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# Publications

**"Moving Beyond the Gender Binary in Education"**
One Day · Jun 24, 2021
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**A Relevant Pedagogy: Outcomes from a High School Sociology Research Practicum.**
The Journal of Profession and Public Sociology · Jun 1, 2018
Show publication

Recently, there has been a growing interest in teaching sociology to high school students. Yet, unlike other academic fields that are well established in high school curricula, there are few well-known models of how to expose high schoolers to sociology. In this article, we assess one project designed to engage high school students with their sociological imagination through research and writing. In this project, students enrolled in a high school honors sociology course were paired with graduate student mentors at the [University] who offered guidance at each stage of the research process. Our assessment of this project highlights one model for high-school university collaboration while also illustrating the benefits of practicum-based independent research projects in addressing the needs of Latina/o high school students. Through interviews with students who have previously participated in the project, we demonstrate how this particular program developed hard and soft skills, increased students' academic confidence, and fostered critical thinking by encouraging students to analyze issues pertinent to their own community.

Other authors
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**3/40 Blueprint: Needs Assessment**
3/40 BLUEPRINT · Jan 1, 2017
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This Needs Assessment is based on 27 focus groups conducted between September and October 2014. They were held at nine TLPs located around the United States, selected based on their diverse demographics. The TLPs:
• Varied by geographic location (e.g., the Northwest, West, Southwest, Midwest, South, Northeast, and Southeast)
• Had experience serving LGBTQ youth, although levels varied
• Had experience serving LGBTQ youth of color 3/40 Blueprint: Needs Assessment
• Varied by location type and population size (i.e., large urban, mid-size urban, and rural)
• Varied in population demographics (i.e. sites served predominately White youth and youth of color including African Americans, Hispanics, and Native Americans)
• Provided varied services (i.e. LGBTQ-exclusive, LGBTQ-inclusive, and non-LGBTQ specific)

At each of the nine sites, separate focus groups were conducted with LGBTQ youth who currently were, previously had, or potentially would receive services from the TLP, direct service providers at the TLP, and /or TLP administrators. To our knowledge, no research has directly explored how youth conceptualize safety. This report seeks to address this gap by: 1) summarizing how youth define, and describe, feeling safe and affirmed and 2) exploring how providers create a safe and affirming environment.

Other authors
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**Factors Contributing to Outcomes of Stable Housing , Permanent Connections , Education , Employment , and Well-Being for Lesbian , Gay , Bisexual , Transgender , and Questioning Youth Experiencing Homelessness : A Systematic Review.**
3/40 BLUEPRINT · Jan 1, 2017
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The objective of this review is to identify and synthesize empirical studies which address factors that contribute to certain outcomes for LGBTQ youth experiencing homelessness. For the purpose of this review, the outcomes of interest are those identified by the United States Interagency Council on Homelessness (USICH, 2013) Unaccompanied Homeless Youth Intervention Model: stable housing, permanent connections, education or employment, and social-emotional well-being. The desired outcome is to provide information to transitional living programs (TLPs) and other RHY providers, and facilitate positive outcomes for LGBTQ homeless youth. This review will also identify existing gaps in the literature.

Other authors

**Outcomes of Interventions for Youth Experiencing Homelessness in Stable Housing , Permanent Connections , Education , Employment , and Well-Being : A Systematic Review.**
3/40 BLUEPRINT · Jan 1, 2017
Show publication

The objective of this review is to identify and synthesize empirical studies which address factors that contribute to outcomes of interventions for LGBTQ youth experiencing homelessness. For the purpose of this review, the outcomes of interest are those identified by the United States Interagency Council on Homelessness (USICH, 2013) Unaccompanied Homeless Youth Intervention Model: stable housing, permanent connections, education, employment, and well-being. The desired outcome is to provide information to transitional living programs (TLPs) and other RHY providers, and facilitate positive outcomes for LGBTQ homeless youth. This review will also identify existing gaps in the literature.

Other authors

**IC Sociology and a Chicago High School Partner to Bring Public Sociology to Students.**
ASA Footnotes · Jan 1, 2014
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**Development of an instrument to understand the child protective services decision-making process, with a focus on placement decisions**
Child Abuse & Neglect
Show publication

When children come to the attention of the child welfare system, they become involved in a decision-making process in which decisions are made that have a significant effect on their future and well-being. The decision to remove children from their families is particularly complex; yet surprisingly little is understood about this decision-making process. This paper presents the results of a study to develop an instrument to explore, at the caseworker level, the context of the removal decision, with the objective of understanding the influence of the individual and organizational factors on this decision, drawing from the Decision Making Ecology as the underlying rationale for obtaining the measures. The instrument was based on the development of decision-making scales used in prior decision-making studies and administered to child protection caseworkers in several states. Analyses included reliability analyses, principal components analyses, and inter-correlations among the resulting scales. For one scale regarding removal decisions, a principal components analysis resulted in the extraction of two components, jointly identified as caseworkers' decision-making orientation, described as (1) an internal reference to decision-making and (2) an external reference to decision-making. Reliability analyses demonstrated acceptable to high internal consistency for 9 of the 11 scales. Full details of the reliability analyses, principal components analyses, and inter-correlations among the seven scales are discussed, along with implications for practice and the utility of this instrument to support the understanding of decision-making in child welfare.

Other authors
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