

---

# Dylan Bellisle

815 West Van Buren Street,  
Chicago, IL 60607  
[dbelli2@illinois.edu](mailto:dbelli2@illinois.edu)

## ACADEMIC POSITIONS

2021-Present      **Post-Doctoral Research Associate**  
University of Illinois at Urbana-Champaign, School of Labor and Employment  
Relations, *Project for Middle Class Renewal*

## EDUCATION

Ph.D.      **July 2021, University of Chicago Crown Family School of Social Work,  
Policy and Practice, Chicago, IL**  
Dissertation Chair:    Julia Henly, Ph.D.  
Committee:            Marci Ybarra, Ph.D.  
                             Kristin Seefeldt, Ph.D.  
Dissertation Title:    *The Role of the Earned Income Tax Credit in Family  
Economic Decision Making: Moving Beyond an Individual  
Actor Model*

M.S.W.      **May 2011, University of Illinois at Chicago, Chicago, IL**  
Concentration: Community Health and Urban Development  
Summa Cum Laude

B.A.      **May 2006, University of South Florida, Tampa, FL**  
Major: Psychology  
Summa Cum Laude

## RESEARCH INTERESTS

Intergenerational Family Relations  
Inequality and Poverty  
Social Networks and Social Support  
Financial Health and Mental Health and Well-being  
Work-Family Balance

## PUBLICATIONS

**Bellisle, D.** (2022). How the Earned Income Tax Credit helps maintain family childcare arrangements and generates intergenerational family support. *Social Service Review*.

Roll, S., Constantino, S., Hamilton, L., Miller, S., **Bellisle, D.**, Despard, M. (Forthcoming). How Would Americans Respond to Direct Cash Transfers? Results from Two Nationally Representative Surveys. *Social Service Review*.

**Bellisle, D.**, & Harty, J., Letiecq, B. (2021). Dismantling Structural Racism and White Nuclear Family Hegemony in the Tax Code. *Family Focus*. 66 (3).

**Bellisle, D.** & Smith, C. (2021). Economic Impact Payments, College, and the EITC. *Tax Notes Federal*. 172 (4).

Greenlee, A., Kramer, K., Andrade, F., **Bellisle, D.**, Blanks, R., & Mendenhall, R., (2020). Financial Instability in the Earned Income Tax Credit Program – Can Advanced Periodic Payments Ameliorate Systemic Stressors? *Urban Affairs Review*.

Kramer, K., Andrade, F., Greenlee, A., Mendenhall, R., **Bellisle, D.**, & Lemons, R. (2019). Periodic Earned Income Tax Credit (EITC) Payment, Financial Stress and Wellbeing: A Longitudinal Study. *Journal of Family and Economic Issues*.

Mendenhall, R., Kramer, K., & **Bellisle, D.** (2018). Low and Moderate-Income Families' avenues to Mobility: Overcoming threats to asset accumulation and remaining in undesirable neighborhoods. *Research in Social Stratification and Mobility*, 53: 26-39.

## **PUBLICATIONS UNDER REVIEW**

**Bellisle, D.**, & Ybarra, M. (Under Review). The Impact of the Great Recession on Income and Public Program Use among low-income women with newborns by Race and Education.

**Bellisle, D.** (Under Review). Managing the Risks of the Neoliberal Economy: How Low-Income Single Mothers Use the Earned Income Tax Credit to Support (or Not) their Young Adult Children.

Ybarra, M., Stanczyk, A., & **Bellisle, D.** (Under Review). Paid leave availability and public health and nutrition program participation following a birth.

Hamilton, L., **Bellisle, D.**, Brugger, L., Roll, S., Fox-Dichter, S., Pitman, E. (Under Review). "It Saved Us"; Parent Perspectives of the 2021 Expanded Child Tax Credit.

## **PUBLICATIONS IN PREPARATION**

**Bellisle, D.** & Cross, C. Disparate Tax Implications of Marriage among Black, Latina, and White women.

**Bellisle, D.**, & Lambert, S. Parents in Retail: Schedule Control and Caregiving Conflicts.

## **POLICY REPORTS**

**Bellisle, D.**, Dickson, A., Fugiel, P., Golden, L., Petrucci, L., Bruno, R. (2022). *A Good Job, Not Just Any Job: Defining and Measuring Employment Quality in Illinois*. Project for Middle Class Renewal - University of Illinois at Urbana-Champaign.  
[https://lep.illinois.edu/wp-content/uploads/2022/09/A-Good-Job-Not-Just-Any-Job-9\\_1\\_22.pdf](https://lep.illinois.edu/wp-content/uploads/2022/09/A-Good-Job-Not-Just-Any-Job-9_1_22.pdf)

**Bellisle, D.** (2022). *Advancing tax equity: Expanding the state EITC to working young adults in Illinois*. Project for Middle Class Renewal - University of Illinois at Urbana-Champaign.  
[https://lep.illinois.edu/wp-content/uploads/2022/03/Bellisle\\_Advancing-Tax-Equity-3-10-22.pdf](https://lep.illinois.edu/wp-content/uploads/2022/03/Bellisle_Advancing-Tax-Equity-3-10-22.pdf)

- Bellisle, D.,** Mendenhall, R., Kramer, K., Andrade, F., Greenlee, A. (2021). *Benefits of Recurring Tax Credit Payments: Lessons from EITC Periodic Payment Pilot*. Project for Middle Class Renewal. University of Illinois Labor and Employment Relation. [http://publish.illinois.edu/projectformiddleclassrenewal/files/2021/09/Bellisle\\_Benefits-of-Recurring-Tax-Credit-Payments\\_2021.pdf](http://publish.illinois.edu/projectformiddleclassrenewal/files/2021/09/Bellisle_Benefits-of-Recurring-Tax-Credit-Payments_2021.pdf)
- Bellisle, D.** (2020). *From Birth through Young Adulthood: Reforming Illinois Tax Policy for Economic Security and Racial Equity*. Project for Middle Class Renewal. University of Illinois Labor and Employment Relation. <http://publish.illinois.edu/projectformiddleclassrenewal/files/2020/09/IL-Tax-Policy-for-Economic-Security-and-Racial-Equity-Report.FinalDraft.8.24.pdf>
- Williams, J. C., Lambert, S. J., Kesavan, S., Korn, M., Fugiel, P., Carreon, D. E., **Bellisle, D.,** Jarpe, M., McCorkell, L. (2019). *Stable scheduling study: Health outcomes report*. University of California Hastings College of the Law, University of Chicago Crown Family School of Social Work, Policy and Practice, University of California Kenan-Flagler Business School. <https://worklifelaw.org/wp-content/uploads/2019/02/Stable-Scheduling-Health-Outcomes-Report.pdf>
- Williams, J. C., Lambert, S. J., Kesavan, S., Fugiel, P. J., Ospina, L. A., Rapoport, E. D., Jarpe, M., **Bellisle, D.,** Pendem, P., McCorkell, L., Adler-Milstein, S. (2018). *Stable scheduling increases productivity and sales: The stable scheduling study*. University of California Hastings College of the Law, University of Chicago Crown Family School of Social Work, Policy and Practice, University of California Kenan-Flagler Business School. <https://worklifelaw.org/publications/Stable-Scheduling-Study-Report.pdf>
- Bellisle, D. & Marzahl, D.** (2015). *Restructuring the EITC: A credit for the modern worker*. Center for Economic Progress, Chicago, IL. <https://www.economicprogress.org/assets/files/Restructuring-the-EITC-A-Credit-for-the-Modern-Worker.pdf>

## GRANTS & FELLOWSHIPS

- |              |  |
|--------------|--|
| 2022         | <b>Family Stability and Economic Mobility Research Pilot – Urban Institute, UC Berkeley Opportunity Lab, Doris Duke Charitable Foundation</b><br><i>Examining the Diversity of Experience with the Federal Tax System across Family Status, Race and Immigration Status: A case of the Child Tax Credit and Earned Income Tax Credit</i><br>\$30,000 |
| 2022-Ongoing | <b>Center for Social and Behavioral Science Small Grant – University of Illinois at Urbana-Champaign</b><br><i>Examining the Diversity of Experience with the Federal Tax System across Race and Immigration Status: A case of the Child Tax Credit and Earned Income Tax Credit</i><br>\$11,000   |
| 2020-2021    | <b>Joint Center for the Study of Race, Politics, and Culture and Center for Study of Gender and Sexuality Dissertation Completion Fellow</b><br><i>The Role of the Earned Income Tax Credit in Family Economic Decision Making: Moving Beyond an Individual Actor Model</i>  |

\$28,000

- 2019      **Fahs-Beck Fund for Research and Experimentation**  
*The Role of the Earned Income Tax Credit in Family Economic Decision Making: Moving Beyond an Individual Actor Model*  
\$5,000
- 2019      **University of Chicago Urban Doctoral Fellow**  
*The Role of the Earned Income Tax Credit in Family Economic Decision Making: Moving Beyond an Individual Actor Model*  
\$1,000

## PEER REVIEWED CONFERENCE PRESENTATIONS

- June 2022      Bellisle, D. *Low-income Postpartum Families and the Great Recession: Income and Safety Net Patterns.*  
Paper presentation at the Work and Family Researchers Network Conference.
- March 2022      Bellisle, D. *Navigating Tax Filing as a Family during the Transition to Adulthood*  
Paper presentation at the meeting of Association for Public Policy Analysis and Management
- January 2022      Bellisle, D. *Administrative Burdens, Transitions to Adulthood, and the EITC in Multigenerational households.* Paper presentation at the meeting of the Society of Social Work and Research.
- November 2021      Bellisle, D. *How the Earned Income Tax Credit Sustains Informal Childcare Arrangements With Family Members and Helps Maintain Intergenerational Relations.*  
Paper presentation at meeting of the National Council on Family Relations.
- November 2021      Bellisle, D. *Navigating Tax Filing as a Family during the Transition to Adulthood*  
Paper presentation at the meeting of Society for the Study of Emerging Adulthood
- May 2021      Bellisle, D. *“If you need help, I’ll help, but I’m not going to do it for you.”: How parents negotiate the use of the Earned Income Tax Credit to support their child’s transition to adulthood.*  
Paper presentation at the meeting of the Population Association of America.
- February 2020      Bellisle, D. *“If she wasn’t doing this, I would have to pay for childcare anyway.” How the Earned Income Tax Credit sustains family childcare arrangements*  
Paper presentation at the meeting of the Care Network at the Eastern Sociological Society Conference.
- January 2020      Bellisle, D. *How parents negotiate the use of the Earned Income Tax Credit to support their child’s transition to adulthood.*  
Paper presentation at the meeting of the Society of Social Work and Research, Washington, DC.

- March 2019      Bellisle, D. *The Impact of the Great Recession on Public Program Use, Labor Force Participation, and Income among low-income women with newborns.*  
Paper presentation at the Association for Public Policy Analysis and Management  
Washington, DC Regional Student Conference
- June 2018      Bellisle, D. *Parents in Retail: Schedule control and caregiving conflicts.*  
Paper presentation at the Work and Family Researchers Network Conference,  
Washington, DC.
- January 2018      Bellisle, D. *Paid leave availability and public health and nutrition program participation following a birth.*  
Poster presentation at the meeting of the Society of Social Work and Research,  
Washington, DC.
- January 2017      Bellisle, D. *Parents Working in Retail: Juggling Jobs, Children, and Financial Responsibilities.*  
Paper presentation at the meeting of the Society of Social Work and Research,  
New Orleans, LA.
- January 2016      Bellisle, D. *More money, less problems: Impact of Periodic Earned Income Tax Credit payments on health and well-being.*  
Paper presentation at the meeting of the Society of Social Work and Research,  
Washington, DC.
- November 2014      Bellisle, D. *An Alternative to Lump Sum Tax Refunds.*  
Paper presentation at the Illinois Asset Building Group Conference, Chicago, IL.

## RESEARCH EXPERIENCE

- 2021-Present      ***Postdoctoral Research Associate***  
University of Illinois at Urbana-Champaign, School of Labor and Employment  
Relations, Project for Middle Class Renewal.
- 2018 – 2019      ***Research Project Manager***  
Co-Principal Investigators: Susan Lambert, Ph.D. - University of Chicago Crown  
Family School of Social Work, Policy and Practice; Anna Haley, Ph.D. – School  
of Social Work, Rutgers University.  
*Secure Scheduling Ordinance Study*  
  
Collaborated with Co-PI's on methods of analysis of in-depth interviews with  
retail and service managers to explore the business process of implementing new  
work place policies. Primary responsibilities include training and managing a  
team of qualitative coders, facilitating weekly coding meetings to generate  
common understanding of coding process and themes.
- 2015 – 2018      ***Graduate Research Assistant***  
Co-Principal Investigators: Susan Lambert, Ph.D. - University of Chicago Crown  
Family School of Social Work, Policy and Practice; Joan Williams, J.D. – College  
of Law, University of California Hastings.

### *Stable Schedules Study*

Collaborated with Co-PI's and a team of researchers to explore multiple dimensions of employee work schedules and the impact schedules have on both business and employee outcomes. Primary responsibilities included the facilitation of recurring qualitative interviews with store managers and coding of interview data and the collection and management of survey data from employees and the cleaning and analysis of quantitative survey data

2016 - 2018

#### ***Graduate Research Assistant***

Principal Investigator: Marci Ybarra, Ph.D.

University of Chicago Crown Family School of Social Work, Policy and Practice

Collaborated with PI and additional researcher to construct a dataset to explore the public program support for low-income mothers around the time of a birth. Primary responsibilities included constructing variables and datasets for analysis using survey data from the U.S. Census and conducting statistical analyses of survey data.

2010

#### ***Research Assistant***

Principal Investigator: Amy Watson, Ph.D.

School of Social Work, University of Illinois at Chicago

Facilitated and managed the gathering of individual interviews with police officers on their perceptions of mental illness. Produced qualitative memos of interactions and responses from the officers.

### **TEACHING INTERESTS**

Inequality, Poverty, and Policy in the U.S.  
Community Practice and Macro Social Work  
Privilege and Oppression among and between Family Systems  
Research Methods  
Program Evaluation

### **TEACHING EXPERIENCE**

Winter 2020

#### ***Teaching Assistant/ Co-Instructor***

University of Chicago Crown Family School of Social Work, Policy and Practice  
Instructors: Julia Henly, Ph.D.

Course: *Work and Family Policy*. This is a seminar that examines contemporary policy issues related to work and family issues. The class considers the ideological, conceptual, and empirical aspects of the study of work and family policy issues. This particular course had separate classes for MSW students and undergraduate students.

Collaborated with professor on edits and additions to the syllabus to reflect student interests. Led lectures on the topics of subsidizing wages through the

EITC and the provision of paid family leave as a work support in both MSW and undergraduate classes. With professor input, I created a grading rubric for the mid-term paper for the MSW students, and I graded and provided written feedback to students. Reviewed and provided written feedback on MSW student weekly reaction papers to course readings. Offered weekly office hours to provide one-on-one instruction to MSW and undergraduate students.

Winter 2019  
2018

***Graduate Teaching Assistant and Guest Lecturer***

University of Chicago Crown Family School of Social Work, Policy and Practice  
Instructors: Matthew Thullen, Ph.D. (2019), Rachel Garthe, Ph.D. (2018)

Course: *Social Intervention: Research and Evaluation*. This is an introductory course to provide students with a foundational understanding of the scientific method and prepare them to use research methods in their practice.

Facilitated weekly lab instruction section to provide additional instruction on topics covered in class. Collaborated with professors on the creation of quizzes, exams, and assignments. Offered weekly office hours to provide one-on-one instruction to students. Lectured on elementary statistics and provided in-class demonstration on using Excel for statistics. Lectured on the conceptualization and operationalization of research questions and methods of sampling.

Autumn 2018

***Guest Lecturer***

Waubonsee Community College – Sugar Grove Campus

Instructor: Dan Portincaso

Course: *Peace Studies and Conflict Resolution* This interdisciplinary course provides an introduction to non-violent approaches to personal, national, and global conflicts.

Designed a lecture on the role that international volunteer organizations have in generating peace between nations and the role these organizations have in community development– with a particular focus on the U.S. Peace Corps. Lectured and engaged students in a conversation about the benefits and limitations of international volunteering to both the volunteer and the receiving community and the extent to which international volunteer may perpetuate imperialistic agendas.

Winter 2018

***Guest Lecturer***

University of Chicago Crown Family School of Social Work, Policy and Practice  
Instructor: Jeanne Marsh, Ph.D.

Course: *Social Psychology of Service Delivery* This is a doctoral seminar on the social psychological sources of change that are viewed as factors that contribute to treatment effectiveness for social interventions

Designed a lecture on the potential role that social networks and forms of social support provide contexts that can facilitate and/or impede goals of interventions, with specific examples in how social networks may shape the effectiveness of the earned income tax credit.

Spring 2011

***Graduate Teaching Assistant***

University of Illinois at Chicago

Course: *Writing in Psychology*. This is an undergraduate course designed to explore issues around the psychology of language and improve students' academic writing skills.

Facilitated weekly lab section of 20 students to review and discuss content presented in class. Evaluated and provided personal feedback to students' writing. Presented in-lab demonstrations on appropriate writing and citation standards and provided instruction and feedback on effective writing structure and argumentation.

**PEDAGOGICAL TRAINING FOR TEACHING**

Spring 2021

***Anti-Racist Pedagogy in Doctoral Education*** - University of Chicago

Quarter-long course designed to offer doctoral students an opportunity to explore and practice anti-racism pedagogical practices. The course considered how to practice antiracism in different domains of doctoral education in social work, from classroom teaching, research, and mentorship. We interrogated institutional policies and practices that shape how students experience and engage in doctoral education.

Winter 2020

***Critical Pedagogy in the University Classroom*** - University of Chicago

Eight weeklong course that included a philosophical and pedagogical exploration of the relationship between power, oppression, education and change. The course explored how history, power, and discrimination shape societal perspectives and higher education practices and ways to transform education to be more inclusive, anti-racist, and anti-oppressive.

Winter 2019

***Teaching Institute for Early Career Faculty*** - Council on Social Work Education

Three-part series on vital pedagogical skills for social work educators. The first workshop focused on developing a learner-centered and process-oriented classroom utilizing aspects of the universal design for learning (UDL) model. The second workshop introduced the use of different forms of technology to improve student engagement, particularly outside of the physical boundaries of the classroom. The final session was an interactive workshop on how to engage in social justice issues within the classroom through the use of strategies to confront privilege and foster to social justice and equity.

Winter 2019

***Developing Inclusive Pedagogy in Social Work*** - University of Chicago

Four-part series on developing diverse and inclusive classrooms in the field of social work education. Sessions explored developing inclusive pedagogical activities through the general classroom environment, learning activities, curricula, and assessments designed to engage students in a meaningful and accessible way.

Autumn 2018	<p><b><i>Fundamentals of Teaching in Social Work</i></b> - University of Chicago</p> <p>Four-part series introducing key topics and concerns of social work educators. Each session focused on a different fundamental of learning and teaching, including the creation of learning objectives, the process of active teaching, understanding how students learn, and how to create effective assessments.</p>
Winter 2018	<p><b><i>Fundamentals of Teaching</i></b> - University of Chicago</p> <p>Four-part series designed to introduce students to key concepts of teaching and provide opportunity to practice teaching and receive feedback. Topics included how to activate students' prior knowledge, deploying effective in-class learning exercises, and the development of a "micro-teaching" presentation with an appropriate assessment of student knowledge.</p>
Summer 2017	<p><b><i>Seminar on Course Design</i></b> - University of Chicago</p> <p>Seminar introduced principles of student-centered course design. Session explored how to align learning objectives, teaching methods, and assessments to facilitate active learning of students.</p>

## SERVICE

### Ad Hoc Journal Reviewer

2021 - Present	<i>Pediatrics</i>
2020 - Present	<i>Journal of the Society for Social Work and Research</i>
2020 – 2021	<i>Perspectives on Social Work</i>

### Working Groups

2018 - Present	<i>The Reducing Extreme Economic Inequality Grand Challenge for Social Work</i>
2018 - Present	<i>Build Financial Capability and Assets for All Grand Challenge for Social Work</i>

## Academic

2020 -	<p><b><i>Community Advisor</i></b></p> <p>University Without Walls – Northeastern Illinois University</p> <p>Off-campus advisor to adult student at NEIU. Role involves serving as content-area expert, shaping student's Learning Contract, evaluating semester reports, and serve as member of Graduation Review Board.</p>
--------	---

## Committees

2018 – 2021	<p><b><i>Doctoral Student Qualitative Committee Co-Chair</i></b></p> <p>University of Chicago Crown Family School of Social Work, Policy and Practice</p>
-------------	---

Organized workshops and discussions related to qualitative research methodologies and discussion groups to provide feedback on current research.

2016 – 2018

***Doctoral Students' Association Co-Chair***

University of Chicago Crown Family School of Social Work, Policy and Practice

Served as a liaison between doctoral students and faculty and administration at the school. Collaborated with administration and faculty on the design of the programs for prospective doctoral student campus visits and accepted doctoral student orientation. Organized quarterly doctoral student social events to foster a positive collegiate environment.

2016 – 2018

***Doctoral Committee Student Representative***

University of Chicago Crown Family School of Social Work, Policy and Practice

Served as a student liaison between doctoral students and faculty. Gathered student ideas and concerns and shared with the committee.

## **PRACTICE EXPERIENCE**

2014 - 2015

***Program Manager***

Center for Economic Progress, Chicago, IL

Collaborated with a research team from the University of Illinois at Urbana-Champaign on an 18-month experimental research study involving over 500 participants, which investigated administrative feasibility and user utility of a periodic payment of the Earned Income Tax Credit.

Primary responsibilities included: Managed a budget of over \$690,000; authored and distributed policy brief on periodic payment of the EITC; directed the recruitment of over 500 program participants and managed communication and account information for all participants; informed and communicated to partner and allied organizations of the pilot and preliminary findings - including presenting at the Illinois Asset Building Group conference in 2014.

2013

***Social Service Case Worker***

Department of Human Services of Illinois, Chicago, IL

Responsible for determining client eligibility for County Care (Medicaid Expansion for Single Adults) based on residential and income status. Regularly contacted clients to acquire necessary documentation and maintained excellent customer service.

2012

***Organizer***

Service Employees International Union, Multiple Locations

Built support for union organizing efforts among hospital workers in rural West Virginia. Engaged with voters in Pennsylvania to understand challenges to obtaining state required Voter ID and assisted in identifying potential plaintiffs to

challenge the Voter ID Law in state court. Managed the recruitment of over 425 volunteers in the Milwaukee area for the 2012 presidential election and facilitated individual and small group “Get Out the Vote” GOTV trainings to volunteers.

2011 – 2012

***Education and Administration Specialist***

Office for Immigrant Affairs of the Archdiocese of Chicago, Chicago, IL

Created, marketed, and distributed written educational resources to various Archdiocesan networks on topics of immigration, immigrant rights, and Catholic Social Teachings on the moral treatment of immigrants and refugees. Managed Immigration Parish Contact Network of over 100 contacts in churches throughout the Archdiocese of Chicago. Recruited and managed regular volunteer base.

2010 – 2011

***Policy and Organizing Graduate Intern***

*Illinois Coalition for Immigrant and Refugee Rights, Chicago, IL*

Collaborated with research staff on the analysis of policies affecting immigrants and assisted in the crafting of policy recommendations. Conducted research and outreach to organizations and coalition members to facilitate the creation of a resource on higher education for undocumented youth in Illinois. Coordinated constituent logistics for Lobby Day actions in Springfield, IL.

2009 – 2010

***Community Worker Graduate Intern***

*Family Focus Lawndale, Chicago, IL*

Conducted focus groups to collect information on effectiveness and gaps in services. Organized and facilitated support groups for foster parents on timely topics of parenting and child development.

## **SELECTED OTHER EXPERIENCE**

2006 – 2008

***Community Development Officer***

Peace Corps, St. Catherine Parish, Jamaica

Developed and taught basic and intermediate level computer classes for adults and children. Founded and edited organizational newsletter. Collaborated with local school teachers to create youth focused environmental clubs. Organized youth field trips to local sites of environmental and historical importance. Produced and edited a student music video featuring a local reggae artist that promoted environmental practices, which received national TV coverage and is used in environmental curriculum in schools. Collaborated with community groups and individuals to organize a local heritage festival.

2009 – 2013

***Academic Tutor***

Studypoint Tutor Services, Chicago, IL

Provided one-on-one tutoring to prepare high school students for the ACT or SAT. Students consistently improved their ACT test scores by at least 3 points and SAT test scores by 300 points.

## DATA ANALYSIS TRAINING AND SKILLS

Qualitative	Qualitative Research Summer Intensive (2018), “Sort and Sift, Think and Shift” with Ray Maietta, Ph.D. and Paul Mihas, MA. (Odum Institute for Research in Social Science & Research Talk Inc.)
	Qualitative Research Summer Intensive (2019), “Coding and Analyzing Qualitative Data” with Johnny Saldaña (Odum Institute for Research in Social Science & Research Talk Inc.)
	Qualitative Research Summer Intensive (2020), “Synthesizing Qualitative Data” with Johnny Saldaña and Matt Omasta (Odum Institute for Research in Social Science & Research Talk Inc.)
	<i>Software:</i> MAXQDA, Dedoose
Quantitative	<i>Software:</i> STATA, Excel

## PROFESSIONAL MEMBERSHIPS

Society for Social Work and Research  
National Association of Social Workers  
Council on Social Work Education  
National Council on Family Relations  
Work and Family Researchers Network  
Association for Public Policy Analysis & Management