

Angela (Angie) Malorni

Curriculum Vitae

University of Washington School of Social Work
4101 15th Ave. NE
Seattle, WA 98105-6299

malorni@uw.edu

EDUCATION

PhD	University of Washington	expected June 2022
MSW	University of Washington	December 2020
MPA	University of Washington	December 2013
BS	The Ohio State University	June 2011

SKILLS AND AREAS OF EXPERTISE

Skills: Youth Participatory Action Research (YPAR) Methodology, School-based Research-Practice Partnerships, Participatory Evaluation, Photovoice, Grounded Theory, Ethnographic Methods, Case Study, Community-Based Survey Development & Testing, Grant Writing

Areas of Expertise: Youth Sociopolitical Development & Organizing, Social Media & Technology, Social-Emotional Learning, Critical Youth Work/Youth Development, School Climate, YPAR Methodology, Policy Practice, Organizational Practice

AWARDS, HONORS, GRANTS & FELLOWSHIPS

NIH Pre-Doctoral Translational Science Training Grant (TL1) (tuition +\$26,500)	06/2021- 06/2022
UW Magnuson Scholar (\$32,000)	06/2021- 06/2022
Distinction, General Exam	07/2020
Graduate and Professional Student Senate Travel Grant (\$1,000)	09/2019
William P. and Ruth Gerberding Top Scholar Fellowship (tuition + \$8,000).	03/2018
Scholarship from the Charles O. Cressey Endowment Fund (\$2,000)	09/2017
CUNY Critical Participatory Action Research, Training Scholarship (\$500)	05/2016
Hubert G. Locke Fellowship (\$2,500)	03/2013
Evans School of Public Policy & Governance Top Scholar Award (\$15,000)	09/2012
Mount Leadership Society Scholar (\$6,000)	09/2007 – 06/2009

RESEARCH INTERESTS & EXPERIENCE

Interests

Youth Development, Sociopolitical Development/Critical Consciousness, Youth Organizing, Social Media & Technology, Youth Participatory Action Research (YPAR), Social Justice in School Climate, Social-Emotional Learning, Social Service Systems Change

Experience

Social Media and Youth Sociopolitical Development 07/2020 – 06/2022

Principal Investigator, University of Washington School of Social Work

Aims to address the questions: (1) In what ways does social media facilitate youth sociopolitical development (SPD)? And (2) What are the limitations of social media as an effective tool for youth SPD? A multi-site case study with participatory analysis and youth-led photovoice project. Principal investigator for all research activities. NIH Award Number TL1 TR002318.

Best Starts for Kids Youth Development Measurement Project 01/2020 – 12/2021

Research Analyst, University of Washington School of Social Work

A continuation of the 2018-2019 community-based youth development measurement project (see below). I facilitated the development of participatory advisory board to oversee the refinement of the tool, conducted qualitative research into the structure and content of the survey, conducted second round of psychometric testing. Also participated in all stages/tasks of survey development and testing. Contract funded by King County Public Health. PI: Mike Spencer

COVID-19, BLM and Teacher Racial Consciousness in a Puget Sound Middle School: An autoethnographic case study 03/2020 – 11/2020

Principal Investigator, University of Washington School of Social Work

A teacher-participatory autoethnographic project exploring the impact of the COVID-19 pandemic and BLM movement of 2020 on racial equity improvement efforts in a Puget Sound middle school. I designed the research study, recruited participants, trained participants in autoethnographic methods and managed the logistics of data collection. I will be analyzing the data alongside teachers, and the data will be integrated into a larger school improvement project in the Summer of 2020.

Pro-Justice Student Union Research & Action: School Climate and Social Justice, 12/2019 – 05/2020

Co-PI, UW & CSU School of Social Work

A participatory research-practice partnership with a high school student group in Renton Public Schools called the Pro-Justice Union (PJU). Supported Youth Participatory Action Research efforts led by PJU, and launched a complimentary research project with teachers and administrators, guided by the PJU's research results and school-based action. Managed all local aspects of the project, and was a principal investigator. Tiffany Jones (CSU) is co-PI and funder of project.

Examining Culture of Compliance and School Discipline 12/2019 – 08/2020

Project Manager & Research Analyst,

Co-PI, UW & CSU School of Social Work

A research-practice partnership with a middle school in Renton Public Schools. I worked with teachers, staff and administrators on the school's racial equity team to identify pressing issues relating to school climate. We designed a research-practice project focusing on the school's culture of compliance and racial disproportionality in school discipline. It is a mixed-methods study. The racial equity team was involved in methodological design and all teachers were involved in data analysis and action-planning. Tiffany Jones (CSU) is co-PI and funder of project.

VOYCE Whakarongo Mai Youth Participation Project 06/2019 – 11/2019

Research Assistant, University of Washington School of Social Work

In partnership with the University of Auckland. Project aims to answer the question: 'What constitutes good practice in relation to ethical, culturally sound engagement and participation of children and young people involved with child protection services in programme governance, policy making, service design and research?' I contributed to a scoping review. PI: Susan Kemp

SEL Consortium Documentation Project 06/2019 – 10/2019

Research Analyst, University of Washington School of Social Work

A study of the development, process and outcomes of a 2-year research-practice partnership called the SEL Consortium. The SEL Consortium has regular participation from: 6 regional school district officials, King County Public Health, Out-of-School-Time (OST) providers, intermediary organizations and non-academic research partners. I participated in all stages/tasks of project, and of the consortium. PI: Tiffany Jones

Federal Way Public Schools: Exploring the role of Community-based Organizations in school climate and positive racial identity development 01/2019 – 12/2019

Research Assistant, University of Washington School of Social Work

A research-practice partnership with Federal Way Public Schools. Focuses on the role of community-based organizations in supporting school transformation as it relates to school climate for BIPOC students. Conducted focus groups and completed analysis. PI: Charles Lea III

Bullying, School Climate and Racial Equity: Using Data and Youth Perspectives to Improve School Climate 01/2019 – 12/2019

Research Analyst, University of Washington School of Social Work

A research-practice partnership with Renton Public Schools. The purpose of the study is to better understand students' experiences as school, especially school culture and climate, experiences of bullying and experiences related to racism and other forms of oppression. I participated in all stages/tasks of project and design/facilitated interactive data analysis and improvement planning workshops with teachers. PI: Tiffany Jones & Charles Lea III

Best Starts for Kids: Youth Development Measurement Project 05/2018 – 12/2019

Research Analyst, University of Washington, School of Social Work

Develop and validate a community-based protective and promotive youth development measurement tool that is responsive to: racial, ethnic and social identity development, social and emotional development and enabling program environments. Completed literature review, landscape assessment, lead focus groups, organized and conducted cognitive interviews, helped

develop methodological plan, created survey, administered pilot, psychometric testing of survey items, worked with community partners on construct and survey development. Contract funded by King County Public Health. PI: Charles Lea III

Enhancing Data-Driven Decision Making for School Improvement at the Seattle Public Schools 09/2017 – 04/2018

Research Assistant, University of Washington, School of Social Work,
 Funded by Seattle Public Schools. Partnered with district to make recommendations for student school climate survey design based on youth input. Organized and facilitated cognitive interviews with children and youth (grades K-12) across the school district. Coded qualitative data & contributed to final recommendations. PI: Todd Herrenkohl

TEACHING INTERESTS & EXPERIENCE

Interests

Community organizing, policy practice, historical foundations, research methods, social science meta-theory, adolescence/youth development, participatory practice/research, service-learning

Experience

BASW

Social Welfare Practice III, Macro (SOC WF 312), **Predoctoral Lecturer** Spring 2021
 Introduction to Social Work Practice (SOC WF 200), **Teaching Assistant** Winter 2018
 Introduction to Social Work Practice (SOC WF 200), **Teaching Assistant** Fall 2017

MSW

Poverty & Inequality (SOC W 501), **Predoctoral Lecturer** Winter 2021
 Intellectual & Historical Found. of Professional Social Work (SOC W 500), **Grader** Fall 2020
 Community-Centered & Integrated Practice Seminar (SOC W 525), **Facilitator** Spring 2018

PhD

Social Science Meta-Theory and Research (SOC WL 598), **Teaching Practicum** Fall 2018

Guest Lectures

Youth Development and Youth Work Practice (BASW) Fall 2017
SOC WK 200: Intro to Social Work
 Critical Youth Work (BASW) Winter 2018
SOCWK 200: Intro to Social Work
 An Introduction to Critical Theory (PhD) Fall 2019
SOC WL 598: Social Science Meta-Theory
 Community-based Participatory Program Evaluation (MSW) Spring 2019
Guest Lecture at University of Michigan SSW
 Participatory Research with Youth (MSW/MPH/PhD) Spring 2019
SOC WL 591: Special Topics
 Community-Based and Participatory Research Methods (MSW) Fall 2019
SOC WK 505: Research Methods

PUBLICATIONS & PRESENTATIONS

* Indicates community partner as co-author, **Indicates MSW student I supported/mentored

Peer-Reviewed Publications

7. **Malorni, A.**, Diaz, A., Spencer, M. & Jones, T. Autoethnography as a Tool for Research-Practice Partnerships: Facilitating Self and School Transformation. *Qualitative Social Work*. (Revise & Resubmit, July 2021)
6. **Malorni, A.**, Lea, C.H., Richards-Schuster, K. & Spencer, M. Facilitating Youth Participatory Action Research: A scoping review of relational practices. *Children and Youth Services Review*. (Revise & Resubmit, September 2021)
5. Jones, T.M., Diaz, A., Bruick, S., McCowan, K., Wong, D.W**, Chatterji, A**, **Malorni, A.**, & Spencer, M. (2021) The perceptions of middle school staff on the pandemic's role in widening racial inequity. *School Psychology*. DOI: 10.1037/spq0000464
4. Lea, C.H., McCowan, K., Jones, T.M., **Malorni, A.** (2021) Adult and Student Perspectives on School-Based Racial and Ethnic Equity-Informed SEL Strategies. *Psychology in Schools*. DOI: 10.1002/pits.225757
3. Lea, C.H., Jones, T.M., **Malorni, A.**, Beaver, J.* & Herrenkohl, T. (2020). Centering racial equity in measures of school climate: Perspectives of racial and ethnic minoritized students. *Journal of the Society for Social Work Research*. Doi.org/10.1086/713474
2. Herrenkohl, T., Jones, T., Lea, C., & **Malorni, A.** (2019) Leading with Data: Using an Impact-Driven Research Consortium Model for the Advancement of Racial Equity in Social Emotional Learning. *American Journal of Orthopsychiatry (AJO): Social Innovations*. Doi.org/10.1037/ort0000435
1. Lea, C., **Malorni, A.**, & Jones, T. (2019). Everybody is an Artist: Arts-Based Education and Formerly Incarcerated Young Black Men's Academic and Social-Emotional Development in an Alternative School. *American Journal of Community Psychology*, Vol. 64(3-4), p. 1-15. Doi 10.1002/ajcp.12378

Under Review

3. **Malorni, A.** Lea, C.H., McCowan, K., Jones, T.M. & Crumé, H.J. Community Constructions of Youth Development: Perspectives of racially, ethnically, and gender diverse adults and youth (In Review, September 2021)
2. Jones, T.M., Williford, A., **Malorni, A.**, McCowan, K., Becker, K., Halac, T., Lea, C.H., Spencer, M. The Role of Colorblind Racism and White Fragility in Maintaining Racist Bullying in Middle School. (In Review, June 2021)

1. **Malorni, A.** & Reagan, M.B. Teaching Literacy Practices in Social Work Education: Strategies for Identifying Power Structures in Text. (In Review, September, 2021)

Community & Practice Publications

Malorni, A., Jones, T., Lea, C. Spencer, M. (2021). Best Starts for Kids Youth Development Measurement Project: 2020-2021 Report. *Prepared for King County Public Health.*

Malorni, A., Jones, T., McCowan, K. & Lea, C. (2019). Using Data and Youth Perspectives to Improve School Climate and Racial Equity Practice. *Prepared for the Renton Public School District.*

Jones, T., Lea, C., **Malorni, A.,** Crumé, H.J. & McCowan, K. (2019). Best Starts for Kids Youth Development Measurement Project: 2018-2019 Report. *Prepared for King County Public Health.*

Manuscripts in Progress

Jones, T.M., **Malorni, A.,** Becker, T., Lea, C.H. & Crumé, H.J. A Scoping Review of Community-Based Measures for Positive Youth Development.

Malorni, A. Social Media and Youth Organizing: A Theoretical Review

Malorni, A., Diaz, A., Keegan T.* & Spencer, M. Exposing Cracks in the Foundation of American Schools: An autoethnographic study of racial justice, schools one year after COVID and Black Lives Matter movement of 2020.

Jones, T.M., **Malorni, A.,** McCowan, K., Lea, C. H., Spencer, M. You can't fix what you won't see: Examining the way colorblind racism undermines racial equity efforts in middle school.

Malorni, A. Social Media and Youth Organizing: A Digital Media Photovoice Project

Malorni, A. Youth Sociopolitical Development, the COVID-19 Pandemic and Black Lives Matter: A multi-site case study

Malorni, A. Constructions of Sociopolitical Self and Community on Social Media: A multi-site case study of youth organizers

Malorni, A. From participation to transformation: A youth participatory action research study of youth sociopolitical power-building through social media

Malorni, A., Jones, T.M. & Lea, C.L. A Research-Practice Approach to School Climate Improvement: Translating data into action for racial justice

Malorni, A. Youth Critical Consciousness and Social Media: A visual and textual analysis using

Hall's Encoding/Decoding Model of Communication

Lea, C.H., McCowan, K., Jones T.M., **Malorni, A.** & Crumé, H.J. & Youth Perspectives on Racial, Ethnic, and Gender identity Development and their Experience in prevention and Health Promotion Programming.

Lea, C.H., Crumé, H.J., Jones T.M., **Malorni, A.**, McCowan, K. & Ramirez, J. Youth of Color Perspectives on the Development of Community-Based Survey: Using Cognitive Interviews to Evaluate Items for Measuring Racial, Ethnic, and Gender Identity, Social-Emotional Development, and Program Social Environments.

Presentations

18. **Malorni, A.** (Oct 2021) *Social Media and Youth Sociopolitical Development: A Scoping Review of Theory*. Oral Presentation, Council on Social Work Education (CSWE) Annual Program Meeting, Orlando, FL.
17. **Malorni, A.** (Oct 2021) *Re-defining Positive Youth Development: Perspectives of Racially, Ethnically, and Gender Diverse Adults/Youth*. Oral Presentation, Council on Social Work Education (CSWE) Annual Program Meeting, Orlando, FL.
16. **Malorni, A.** (Jan 2021). *Facilitating Critical Inquiry and Action with Youth: PAR Process and Practice*. Oral Poster Presentation, Online.
15. Jones, T.M., **Malorni, A.**, Lea, C.L. (Oct. 2020) *Positive Youth Development Programs Promote Social, Emotional, Racial, Ethnic and Gender Identity Development*. European Society for Prevention Research. Oral Presentation. Online.
14. **Malorni, A.** (Jan. 2020). *Identity and Socio-Political Development: Exploring Levels and Roles of Identity in Critical Education, Participation and Social Action in Youth Work*. Oral Poster Presentation. Society for Social Work Research (SSWR), Washington DC.
13. Lea, C.H., **Malorni, A.** & Jones, T.M. (Jan. 2020). *"Everybody Is an Artist": Arts-Based Education and Formerly Incarcerated Young Black Men's Academic and Social-Emotional Development in an Alternative School*. Symposium Paper. Society for Social Work Research (SSWR), Washington DC.
12. **Malorni, A.**, Lea, C.H., Jones, T.M., & Crumé,, H.J. (Jan. 2020). *Program Leader and Youth Perspectives on the Role of Positive Racial, Ethnic, and Gender Identity, Social-Emotional Development, and Program Social Environments for the Development of Community-Based Survey*. Symposium Paper. Society for Social Work Research (SSWR), Washington DC.
11. Jones, T.M., **Malorni, A.**, Lea, C.H. & Crumé,, H.J. (Jan. 2020). *Evaluating Community-Based Positive Youth Development Programs: A Scoping Review of Measures of Positive Racial, Ethnic, and Gender Identity, Social-Emotional Development, and Program Social Environments*. Symposium Paper. Society for Social Work Research (SSWR), Washington DC.
10. Lea, C.H., **Malorni, A.**, Crumé,, H.J. & Jones, T.M. (Jan. 2020). *Youth of Color Perspectives*

- on the Development of Community-Based Survey: Using Cognitive Interviews to Evaluate Items for Measuring Racial, Ethnic, and Gender Identity, Social-Emotional Development, and Program Social Environments.* Symposium Paper. Society for Social Work Research (SSWR), Washington DC.
9. **Malorni, A.** (Oct. 2019). *Critical Reading: Teaching understanding, meaning-making and critique in social work education.* Interactive Workshop in the Teaching Methods and Learning Styles Track. Council on Social Work Education (CSWE) Annual Program Meeting (APM). Denver, CO.
 8. **Malorni, A.,** Jones, T. M., & Lea, C.H., (May 2019). *Democratization of Cross-Sector Data Systems: Youth participation, equity and effective out of school time programming.* Oral Presentation. Society for Prevention Research (SPR), San Francisco.
 7. Jones, T.M., **Malorni, A.,** Lea, C.H., & Crumé, H.J., (May 2019). *A Systematic Review of Racial and Ethnic Identity Development, Social Emotional Development, and Enabling Environments Measures for County Wide Program Evaluation.* Oral Presentation. Society for Prevention Research (SPR), San Francisco.
 6. Lea, C.H., Jones, T.M., **Malorni, A.,** & Crumé, H.J., (May 2019). *Youth Perspectives on Racial, Ethnic, and Gender Identity Development and Their Experience in Prevention and Health Promotion Programming.* Oral Presentation. Society for Prevention Research (SPR), San Francisco.
 5. Herrenkohl, T.I., Jones, T.M., Lea, C.L., & **Malorni, A.,** (Jan. 2019). *Conceptual Foundations of a Research Partnership to Advance the Practice and Assessment of Social Emotional Learning.* Oral Presentation, Society for Social Work and Research (SSWR), San Francisco.
 4. Lea, C.H., Jones, T.M., **Malorni, A.,** Herrenkohl, T.I., (Jan. 2019). *Beyond the Numbers: Exploring Students' Perceptions of the Factors Associated with Equity in School Climate.* Oral Presentation, Society for Social Work and Research (SSWR), San Francisco.
 3. Herrenkohl, T., Lea, C., Jones, T. & **Malorni, A.** (Jan. 2019). *Leading with Data: Using an impact-driven research consortium model for the advancement of social emotional learning and youth development programs.* Society of Social Work Research (SSWR). San Francisco, CA.
 2. **Malorni, A.** (May 2018). *Youth Participatory Program Evaluation and Research: Youth Voice in Organizational Practice.* King County Public Health. Seattle, WA.
 1. Jones, T., Lea, C. & **Malorni, A.** (April 2018). *Beyond the Numbers: Exploring Students' perceptions of the factors associated with equity in school climate.* Road Map Region Social and Emotional Learning Symposium, Renton, WA.

ADDITIONAL PROFESSIONAL EXPERIENCE

Social Policy Research Associates, Regional Associate

09/2019 – Present

Seattle, WA

Working on the Local Proof Points initiative, under its Washington State Strategy to evaluate the formation and implementation of local improvement networks in South King County, as well as their resultant activities and outcomes and progress toward addressing racial disparities in academic outcomes.

Harm Reduction Research and Treatment Center

09/2019 – 06/2020

Housing First, Meaningful Activities Lead

Seattle, WA

Working with Harm Reduction Research and Treatment Center (HaRRT) in their Meaningful Activities program. Facilitated and implemented participatory program development (community garden and memorial) at 1811 Eastlake, a supportive housing unit serving formerly homeless adults with chronic alcohol use disorders.

City of Seattle, Youth Program Lead & Facilitator

May 2017-Sept 2018

Seattle, WA

Youth Participatory Action Research (YPAR) facilitation, curriculum development and staff coaching. Worked directly with youth ages 12-18 in a public program at the Teen Life Centers. Worked with youth ages 12-24 in a public program primarily serving low-income youth, youth of color, immigrant and refugee youth and youth with disabilities. Via youth programming, we explored issues of: gentrification and its' impact on social spaces for youth, issues of consent in school sex education and interrupting racism in Seattle Public Schools.

School's Out Washington, Youth Work Coach & Program Assessor

May 2017 – Jan 2019

Seattle, WA

Provided direct coaching to youth development and out-of-school time (OST) adult youth workers across King County. Facilitated self-directed goal setting, action planning and technical support. Also provided external Youth Program Quality Assessment (an observational tool) to youth-serving sites across King and Pierce counties. Helped sites translate data into action for program improvement.

School's Out Washington, Youth Program Quality Coordinator

Sept 2015 – May 2017

Seattle, WA

Facilitated site program assessment and instructor training, managed state-wide assessment and continuous improvement planning, developed and facilitated peer learning community meetings, design and deliver workshops for Weikart Center Youth Work Methods and other topics (social and emotional learning, cooperative learning, critical youth studies, youth-led evaluation, service-learning, active-participatory approaches, youth voice, etc). Facilitator of workshops on structural racism in youth work settings for youth workers & program administrators.

City of Seattle, Teen Services Analyst

Jan 2013 – Sept 2015

Seattle, WA

Designed and implemented data systems and analyzed data for public afterschool and summer programs in the Teen Programs division. Facilitated and constructed unit-wide theory of change for Youth Employment and Service-Learning unit, quarterly reporting and improvement

planning, facilitated youth-led program evaluation, trained adults and youth YESL staff on program evaluation. Included youth participatory evaluation.

Hanford Challenge, Outreach Coordinator; Advisory Board Chair Apr 2015 – Sept 2015
Seattle, WA

Organized, coordinated and implemented outreach and public education events, resources and web tools to engage youth people in environmental clean-up advocacy. Held position on Public Involvement Committee for the Hanford Advisory Board. Conducted issue-specific research, grant writing and management of public participation grant. Lobbying at the annual Alliance for Nuclear Accountability Day in Washington DC.

City of Seattle, Seattle Parks and Recreation, Teen/Youth Mentor June 2011 – Apr 2015
Seattle, WA

Public teen program design, facilitation and youth mentorship for city-wide teen services. Programs include: social and emotional learning, job training, recreation, environmental stewardship, community engagement and service-learning, 21st Century Skills, and social justice education. Worked with youth ages 12-24 in a public program primarily serving low-income youth, youth of color, immigrant and refugee youth and youth with disabilities.

The Mosaic Project, Intern Fall 2009, 2010
Oakland, CA

Facilitated immersive program for social and emotional learning and anti-racism as part of an evidence-based curriculum for middle school age youth. Logistic coordination for daily operations.

PROFESSIONAL AND COMMUNITY SERVICE

Community Service

Member, Expanded Learning Opportunity Network (WA) 2019 – Present
State Out-of-School Time Policy Advocacy

UW Global Health & Urban at UW 2019 - Present
Stakeholder, Creating Mental Health Friendly Cities for Youth

Content Consultant, UW College of Education's Cultivate Learning
• Expanded Learning Opportunities (ELO) 2020

Youth Driven Spaces Module for Practitioners
Convener & Facilitator, UW Social and Emotional Learning Consortium 2017 – 2021

Research-Practice Partnership with:

- 7 school district representatives
- County governmental offices
- Community-based organizations
- Education & OST Intermediaries

Youth Participatory Action Research (YPAR) Coaching/Consultation for: 2015 – Present

- King County Youth Advisory Council
- Federal Way Public Schools' Young Scholars Program (Lakota Kings)
- UW Cultivate Learning

- Youth Development Executives of King County
- Seattle Techbridge, Girls Who Code
- Skyway Youth Network Collaborative
- Futurewise
- King County Public Health
- Seattle Parks and Recreation
- Renton Public Schools, Student Pro-Justice Union

Labor & Tenants Rights Organizer, Seattle Solidarity Network 2011 – 2018
 Organizer, SPD Police Accountability and Anti-Police Brutality Campaign 2011 - 2013

University Service

Faculty, MSW Program 2018 - Present
 Community-Centered and Integrative Practice (CCIP) Concentration
 Faculty Recruitment Committee, Elected Representative 2018-2020
 Graduate Professional Student Library Advisory Committee, Elected Representative 2019-2020
 For a Democratic University (FADU), Officer 2011-2013
 Evans School Labor Interest Group, Founding Member 2012-2013

Professional Service

Senior Lead Volunteer Coordinator for Annual Society of Social Work and Research (SSWR) Conference 2019 - 2021
 Lead Deputy Volunteer Coordinator for Annual Society of Social Work and Research (SSWR) Conference 2018 - 2019
 Deputy Volunteer Coordinator for Annual Society of Social Work and Research (SSWR) Conference 2017 - 2018

 Peer Reviewer, Advances in Social Work 2021
 Ad-Hoc Peer Reviewer, Journal of Community Practice 2020
 Ad-Hoc Peer Reviewer, Health Education & Behavior 2020
 Ad-Hoc Peer Reviewer, Journal of Sociology & Social Welfare 2018

PROFESSIONAL AFFILIATIONS & LICENSE

Society for Social Work Research (SSWR), Member
 Society for Community Research and Action (SCRA), Member
 Association for Community Organization and Social Administration (ACOSA), Member
 Society for Prevention Research (SPR), Member
 Council for Social Work Education (CSWE), Member
 National After-School Association (NAAA), Washington Ambassador
 Washington Expanded Learning Opportunities (ELO) Network, Member
 Philosophy for Children, University of Washington, Member

REFERENCES

Mike Spencer, PhD, MSW

Professor, Director at Indigenous Wellness
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Desmond Upton Patton, PhD, MSW

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