

# Angela (Angie) Malorni

## Curriculum Vitae

Rutgers University School of Social Work  
120 Albany Street  
New Brunswick, NJ, 08901

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### ACADEMIC POSITIONS

**Assistant Professor** July 2022 - Present  
Rutgers University  
School of Social Work

### EDUCATION

PhD	<b>University of Washington</b>	expected June 2022
MSW	<b>University of Washington</b>	December 2020
MPA	<b>University of Washington</b>	December 2013
BS	<b>The Ohio State University</b>	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) (\$42,500)	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**

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### **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 YPAR case study using photovoice. 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: A collaborative autoethnography** 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:** 01/2019 – 12/2019

**Using Data and Youth Perspectives to Improve School Climate**

*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**

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**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), <b>Predoctoral Lecturer</b>	Spring 2021
Introduction to Social Work Practice (SOC WF 200), <b>Teaching Assistant</b>	Winter 2018
Introduction to Social Work Practice (SOC WF 200), <b>Teaching Assistant</b>	Fall 2017

**MSW**

Adolescence: Understanding Risk & Resilience (19:910:529), <b>Instructor</b>	Spring 2023
Social Welfare Policy & Services I (19:910:504), <b>Instructor</b>	Fall 2022
Poverty & Inequality (SOC W 501), <b>Predoctoral Lecturer</b>	Winter 2021
Intellectual & Historical Found. of Professional Social Work (SOC W 500), <b>Grader</b>	Fall 2020
Community-Centered & Integrated Practice Seminar (SOC W 525), <b>Facilitator</b>	Spring 2018

**PhD**

Social Science Meta-Theory and Research (SOC WL 598), <b>Teaching Practicum</b>	Fall 2018
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**Guest Lectures**

Youth Development and Youth Work Practice (BASW) <i>SOC WK 200: Intro to Social Work</i>	Fall 2017
Critical Youth Work (BASW) <i>SOCWK 200: Intro to Social Work</i>	Winter 2018
An Introduction to Critical Theory (PhD) <i>SOC WL 598: Social Science Meta-Theory</i>	Fall 2019

Community-based Participatory Program Evaluation (MSW) <i>Guest Lecture at University of Michigan SSW</i>	Spring 2019
Participatory Research with Youth (MSW/MPH/PhD) <i>SOC WL 591: Special Topics</i>	Spring 2019
Community-Based and Participatory Research Methods (MSW) <i>SOC WK 505: Research Methods</i>	Fall 2019

## PUBLICATIONS & PRESENTATIONS

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

### Peer-Reviewed Publications

9. 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. (Revise & Resubmit, November 2021)
8. Jones, T.M., **Malorni, A.**, Lea, C.H. & McCowan, K. (In Press).  
University-School Partnerships: Successes and Challenges in Designing and Implementing Strategies to Promote Racial Equity. *Children & Schools*.
7. **Malorni, A.**, Diaz, A., Spencer, M. & Jones, T. (2022) Autoethnography as a Tool for Research-Practice Partnerships: Facilitating Self and School Transformation. *Qualitative Social Work*. DOI: 10.1177/14733250221088211
6. **Malorni, A.**, Lea, C.H., Richards-Schuster, K. & Spencer, M. (2022). Facilitating Youth Participatory Action Research: A scoping review of relational practices. *Children and Youth Services Review*. DOI: 10.1016/j.chilyouth.2022.106399
5. Jones, T.M., Diaz, A., Bruick, S., McCowan, K., Wong, D.W\*\*, Chatterji, A\*\*, **Malorni, A.**, & Spencer, M. (2021) Experiences and perceptions of school staff regarding the COVID-19 pandemic and racial equity: The role of colorblindness. *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.22575
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. López, A.P., Jones, T., Diaz, A., McCowan, K. & **Malorni, A.** *Strengthening Student-Teacher Relationships: Cultivating Culturally Responsive and Inclusive Learning Environments for Black, Indigenous, and Youth of Color*. (In Review, December 2021)
2. **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)
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**

21. **Malorni, A.** (April 2022) Social Media and Youth Sociopolitical Development: A YPAR Study of Self and Community Construction. American Education Research Association (AERA) Annual Program Meeting, San Diego, CA.

20. **Malorni, A.** (Jan. 2022). A Scoping Review of Relationship-Building Practices in Youth Participatory Action Research. Oral Poster Presentation, Society for Social Work Research (SSWR), Washington DC.

19. **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.

18. **Malorni, A.** (Jan. 2022). Autoethnography As a Tool for Research-Practice Partnerships: Facilitating Self and School Transformation. In Promoting Racial Justice in the School Context before and during COVID-19. Symposium Presentation, Society for Social Work Research (SSWR), Washington DC.

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**

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**Social Policy Research Associates**, Regional Data Collection 09/2019 – 03/2020  
*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, 21<sup>st</sup> 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**  
*Oakland, CA*

Fall 2009, 2010

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**

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### **Community Service**

Member, Expanded Learning Opportunity Network (WA) State Out-of-School Time Policy Advocacy	2019 – Present
UW Global Health & Urban at UW Stakeholder, Creating Mental Health Friendly Cities for Youth	2019 - Present
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 Research-Practice Partnership with:	2017 – 2021
○ 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	
• Seattle Public Schools Office of Research & Evaluation	
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 Community-Centered and Integrative Practice (CCIP) Concentration	2018 - Present
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, International Qualitative Studies in Education	2022
Peer Reviewer, Advances in Social Work	2021
Peer Reviewer, Journal of Community Practice	2020-2022
Peer Reviewer, Health Education & Behavior	2020
Peer Reviewer, Journal of Sociology & Social Welfare	2018

## **PROFESSIONAL AFFILIATIONS & LICENSE**

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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