrEP? What would be helpful to them to actually use PrEP? Do women’s physicians discuss their sexual history and current practices with them? Do women discuss PrEP with their physician? Do women know how to access PrEP?

5. PROJECTED TIMELINE
Internally, we hope to align this project activities with a developing work plan of engagement and partnership between at least three community-based and corporate partners. Although we have not established hard deadlines as of yet, we would like to see a phased project over the course of a year to complete and evaluate. Better information of timelines would be available early in the start-up phase once a faculty partner is identified.

6. IDEAL ACADEMIC PROJECT PARTNER
We believe that this project is best suited for a faculty member because there will likely be valuable insight gained into the use of this prevention method. We hope to identify any increase in use of PrEP by women (and/or their partner[s]) and a correlating decrease in new infections. Finally, we hope to see an increase in resources to educate the community and increase PrEP use by women.

7. CURRENT RESOURCES
With the grant award, we expect meeting the following needs and providing: community space for education sessions; print and social media promotion; coordination of effort; guidance on community outreach to women who are at high risk of infection; community dialogue/listening sessions/ forum logistical support; documentation and recordkeeping support and volunteer and staff support.

8. ADDITIONAL INFORMATION
We are committed to furthering the involvement of women of color in clinical research. Our vision regarding community and research as relates to HIV/AIDS is to see African American women involved in research process from conceptualizing the problem statement through institution and evaluation of identified solutions for healthier communities.

Carolyn Massey
Executive Director
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Older Women Embracing Life (OWEL), Inc.
1. PROJECT OVERVIEW
Kids in the Kitchen is run out of Paul’s Place Inc, a neighborhood services organization located in Pigtown, Southwest Baltimore. In the program, 45 children in the after-school program at Paul’s Place participate in cooking classes where they learn cooking and nutrition skills while preparing healthy meals to bring home to their families.

2. ANALYTIC/RESEARCH/DATA NEEDS
We are in month 14 of the program and have been collecting data on our expected and desired outcomes, but would really like some help with analyzing the data, and improving our methods for collecting the data. We are not sure exactly how to collect qualitative data related to the program and would like advisement on that.

3. DESCRIPTION OF DATA
We are currently collecting data related to health, student knowledge, student behavior, and changes in family behavior related to food and cooking.

4. INFORMATION THAT WOULD BE HELPFUL
Is our program effective in teaching cooking skills to children? Are families changing behaviors as a result of the program (behaviors like cooking at home, eating more whole foods, eating foods with less salt and sugar), are the students replicating meals cooked in the program at home? Is the program improving student well-being and happiness?

5. PROJECTED TIMELINE
We are in the middle of a cooking session now- the next one will start in September- perhaps that is the best time to implement new data collection habits/processes. A research team could observe the program in the next few months to get ideas of how to best collect the data and we could work on tools over the summer potentially.

6. IDEAL ACADEMIC PROJECT PARTNER
n/a

7. CURRENT RESOURCES
Mentorship, guidance, previously collected data.

Charlotte Keniston
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603-455-6910
Food Access Program Director
Paul’s Place
1. PROJECT OVERVIEW
Second Chance, Inc. needs benchmark data on the labor force participation and wages of people with multiple barriers to employment in order to be able to assess the effectiveness of our workforce development programs.

2. ANALYTIC/RESEARCH/DATA NEEDS
Our ability to assess the effectiveness of our programs is handicapped by the lack of benchmark data on the employment outcomes of people with similar characteristics to the population we serve: people with multiple barriers to employment. During 2015, Second Chance served 180 people with multiple barriers to employment, such as chronic unemployment, criminal background, educational deficits and poverty. Demographic information on that population follows.

- Unemployed prior to joining Second Chance – 100%
- Poverty-level income prior to joining Second Chance – 100%
- Male – 90%
- Baltimore City residents – 85%
- African-American – 80%
- Criminal record – 65%
- High school-level education – 35%
- GED – 15%
- Less than high school-level education – 14%
- Hispanic/Latino – 14%
- Caucasian – 6%

3. DESCRIPTION OF DATA
State and/or federal datasets on employment/labor force participation and wages of various subpopulations.

4. INFORMATION THAT WOULD BE HELPFUL
- What are the labor force participation rate and median wages of people with criminal backgrounds?
- What are the labor force participation rate and median wages of people with multiple barriers to employment?

5. PROJECTED TIMELINE
Second Chance submits our list of former employees annually in September for analysis of post exit outcomes. It would be helpful, but not essential, to have some benchmark information to which to compare our 2016 outcomes.
6. IDEAL ACADEMIC PROJECT PARTNER
Any student with access to, interest in and familiarity with relevant state and/or federal datasets.

7. CURRENT RESOURCES
Second Chance would designate a project liaison.

8. ADDITIONAL INFORMATION
Since opening our doors in 2003, Second Chance, Inc. has pursued our mission to retrain and employ individuals with multiple barriers to employment; reclaim reusable appliances, furniture, fixtures and materials that would otherwise burden our landfills; and renew them – people and things – to useful life. We believe in giving people, materials and the environment a second chance.

Training and employing people emerging from incarceration and other challenges enables them to support themselves and their families; reduces the likelihood of recidivism; and provides them with an on-ramp to continued employment. Stable, fulltime employment is also a practical, hands-on way to master job readiness skills. At Second Chance, people with barriers to employment earn a living wage in one of our four functional areas – deconstruction, retail, transportation and warehousing - and receive classroom and on-the-job training in job and life skills.

Kathleen Bradley
Development Director
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443-810-2416
Second Chance, Inc.
1. PROJECT OVERVIEW
Launched in 2014, Shine Foundation strives to improve the financial health of homeless abuse survivors, by designing and delivering financial empowerment programs to those living in public housing. We currently work in NYC and Baltimore.
Although we do not have a particular research project in mind at this time, we would like to explore possible, future projects with researchers, as well as to connect with the local research community.

2. ANALYTIC/RESEARCH/DATA NEEDS
See answer to question 4

3. DESCRIPTION OF DATA
Depending on the project's research question, we would collect a mix of qualitative and quantitative data.

4. INFORMATION THAT WOULD BE HELPFUL
At this time, given our small sample sizes, we are looking at assessing feasibility of our programs on improving the financial health of participants.

5. PROJECTED TIMELINE
n/a

6. IDEAL ACADEMIC PROJECT PARTNER
Faculty, preferably

7. CURRENT RESOURCES
We will do our best to accommodate whatever type of support is needed by the researcher.

Swati Goel
M&E Director
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443-710-5017
Shine Foundation
1. PROJECT OVERVIEW
The Lakeland Elementary/Middle School–UMBC Research Project is a PreK-12 school – higher education collaboration designed to explore the impact a multi-dimensional partnership can have on its participating institutions and stakeholders (e.g., a public community school; K-8 students and teachers; parents and community/neighborhood members; university undergraduate/graduate students, faculty, and administrators).

2. ANALYTIC/RESEARCH/DATA NEEDS
We would like to conduct a formative evaluation of the Lakeland-UMBC partnership to collect data that would allow for a deeper understanding of partnership development, the potential for partnership sustainability, and promising practices in partnerships between higher education institutions and community schools. Our ultimate goal is to continue the positive outcomes for the school that are facilitated by this collaboration and to partner with other schools in this collaborative work. We envision the collection of data with both quantitative (e.g., surveys) and qualitative (e.g., interviews) methods from representatives of the various stakeholder groups.

3. DESCRIPTION OF DATA
We have some existing data that could be useful to this project, including climate data from school youth/students engaged in several partnership programs at the school and from service-learning reflection data from university undergraduates. The primary source of data for this research would be collected from interviews and surveys from a sample of various stakeholders.

4. INFORMATION THAT WOULD BE HELPFUL
- How has this partnership changed the perception of stakeholders regarding the various partners?
- How do parents/community members view their connection to the school differently now?
- How does the school view UMBC differently now than it did prior to the partnership?
- How do the school’s students view college differently now? Is any change in their perception the result of this partnership?
- How do UMBC students view the school’s students and the Lakeland community differently?
- How have Lakeland teachers changed their professional practice (i.e. teaching strategies, parent/family engagement) as a result of this partnership?
- How do they feel these changes have impacted: their students; the school; and the community/neighborhood?
- How have they changed how they interact with community members, parents, and school students as a result of this partnership?
- Do teachers recognize the role of UMBC in the partnership? If so, what role do they see UMBC playing?
- What benefits has this partnership brought to school administrators? If there have been benefits or promising practices learned, how will they use them to inform other City school administrators?
• How has UMBC changed as a result of this partnership?
• Has it impacted the university’s mission; priorities; strategic planning?

5. PROJECTED TIMELINE
We anticipate 20 hours/week between March and August would be needed, with a project end date of September 1, 2016.

6. IDEAL ACADEMIC PROJECT PARTNER
We believe a doctoral student or post-doctoral fellow would be best suited for this project.

7. CURRENT RESOURCES
We will provide guidance, collaboration with other graduate students, faculty, and staff, and potential UMBC grant funds of up to $2,000.

8. ADDITIONAL INFORMATION
This project will help us to strengthen current initiatives focused on addressing needs identified by members of the Lakeland community and may be a source of useful information and promising practices for future partnership development and sustainability between higher education institutions and community schools in the Baltimore area.

Rehana Shafi
Director, Sherman STEM Teacher Scholars Program
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410-455-1736
UMBC
1. **PROJECT OVERVIEW**
Youth Violence Prevention Center in Baltimore's Penn-North Community. Free out of school time programs, bullying/gang prevention, job/recruitment satellite office for adults, alternatives to violence. Mission is to assist K-12 students in achieving academic success and help with their academic responsibilities, including our “Strengthening Families” initiatives.

2. **ANALYTIC/RESEARCH/DATA NEEDS**
Track students’ behavioral choices upon completion of our violence prevention programs.

3. **DESCRIPTION OF DATA**
n/a

4. **INFORMATION THAT WOULD BE HELPFUL**
   - Prior to attending after school bullying/violence prevention programs what choices were made subsequent to program?
   - Were you able to help others?
   - Were you able to incorporate peaceable solutions regarding conflicts?
   - What does conflict resolutions entails?

5. **PROJECTED TIMELINE**
No internal deadlines

6. **IDEAL ACADEMIC PROJECT PARTNER**
Doctoral student & faculty

7. **CURRENT RESOURCES**
Mentorship/help introduce partners to community that has been historically neglected & abandoned. Guidance/help navigate.

8. **ADDITIONAL INFORMATION**
Unified Efforts, Inc. is a program which was supported by the Penn-North Community before last spring’s uprising. Since that time, we have acquired a vacant building in the heart of Penn North, to convert to our Out of School Time youth center. This community’s recreation and parks center has closed. Additionally, Baltimore City Public School System will be closing the elementary school with
over 200 students by 2018. We are filling that void with viable programs and activities for its youth and families [www.unifiefefforts.com](http://www.unifiefefforts.com)

Debbie Ramsey
unifiefefforts@comcast.net
443-800-0566
CEO/President
Unified Efforts, Inc.
1. PROJECT OVERVIEW
Whitelock Community Farm is an urban farm located in the heart of Reservoir Hill. It was started by a group of neighbors in 2010 who were looking to revitalize formerly vacant land through greening and community building initiatives. The goals of the Farm are to provide affordable sustainable fresh food, educational programming for neighbors of all ages, employment opportunities within the neighborhood, and a space for neighbors to congregate.

2. ANALYTIC/RESEARCH/DATA NEEDS
We are looking for assistance in getting an update on the data we collected through a 2012 Reservoir Hill Community Food Assessment. We would like to see the impact our double dollars program and community involvement programs have had on eating habits and health in the neighborhood.

3. DESCRIPTION OF DATA
Our previous assessment surveyed Reservoir Hill residents and collected data on:
• health conditions
• perceived relationship of health conditions to diet
• fruit and vegetable consumption per day
• familiarity with gardening
• % participation in SNAP/WIC/FMNP
• current habits: % of home cooked meals, % of use of fresh produce in cooking
• transportation to buy food, where to buy food
• average amount spent per trip
• % interested in learning more about healthy cooking
• reported barriers to accessing healthy food
• neighborhood food satisfaction, in terms of: # of food stores, availability of healthy food, quality of healthy food, variety of healthy food, price of healthy food

4. INFORMATION THAT WOULD BE HELPFUL
Revisiting questions from the community needs and impact assessment:
• recognize residents’ current habits regarding how and where they currently access food
• identify reported barriers and readiness for change at the neighborhood level
• describe residents’ satisfaction with food available in their neighborhood
• gauge residents’ awareness of diet and disease
• determine how Whitelock Community Farm can better market and provide produce to residents

New questions:
• How many households are we feeding?
• How many neighbors would say their value on fresh produce has changed since the farm has been
active?
• Have residents’ eating / shopping habits changed?
• Do residents feel Whitelock Community Farm’s efforts play a key role in transforming the neighborhood food environment?
• Are our programs considered accessible? Are there programs residents would like to see offered?

5. PROJECTED TIMELINE
No internal deadlines, preferably starting once our growing season and farm stands are well established for the year, and ending within the year. There are 6000 residents in Reservoir Hill, and the surveying can be spread out over time.

6. IDEAL ACADEMIC PROJECT PARTNER
No preference, whoever would be interested in the topic.

7. CURRENT RESOURCES
Connection to community resources, access to previous community needs assessment, regular guidance on direction, outreach for and assistance in surveying.

Isabel Antreasian
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Program Manager
Whitelock Community Farm
NETWORKING LIST
NOTE: All information in the program booklet is presented in the format submitted.

Jia Ahmad
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- substance use
- health care in carceral settings

Lydia Animosa
Staff, Johns Hopkins Bloomberg School of Public Health
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- Adolescents
- Mental health & substance use
- Education
- Housing
- Juvenile justice
- Sexual and reproductive health

Kimberly Arnold
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- Racial/Ethnic Health Disparities
- Housing Policies and Conditions
- Recreation Centers
- Youth Violence Prevention
- Food Systems and Environment

Nicole Assumpcao
Johns Hopkins Bloomberg School of Public Health
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- Open to anything

Rachel Bergstein
Alumna, Johns Hopkins Bloomberg School of Public Health
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- social determinants of health
- reproductive justice
- health in all policies

David Bishai
Faculty, Johns Hopkins Bloomberg School of Public Health
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- Health Economics
- Epidemiology
- Public Health Practice
- CQI

Lindsey Bishop
Public Servant, City of Baltimore, Mayor’s Office of Immigrant and Multicultural Affairs
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- research related to immigrants and refugees
- the social determinants of health

Wendy Blackwell
Practitioners Leadership Institute Manager, Center for Urban Families
wblackwell@cfuf.org
- I am interested in learning best practices for evaluation methods.

Bridget Blount
Community Organization Representative, New Pathways
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- youth development
- juvenile justice
- education
- the child welfare system
Cory Bradley
Student, Johns Hopkins Bloomberg School of Public Health
- Religion & Health
- Community based-participatory research
- Sexual health and well being of Black adolescent males and adult males
- Sexual health and well being of Black males who identify as sexual minorities
- Health Disparities among Black males
- Health and community development/mobilization and social justice

Samuel Brown
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- health disparities
- the social determinants of health
- the neighborhood effects on health

Hannah Murphy Buc
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- prison healthcare
- effects of prison on community health
- end of life care
- palliative care in prison

Carlos Castillo-Salgado
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- Developing Public Health Neighborhood Profiles
- Equity Focused HIA
- Measuring Health Inequalities
- Developing innovative public health surveillance systems
- Health Needs Assessments/Equity Focused

Erica Childs
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- statistics
- genetics
- cancer
- social determinants of health

Monica Daniels
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- mental health
- school based interventions
- child mental health

Wendy Davis
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- young black MSM

Elaine De Leon
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- tobacco control
- smoking cessation

Masoumeh Dejman
Student, Johns Hopkins Bloomberg School of Public Health
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- cross-cultural depression

Sabianca Delva
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- Community Based Participatory Research in Vulnerable Women Population

Oludolapo Fakeye
Student, Johns Hopkins Bloomberg School of Public Health
ofakeye1@jhu.edu
- I am a doctoral student in health services research and policy in the Bloomberg School of Public Health.
- My background is in microeconomics and applied statistics. My primary research interests are primary care access, quality of medical care, and distribution of health resources among communities.
Sarah Flammang
Baltimore Corps
sarah@baltimorecorps.org
- Baltimore Corps is embarking on a body of research to fully understand the priorities of Baltimore as a whole. We have completed some background research for existing work that is going on in Baltimore but also want to understand the community-level priorities and great work. This event sounds like a perfect opportunity!

Soraya Fleischer
Visiting scholar at the Anthropology Department/ JHU, University of Brasília, Brazil
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- health
- grassroots organizations

Sean Foley
Staff, Thread, Inc.
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- Public Health
- Social Services to refugee & homeless populations
- Resources for recently released prisoners, and access to support to help fight recidivism rates.

Mary Fox
Faculty, Johns Hopkins Bloomberg School of Public Health
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- environmental health
- chemical exposures

Charlotte Gaydos
Faculty, DOM JHU
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- STDs and HIV testing

Danielle German
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- Urban health; Drug use; HIV/AIDS; Employment; Housing; Neighborhoods; LGBT health; Poverty; Mental health; Depression; Social influences on health; Social networks; Harm reduction; Social stability; Social capital

Anna Goddu
Student, Johns Hopkins University School of Medicine
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- Doctor-patient relationship
- Primary care access
- Sexual health
- Diabetes, obesity and nutrition
- Community-clinic partnerships e.g. with barbershops, salons, food pantries, churches, parks, museums

Swati Goel
Student, Johns Hopkins Bloomberg School of Public Health
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- intimate partner violence
- urban poverty
- community medicine

Lindsey Gray
Faculty/Student, University of Maryland/ University of Maryland School of Nursing/ Baltimore City Health Department
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- Low socioeconomic status and mental health
- HIV among vulnerable populations

Cynthia Greenberg
Student, Johns Hopkins University School of Education
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- The relationship between food insecurity and K-12 instruction.

Rajani Gudlavalleti
Research Assistant, Johns Hopkins Bloomberg School of Public Health
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- I am coordinating a community advisory board for the SAPPHIRE Study with Dr. Susan Sherman. This is a study of the impact of Baltimore policing practices on the health of women sex workers. I am also working with Susan on an evaluation of
Bernard Guyer
Faculty, Johns Hopkins Bloomberg School of Public Health
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- Child Health

Romana Haider
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- I am interested in health systems strengthening and mhealth interventions for health systems strengthening.

Peijin Han
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- The barriers of people becoming insured.

Omar Harfouch
Student, MPH
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- LGBT health
- HIV prevention among MSM

Nina Hatzes
SWOP-Baltimore rep, SWOP USA
ninahatzes@gmail.com
- I am one of the founding members of the newly formed SWOP (Sex Workers Outreach Project) chapter for Baltimore City. I am currently on the CAB for the Sapphire study that Hopkins is working on and thought this would be interesting to learn more about what opportunities there in the city for future reference.

Laurice Howell
Student, Morgan State University
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- Diabetes care among minority groups

Asha Isable
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- Health disparities
- Community issues, housing,
- violence preventions,
- substance use
- Elderly or aging populations

Shruti Iyer
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- health disparities
- access to primary care

Jessica James
Mediation in Mission
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- data analysis-conflict resolution data
- neighborhood assessment
- community organizing

Brooke Jarrett
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- Health equity, health systems, climate change, infectious diseases, key populations re: intravenous drug users, homeless, female sex workers, etc.

Shulin Jiang
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- Evidence-based community intervention on gender-based violence

Kelly King
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- Incarceration as a determinant of health
Philip Leaf
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- violence prevention, mental and behavioral health, opportunity youth, early childhood,

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- social determinants of health

Peizi Li
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- Data analysis in reproductive health

Ruth Lucas
St. Stephens Office Management & Technology, Inc
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- Ethnic and Racial Health Disparities
- Tobacco and health Education.

Branden McLeod
Faculty, University of MD School of Social Work
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- social justice/policy practice and participation, reentry, father involvement, economic justice

Nicky Mehtani
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- Local health systems, patient-centered care, homelessness

Meghan Moran
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- Health communication, media, pop culture and health, social influence, persuasion, media effects tobacco control, tobacco use prevention, cervical cancer, cancer screening, health disparities, entertainment-education, vaccine communication

Ricky Moyd
Research Analyst II, Baltimore City Health Department - Office Of Youth Violence Prevention
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- “Data Collection and Evaluation processes
- How to conduct quantitative and qualitative evaluations”

Jun Nakagawa
Student, Johns Hopkins Bloomberg School of Public Health
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- Maternal Child Health, Water Sanitation, Reproductive Health

Esther Pak
Staff, Gates Institute, Johns Hopkins Bloomberg School of Public Health
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- Community-based participation; qualitative research on processes of collaboration between academia and public health departments

Sandra M. Perez
Faculty, Associate Professor, Towson University
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- creating a more positive body image and healthy lifestyle in children through arts integration and infusion.

Julia Raifman
Student – postdoc, Johns Hopkins Bloomberg School of Public Health
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- I research HIV prevention and treatment among men who have sex with men. I am also more broadly interested in sexual minority health.

Nia Redmond
Community Leader, East Baltimore Historic Library
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- The impact and role the African-American East Baltimore Historic Churches have played in supporting families in East Baltimore.
Melanie Reese  
Community Member/CBO Program Coordinator, The Taylor-Wilks Group (TWG)  
melanie@taylor-wilksgroup.com  
- capacity building and technical assistance to community based organizations (CBOs), AIDS services organizations (ASOs), community based clinics, and HIV/AIDS planning bodies (Prevention, Treatment and Care).

Mayriam Robles  
MPH/ MBA Student, Johns Hopkins Bloomberg School of Public Health and Carey Business School  
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- Maternal and Child Health  
- Community Oriented Medicine  
- Primary Health Care  
- Cancer  
- Infectious Diseases

Bess Rose  
Doctoral Student, Johns Hopkins University School of Education  
brose6@jhu.edu  
- Evaluation of educational programs for community-based organizations and schools; estimating program impact and examining child, family, school, and neighborhood factors that contribute to success.

Melvin T. Russell  
Chief, Community Collaboration Division, Baltimore City Police Department  
melvin.russell@baltimorepolice.org  
- Collaboration building

Sydney Schildnecht  
Bilingual Family Interventionist, Pressley Ridge  
snschildnecht@loyola.edu  
- Inherited prereproductive stress, specifically comparing its prevalence in white/latino and black populations, with the hypothesis that multi-generational trauma resulting from slavery and legalized racism may have produced statistically significant and disproportionate biological vulnerability to stress disorders such as PTSD and schizophrenia, and/or other psychological disorders.

Christine Schutzman  
Coordinator, CEASE Baltimore  
christine.schutzman@morgan.edu  
- We provide tobacco cessation services to low-income residents in Baltimore City. We are interested in partnering with other organizations and researchers to expand our peer-led intervention to address other chronic diseases and behavioral health problems.

Roza Selimyan  
Faculty, Johns Hopkins University  
rselimyan@jhu.edu  
- Geneticist, Molecular Biologist and Epigeneticist by training, interested in promoting health with specific emphasis on prevention.

Barbarajean (Bj) Shaneman  
Nurse, Educator & Health Disparities Specialist, Baltimore, American Indian Ctr.  
shanemanbj@gmail.com  
- Community Health

Donna Shannon  
Adjunct on-line Faculty; LCPC; Fordham University, The Stone Foundation Towson Maryland  
donnashannon926@gmail.com  
- exploring how the religious and spiritual beliefs held by adolescents enhance internal resources and coping processes in stressful or threatening situations.

Marc Shi  
Student, Johns Hopkins University School of Medicine  
mshi9@jhmi.edu  
- Interested in researching the intersection of housing (particularly unstable housing/housing displacement) and health outcomes.
Mieka Smart  
Faculty, Johns Hopkins University  
msmart@jhu.edu  
- Prevention and early detection of adverse stress-response outcomes in college students, particularly drug and alcohol use disorders  
- Evaluation of drug and alcohol policy in the United States and East Africa.

Fred Smith  
Grad Student/Research asst., JHU-SOE-CRRE  
fsmith36@jhu.edu  
- Education-Youth Development-Literacy-Early Childhood

Lily Sussman  
MSPH Student, Johns Hopkins Bloomberg School of Public Health  
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- Built environment, obesity prevention/reduction through built environment, transportation/built environment affects on health outcomes.

Vincent Truant  
Patient Family Advisory Council, Johns Hopkins Hospital  
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- Increased capacity and capability of CBOs

Monica Tung  
Student, Johns Hopkins University  
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- Homelessness  
- Healthcare access for school children  
- Violence and youth (and their interactions with healthcare through the ED)

Marissa Vismara  
Student, Johns Hopkins University  
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- School-based health services

Brian Weir  
Faculty, Johns Hopkins Bloomberg School of Public Health  
bweir3@jhu.edu  
- Generally interested in hearing about community interest in and needs for research. My areas of interest are program evaluation and HIV prevention and treatment.

Patrice Woodard  
PLI Department Coordinator, Center for Urban Families  
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- I am interested in learning about evaluation methods.

Adaeze Wosu  
Student, Johns Hopkins Bloomberg School of Public Health  
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- Health Disparities in Chronic Non-communicable Diseases

Yiwei Xu  
Student, Johns Hopkins Bloomberg School of Public Health  
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- Cancer prevention and screening

James Zaboraa  
Faculty, Johns Hopkins Center to Reduce Cancer Disparities  
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- Community-based research projects to reduce cancer disparities in Baltimore City and Prince George’s County
WHAT IS COMMUNITY-DRIVEN RESEARCH DAY?
Traditionally, research activities are generated from the literature and funding priorities. Community-Driven Research Day provides a mechanism for the community to have a greater role in the research process, one in which Baltimore City organizations elevate their needs and identify the activities that would benefit from the support of researchers. This event provides an opportunity to match the skills of the local research community with community-defined research needs.

HOW DOES COMMUNITY-DRIVEN RESEARCH DAY WORK?
Community projects selected to participate will each have a table to display information about their organization, their projects and research priorities. In “speed dating”-style, interested researchers will rotate throughout the room at prescribed times to learn more about each organization and see if there are mutually beneficial opportunities for collaborating. The speed dating session will be followed by a discussion led by a panel of individuals involved in community-based research. Attendees will have additional opportunity to discuss collaborations following the panel discussion. Light refreshments will be served.

FUNDING OPPORTUNITY
UHI will offer up to $10,000 to support community-university collaborations that result from participating in the 2016 Community-Driven Research Day. These funds will support either one faculty-community proposal, two graduate student-community projects or three undergraduate-community projects.