



Annotated Bibliography of AmeriCorps' Office of Research and Evaluation Research Grantee Publications 2015-2024

About the Office of Research and Evaluation

The [AmeriCorps Office of Research and Evaluation](#) assists AmeriCorps and its partners in collecting, analyzing, and disseminating data and insights about AmeriCorps programs and civic life in America.

About AmeriCorps

AmeriCorps, the federal agency for national service and volunteerism, provides opportunities for Americans to serve their country domestically, address the nation's most pressing challenges, improve lives and communities, and strengthen civic engagement. Each year, the agency places more than 200,000 AmeriCorps members and AmeriCorps Seniors volunteers in intensive service roles; and empowers millions more to serve as long-term, short-term, or one-time volunteers. **Learn more at [AmeriCorps.gov](https://www.americorps.gov).**

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Introduction

AmeriCorps improves lives, strengthens communities, and fosters civic engagement through service and volunteering. AmeriCorps brings people together to tackle the country's most pressing challenges through national service and volunteerism. AmeriCorps members and AmeriCorps Seniors volunteers serve with organizations dedicated to the improvement of communities and those serving. AmeriCorps helps make service a cornerstone of our national culture.

AmeriCorps strongly believes in the importance of scholarly research in order to identify effective strategies for national service and increase the evidence base for its programs, as well as to increase the nation's understanding and knowledge about the importance and potential of strengthening civic infrastructure and increasing civic engagement in America. In order to conduct credible and meaningful research, AmeriCorps is engaging the broader community of academic researchers involved in studying civic infrastructure and civic engagement and related concepts and supporting this work through AmeriCorps Office of Research and Evaluation (ORE) research grants (see sidebar for more information). ORE also supports the use of multifaceted research approaches and introduces cutting-edge research methods and designs into their studies, such as participatory research (see sidebar) that investigates community priorities and develop actionable solutions.

What is a Research Grant?

- Read the [fact sheet](#)
- See the online [Snapshot of AmeriCorps' Research Grantee Activities](#)
- Read about [participatory research](#)

What's in this bibliography?

Research grantees from the three cohorts (2015, 2017, 2018), have used a wide variety of methods and research approaches to examine civic engagement, social cohesion, volunteering and national service at the local, regional, and national levels. The studies and findings have been published in peer reviewed journals, book chapters, books, conference papers, community handbooks, new websites, and so forth and have contributed to broadening the academic field in these topics. AmeriCorps has been utilizing the findings to innovate and improve programming and to understand the local to national context of civic engagement and volunteering. The body of work developed by these three cohorts has helped position AmeriCorps as a thought leader in the field of civic engagement, social cohesion, volunteering and national service.

The purpose of this annotated bibliography is to capture and share publications, websites, books, etc. produced by scholars who have received funds to advance their scholarship and the field of civic engagement writ broadly. The following pages present each of the cohorts of research grantees, beginning with 2015, and an overview of each known publication produced under the research grant award by scholars of that cohort that has been published as of January 2024.

How can this bibliography be used?

Anyone wishing to learn more about publications completed by AmeriCorps ORE research grantees can find a list of known publications in this bibliography. Scholars in the field of civic engagement or national service can use this document to stay up-to-date on the latest advances in the field and to access any resources that may be useful for their work.

The information box for each publication provides the essentials: title, authors, a complete citation along with the DOI and publicly accessible online link, an author-written or ORE developed abstract, tags to categorize the publication by content and methodology, and a call-out for any related resources on the publication, such as its citations, awards, presentations, or supplemental materials.

AmeriCorps Research Grantee 2015 Cohort



National Service and Civic Engagement Research Competition. In 2015, AmeriCorps awarded seven grants to higher education institutions to research the economic benefits of national service, volunteering, and civic engagement, develop innovative research methods that can be applied to national service models, and explore relationships among civic engagement, national service, and volunteering.

The 2015 cohort included seven awarded grants, including one with a known publication, detailed below. Information on activities from other research grantees in the cohort can be found on the [AmeriCorps Research Grantee Profiles](#).

George Mason University

Project Name: Are Economic Opportunity and Success for Immigrants Tied to Higher Levels of Social Capital, Civic Engagement, and Volunteering?

Principal Investigator: Jim Witte, PhD, George Mason University

Co-Principal Investigators: Amy Best, PhD, Shannon Davis, PhD, and John Dale, PhD, George Mason University

The Strength of Civic Ties: Connecting Civic Engagement and Professional Attainment Among Educated Immigrants in the United States

Amy L. Best, Katie Kerstetter, John Dale, and Samantha Retrosi

- **Citation:** Best, A. L., Kerstetter, K., Dale, J., & Retrosi, S. (2021). The strength of civic ties: Connecting civic engagement and professional attainment among educated immigrants in the United States. *Community, Work & Family*, 25(2), 174-193. <https://doi.org/10.1080/13668803.2021.2008876>

- **Abstract:** The complex relationship between professional success and civic engagement among educated immigrant professionals is little understood. This qualitative study examines the social processes linking professional attainment and civic involvement among immigrant professionals, with the purpose to deepen understanding of the mechanisms through which civic participation is tied to occupational pathways and advancement. We report on findings from interviews with 62 U.S. immigrants, all professionals and employed in various occupations to understand the dynamic processes through which civic involvement and professional achievement are mutually constitutive. Immigrant professionals are engaged civically; community engagement among this population is overwhelmingly tied to professional and vocational interests and skills. They participate in both formal and informal community-based organizations and groups, and many are transnational in scope.

More about this publication

- View other studies [citing this research](#)
- View an AmeriCorps [webinar](#) related to this study

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AmeriCorps Research Grantee 2017 Cohort



National Service and Civic Engagement Research Competition. In 2017, AmeriCorps awarded research grants to support dissertators conducting their Ph.D. research, or scholars, researchers, and postdoctoral researchers with a proven track record and standing in their respective fields. The 2017 awardees included four dissertators and nine scholars.

The 2017 cohort included thirteen awarded grants, including eleven with known publications, detailed below (note that some research grantees produced multiple publications associated with the same project). Information on activities from other research grantees in the cohort can be found on the [AmeriCorps Research Grantee Profiles](#).

Arizona State University

Project Name: Volunteer Management Capacity II: The State of the Art of Nonprofit Volunteer Administration

Principal Investigator: Mark Hager, PhD, Arizona State University

Co-Principal Investigator: Jeffrey Brudney, PhD, University of North Carolina, Wilmington

Volunteer Management Capacity in America's Charities: Benchmarking a Pre-Pandemic Field and Assessing Future Directions

Mark A. Hager and Jeffrey L. Brudney

- **Citation:** Hager, M. A., & Brudney, J. L. (2021). *Volunteer management capacity in America's charities: Benchmarking a pre-pandemic field and assessing future directions*. Arizona State University. https://www.volunteeralive.org/docs/Hager_Brudney_VMC2_2021_brief.pdf
- **Abstract:** This report summarizes the state of the field of volunteer administration in the United States in the days before the COVID-19 pandemic. It draws on a national study of public charities in 2019, dubbed "Volunteer Management Capacity II," which aimed to update our snapshot from 2003. Topics include the distribution of volunteer use in nonprofits, the state of organizational investments in management capacity, adoption of proscribed management practices, and the challenges and benefits that organizations experience in engaging volunteers. The report concludes that field-level management capacity has not improved substantially over the preceding two decades. Changes over that time include greater attention to episodic, short-term assignments and an environment increasingly transformed by technology and social media.

More about this publication

- View other studies [citing this research](#)
- View the publication findings [one-pager](#)

[ACCESS ONLINE](#)

Volunteer Management Capacity Study: An Update

Mark A. Hager

- **Citation:** Hager, M. (2021). *Volunteer Management Capacity study: An update*. Arizona State University. <https://engagejournal.org/article/july-2021/volunteer-management-capacity-study-update>
- **Abstract:** In 2003, while working at The Urban Institute, Mark A. Hager spearheaded a national study of volunteer administration called the Volunteer Management Capacity (VMC) study. In 2019, he returned to the field to collect new information and update the study. In this Research to Practice, Hager summarizes key themes from the updated “VMC2” report, including investments in volunteer management talent, challenges that volunteer managers face, and the prevailing practices they are adopting in their work.

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What Do Nonprofits Value in Their Volunteers?

Tania L. Hernandez Ortiz, Mark A. Hager, and Jeffrey L. Brudney

- **Citation:** Hernandez Ortiz, T. L., Hager, M., & Brudney, J. L. (2022). What do nonprofits value in their volunteers? *Human Service Organizations: Management, Leadership & Governance*, 46(1), 96-110. <https://doi.org/10.1080/23303131.2021.1967246>
- **Abstract:** This article investigates the idea that different nonprofit organizations, including human service organizations, value volunteers in different ways. We identify three benefits: *financial*, *programmatic*, and *expressive*. Analysis of survey data confirms these as separate factors. Using ESEM, we explore how differences in *administrative complexity* and *intensiveness of volunteer use* are related to the benefits from volunteers. The utility of our conceptual breakdown into three types of value is reinforced by our finding that administratively complex organizations de-emphasize the financial, programmatic, and expressive benefits, while nonprofits that exhibit intensive engagement with volunteers emphasize the financial, program, and expressive benefits of volunteers.

More about this publication

- View other studies [citing this research](#)

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Adjusting to Remote Volunteer Management: Topline Report of The Technology Evolution in Volunteer Administration Survey

Mark A. Hager

- **Citation:** Hager, M. A. (2021). *Adjusting to remote volunteer management: Topline report of The Technology Evolution in Volunteer Administration Survey*. Arizona State University. https://figshare.com/articles/thesis/Adjusting_to_Remote_Volunteer_Management/15215421/1
- **Abstract:** Overview of survey results from the Technology Evolution in Volunteer Administration project. Survey of certified volunteer administrators in the U.S. and Canada regarding technology use to engage volunteers during the COVID-19 pandemic.

ACCESS ONLINE

Technology Adoption in Civic Engagement Leadership

Mark A. Hager

- **Citation:** Hager, M. (2021, October 15). *Technology adoption in civic engagement leadership*. Presentation at the University of Texas at Dallas, School of Economic, Political, and Policy Sciences. <https://www.youtube.com/watch?v=S92eLUxWCG0>
- **Abstract:** This is a Power Point presentation discussing the topic: "Technology Adoption in Civic Engagement Leadership." The presentation highlights the method of focusing attention on relevant technologies. The presentation is 37 slides.

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California State University San Marcos

Project Name: Cultivando Sabiduría (Cultivating Wisdom)

Principal Investigator: Marisol Clark-Ibanez, PhD, California State University San Marcos

Co-Principal Investigator: Arcela Nunez-Alvarez, PhD, California State University San Marcos

Cultivando Sabiduría (Cultivating Wisdom): Latinx Immigrant Elders and Civic Engagement

Marisol Clark-Ibáñez, Arcela Nuñez Alvarez, Alicia Gonzales, Michelle F. Ramos Pellicia, Ann Ardon, Noemi Jara, and Valentina Martinez-Rodriguez

- **Citation:** Clark-Ibáñez, M., Alvarez, A., Gonzales, A., Ramos Pellicia, M., Ardon, A., Jara, N., & Martinez-Rodriguez, V. (2021). Cultivando sabiduría (Cultivating wisdom): Latinx immigrant elders and civic engagement. *Humboldt Journal of Social Relations*, 1(43). <https://doi.org/10.55671/0160-4341.1151>
- **Abstract:** This article describes a program, Cultivando Sabiduría (Cultivating Wisdom), that was created to honor and further ignite civic engagement in low-income, Spanish-speaking Latinx elders. Cultivando Sabiduría utilized a popular education pedagogical approach and culturally validating curriculum. Methodological and theoretical innovations aided in recognizing program participants' strengths. Discussion is provided on the social and health benefits of volunteering and civic engagement for Latinx elders. The 177 Latinx program participants were ages 55+ years old and primarily low income with low (formal) educational levels. Program impacts included identification of the strengths of the elders in terms of civic engagement and community leadership, feelings of belonging, and the culturally and linguistically relevant literacy activities offered by the program.

More about this publication

- View other studies [citing this research](#)

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Clemson University

Project Name: Getting Things Done for Life: Long-term Outcomes of AmeriCorps Service for Diverse Groups of Members

Principal Investigator: Martie Thompson, PhD, Clemson University

Co-Principal Investigator: Matthew Hudson-Flege, Clemson University

Getting Things Done for Life: Long-Term Impact of AmeriCorps Service for Diverse Groups of Members

Matthew D. Hudson-Flege

- **Citation:** Hudson-Flege, M. (2018). *Getting things done for life: Long-term impact of AmeriCorps service for diverse groups of members* [Doctoral dissertation, Clemson University]. https://tigerprints.clemson.edu/all_dissertations/2139
- **Abstract:** Each year, more than 75,000 Americans participate in a year of service with AmeriCorps. AmeriCorps members meet a variety of pressing needs in diverse communities throughout the United States in the short term, and in the long-term AmeriCorps programs seek to foster skilled, educated leaders who will remain civically engaged in their communities long after their year of service has ended. The 1999-2007 AmeriCorps Longitudinal Study tracked approximately 2,000 AmeriCorps members, as well as a comparison group of approximately 2,000 individuals who expressed an interest in AmeriCorps but ultimately did not serve, in order to understand the long-term impact of service on volunteer members in the areas of civic engagement, employment, life skills, and education.

More about this publication

- View other studies [citing this research](#)

Analyses of this study have demonstrated lasting, positive outcomes for AmeriCorps members relative to comparison group members. However, previous analyses have largely examined outcomes for AmeriCorps members as a whole, leaving important unanswered questions about how AmeriCorps service impacts diverse groups of members. Using the Cross-Cultural Year of Service Theoretical Model as a framework, this dissertation identified distinct member profiles within a sample of 1,424 AmeriCorps members and 1,216 comparison group members from the AmeriCorps Longitudinal Study, and examined how outcome trajectories differed among these groups over time.

Four distinct participant profiles were identified: Young Idealists (recent high school graduates with high public service motivation); Wanderers (19-20 year-olds with a high school diploma and possibly some college who had a low public service motivation); Gappers (recent college graduates with low public service motivation); and Public Servants (recent college graduates with high public service motivation). Repeated measures analyses of variance revealed significant differences in outcome trajectories between these four profiles within the sample of AmeriCorps members, as well as between AmeriCorps and comparison group members within each profile. AmeriCorps members within each profile demonstrated positive growth in civic engagement relative to comparison group members over the eight-year period, supporting the contention that AmeriCorps programs help to foster civic-minded leaders.

Findings in the areas of employment, life skills, and education, however, were mixed among the profiles. AmeriCorps program leaders may therefore wish to adopt a more nuanced approach to member recruitment, retention, and support that can better account for the diversity of AmeriCorps members and ensure that more diverse members will have a positive experience and “get things done” for life. More current and comprehensive research is needed to better understand the background and motivation of AmeriCorps members and other year of service volunteers today, and to better understand the long-term outcomes of AmeriCorps and other year of service programs on individual volunteers and the communities in which they serve.

[ACCESS ONLINE](#)

Joining AmeriCorps: A Guide for Young Adults Considering a Year of Service

Matthew D. Hudson-Flege

- **Citation:** Hudson-Flege, M. (2021). *Joining AmeriCorps: A guide for young adults considering a year of service*. Trailside Publishing. <https://joiningamericorps.com/>
- **Abstract:** In *Joining AmeriCorps: A Guide for Young Adults Considering a Year of Service*, authors Matthew Hudson-Flege and Janna Pennington answer common questions about AmeriCorps and provide an interactive roadmap to help young adults make the most of their service year and prepare for what comes next. While specifically targeted at individuals who are considering a year of service, the book is also a great resource for AmeriCorps program leaders and higher education and high school professionals who work with service-minded students.

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University of Denver School of Social Work and University of Houston Graduate College of Social Work

Project Name: Civic Engagement Through the Voices of Latino/a Youth: Exploring Definitions, Supports, and Barriers

Principal Investigator: Nicole Nicotera, PhD, Denver University

Co-Principal Investigators: Amanda McBride, PhD, Denver University and Suzanne Pritzker, PhD, University of Houston

Promoting Good Trouble: Latinx Youth-Driven Change Civic Engagement and Activism

Suzanne Pritzker, Dennise Moreno, Nicole Nicotera, Rebecca Saenz, Sophia Campos, Katherine Avila, and Alexis Ruiz

- **Citation:** Pritzker, S., Moreno, D., Nicotera, N., Saenz, R., Campos, S., Avila, K., & Ruiz, A. (n.d.). *Promoting good trouble: Latinx youth-driven change civic engagement and activism*. University of Denver, Graduate School of Social Work, University of Houston, Graduate College of Social Work. https://www.dropbox.com/s/f0ix5vlv4c9w0uv/Latinx%20Youth%20Driven%20Change%20Strategies%20Infographic_YouthPractitionerDraft.pdf?dl=0
- **Abstract:** Our work aims to inform knowledge about strategies to support Latinx youth civic engagement and activism. Building from a larger youth-focused community-based research study that examined factors that support and hinder Latinx youths' civic engagement, we explored youth-identified strategies for overcoming barriers to their civic participation. The goal of our work is to empower Latinx youth voices to identify strategies that can be used to further their involvement in efforts to promote social change.

More about this publication

- View a [presentation](#) about this study and related topics

ACCESS ONLINE

Promoting Latinx Youth Civic Engagement: Issues for School Settings

Suzanne Pritzker, Dennise Moreno, Nicole Nicotera, Rebecca Saenz, Sophia Campos, Katherine Avila, and Alexis Ruiz

- **Citation:** Pritzker, S., Moreno, D., Nicotera, N., Saenz, R., Campos, S., Avila, K., & Ruiz, A. (n.d.). *Promoting Latinx youth civic engagement: Issues for school settings*. University of Denver, Graduate School of Social Work, University of Houston, Graduate College of Social Work.
https://www.dropbox.com/s/68rexpwwmkmnpd/Latinx%20Youth%20Schools%20Draft_Practitioner%20Focus.pdf?dl=0
- **Abstract:** Our work aims to inform knowledge about ways to support Latinx youth civic engagement and activism in the school context. Building from a larger youth-focused community-based research study that examined factors that support and hinder Latinx adolescents' civic engagement, we explored factors within school settings that youth believe influence their civic engagement. The goal of our work is to highlight Latinx youth voices to identify strategies that can be used to further their involvement in efforts to promote social change.

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University of Georgia

Project Name: Examining the Determinants of Rural/Urban Volunteering

Principal Investigator: Rebecca Nesbit, PhD, University of Georgia

Co-Principal Investigator: Laurie Paarlberg, PhD, Texas A&M University

The Rural/Urban Volunteering Divide

Laurie E. Paarlberg, Rebecca Nesbit, Su Young Choi, and Ryan Moss

- **Citation:** Paarlberg, L., Nesbit, R., Young Choi, S., & Moss, R. (20221). The rural/urban volunteering divide. *VOLUNTAS: International Journal of Voluntary and Nonprofit Organizations*, 33, 107-120. <https://doi.org/10.1007/s11266-021-00401-2>
- **Abstract:** Are rural residents more likely to volunteer than those living in urban places? Although early sociological theory posited that rural residents were more likely to experience social bonds connecting them to their community, increasing their odds of volunteer engagement, empirical support is limited. Drawing upon the full population of rural and urban respondents to the United States Census Bureau's current population survey volunteering supplement (2002-2015), we found that rural respondents are more likely to report volunteering compared to urban respondents, although these differences are decreasing over time. Moreover, we found that propensities for rural and urban volunteerism vary based on differences in both individual and place-based characteristics; further, the size of these effects differs across rural and urban places. These findings have important implications for theory and empirical analysis.

More about this publication

- View other studies [citing this research](#)

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Trustees of Indiana University

Project Name: What Happens in Civil Society Organizations? The Effects of Internal Dynamics on Organizational Outcomes

Principal Investigator: Matthew Baggetta, PhD, Indiana University

Co-Principal Investigator: Brad Fulton, PhD, Indiana University

Observing Civic Engagement: Using Systematic Social Observation to Study Civil Society Organization Convenings

Brad R. Fulton and Matthew Baggetta

- Citation:** Fulton, B., & Baggetta, M. (2021). Observing civic engagement: Using systematic social observation to study civil society organization convenings. *VOLUNTAS: International Journal of Voluntary and Nonprofit Organizations*, 33, 1187-1195. <https://doi.org/10.1007/s11266-021-00418-7>
- Abstract:** What happens at convenings held by community-based civil society organizations and how do they influence organizational outcomes? Although ethnographies provide details about organizations' internal dynamics, they offer limited insights into the distribution of those dynamics and their impact on outcomes. This article describes systematic social observation and explains how we adapted this method to CSOs for collecting data on multiple convenings from several organizations. To demonstrate the method's viability, we digitized our SSO tool and used it in a pilot study of three CSOs in Indianapolis to collect observational data from 99 convenings. We illustrate the value of SSO for studying CSOs by presenting distributions of interaction styles and cross-demographic interaction across organizations. We note how such data could be combined with survey and administrative data to analyze the impact of CSOs internal dynamics on organizational outcomes. We conclude by discussing the broader utility and limitations of the SSO method for research on CSOs and the third sector.

More about this publication

- View other studies [citing this research](#)

ACCESS ONLINE

Space and Interaction in Civil Society Organizations: An Exploratory Study in a US City

Matthew Baggetta, Brad R. Fulton, and Zoe Caplan

- Citation:** Baggetta, M., Fulton, B., & Caplan, Z. (2022). Space and interaction in civil society organizations: An exploratory study in a U.S. city. *Social Inclusion*, 10(3). <https://doi.org/10.17645/si.v10i3.5308>
- Abstract:** Civil society organizations (CSOs) are sites for creating and strengthening social ties among participants. Ties are developed when participants in CSO convenings (meetings, events, activities) interact, but convenings vary in the amount of interaction they generate. Theory and research suggest that the physical spaces where convenings occur may impact participant interaction. However, previous methods lack sufficient scale to formally test related hypotheses. We introduce a method for collecting data at scale to examine how CSO convening spaces influence social interaction. The method—systematic social observation (SSO)—assembles comparable, quantitative data from many CSO convenings. As part of an exploratory study, we collected data from 99 CSO convenings from three organizations in Indianapolis, Indiana. For illustrative purposes, building on theories of spatial propinquity and configuration, we highlight two dimensions of spatial variation in CSO convenings—footprint and permeability—and examine how they relate to three indicators of participant interaction. Our findings suggest that controlling for the number of participants and other convening characteristics, medium-sized spaces foster more interaction than small or large ones. More broadly, this study demonstrates the viability of the SSO method for collecting data at scale and provides a model for future work on space, interaction, and networks.

More about this publication

- View other studies [citing this research](#)

ACCESS ONLINE

Project Name: Effects of Volunteering on Economic Outcomes: A Longitudinal Study

Principal Investigator: Una Osili, PhD, Indiana University
Co-Principal Investigator: Sara Konrath, PhD, Indiana University

Prosocial Behaviors During Adolescence Predict Economic Outcomes in Emerging Adulthood

Xiao Han, Sara Konrath, Xiaonan Kou, and Una Osili

- **Citation:** Han, X., Konrath, S., Kou, X., & Osili, U. (2021). *Prosocial behaviors during adolescence predict economic outcomes in emerging adulthood*. Indiana University Lilly Family School of Philanthropy.
- **Abstract:** [Not available as of publication of this bibliography]

Predictors of Youth Volunteering and Charitable Giving: An Ecological Systems Approach

Sara Konrath, Xiao Han, Xiaonan Kou, and Una Osili

- **Citation:** Konrath, S., Han, X., Kou, X., & Osili, U. (2021). *Predictors of youth volunteering and charitable giving: An ecological systems approach*. Indiana University Lilly Family School of Philanthropy.
- **Abstract:** [Not available as of publication of this bibliography]

University of Maine

Project Name: Juggling Multiple Roles: An Examination of Role Conflict

Principal Investigator: Jennifer Crittenden, PhD, University of Maine
Co-Principal Investigator: Sandra Butler, PhD, University of Maine

It Helps Me Find Balance: Older Adult Perspectives on the Intersection of Caregiving and Volunteering

Jennifer Crittenden, Rachel Coleman, and Sandra Butler

- **Citation:** Crittenden, J., Coleman, R., & Butler, S. (2022). "It helps me find balance": Older adult perspectives on the intersection of caregiving and volunteering. *Home Health Care Services Quarterly*, 41(4), 291-309. <https://doi.org/10.1080/01621424.2022.2034700>
- **Abstract:** Caregiving is an increasingly prevalent experience that can negatively impact health and well-being. Volunteerism, long associated with positive benefits for older adults, is one potential strategy that can be used to counteract caregiver stress. A national cohort of existing older adult volunteers was engaged to explore the intersection of volunteering and caregiving through qualitative analysis of respondent comments using the lens of role theory. Survey responses from 533 older volunteers were analyzed. Role conflict and role enhancement themes were examined, with time constraints and reduced energy emerging as the perceived causes of conflict between the caregiver and volunteer roles. Caregivers discussed benefits to their caregiving role, including respite, learning, access to information and resources relevant to caregiving, increased socialization and improved physical and cognitive health. Findings indicate that volunteering can be framed as a health and well-being intervention for caregivers.

More about this publication

- View other studies [citing this research](#)

ACCESS ONLINE
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University of Michigan

Project Name: Parental Critical Consciousness: Conceptualization, Measurement, and Links to Parental School Engagement

Principal Investigator: Matthew A. Diemer, PhD, University of Michigan

Co-Principal Investigator: Aixa Marchand, University of Michigan

Black Parents' Critical Consciousness: Conceptualization, Measurement, and Links to Parent School Engagement

Aixa D. Marchand

- **Citation:** Marchand, A. (2019). *Black parents' critical consciousness: Conceptualization, measurement, and links to parent school engagement*. University of Michigan Library. <https://deepblue.lib.umich.edu/handle/2027.42/150029>

- **Abstract:** Parent involvement in schools has been identified as an important contributor to children's academic success. However, due to deficit-based views that educators can hold, Black parents are often labeled as disinterested or not invested in their children's education. Beyond deficit-based attitudes, relationships between Black parents and schools are influenced by structural racism that reproduces and maintains historically-rooted systemic racial power dynamics (Salter & Haugen, 2017). The purpose of this dissertation is to explore how Black parents' beliefs about educational inequities impact the way they choose to engage with their children's schools.

More about this publication

- View other studies [citing this research](#)

Using critical race theory (CRT) to highlight the ways in which structural racism impacts Black parent participation and the conceptual framework of critical consciousness (CC), I argue that parents' analysis of inequities present within schools influences the reasons and ways in which they engage with their children's schools. When taken together, parents' critical analyses of racism within schools creates particular forms of parent participation, which I label critical parent school engagement, that accounts for parents' intentions for their involvement with a consideration of their understanding of racial inequities.

This dissertation consists of three stand-alone manuscripts that together: 1) propose a new theoretical integration, 2) explore that proposed integration through interviews with Black parents, and 3) develop a measure to quantitatively explore Black parent CC in regard to their engagement with their children's schools. Chapter two proposes a theoretical foundation for the conceptualization of CC for Black parents by integrating CRT and current understanding of CC. To explore Black parents' awareness and analysis of systemic inequities inherent in schools and how that may influence the ways in which they interact with these institutions, qualitative interviews were conducted and described in chapter three. Results suggest that parents largely hold both types of beliefs—critical and traditional—and engage in both types of actions and that the relationship between beliefs and action are nuanced. Using data from these interviews chapter four outlines the development and validation of a measure of Black parent CC.

Through the process of factor analysis five internally consistent factors were found and the resulting model was a good fit of the data (RMSEA = .05, CFI = .93, TLI = .92, and SRMR = .07). Those five factors include: 1) structural attributions, or parents' perceptions that inequities are caused by systemic factors, institutional racism, etc., 2) group participation, or parents' participation in formal and informal groups for the benefit of their children's education, 3) internal efficacy, or parents' belief about their ability to make change, 4) individual attributions, or parents' belief that educational inequities are caused by individual factors, and 5) school-based engagement, or the actions that parents engage in at the school site.

This scale has the potential to shed light on parents' understanding of social structures, inequities present within them, and how that might be related to the academic messages they send to their children and subsequent engagement with their children's school. Elucidating the ways that Black parents critically view the racially oppressive nature of public schools and how they subsequently engage advances current scholarship on parent engagement that is devoid of considerations of race and racism.

ACCESS ONLINE

Integrating Race, Racism, and Critical Consciousness in Black Parents' Engagement With Schools

Aixa D. Marchand, Rema Reynolds Vassar, Matthew A. Diemer, and Stephanie J. Rowley

- **Citation:** Marchand, A. D., Vassar, R. R., Diemer, M. A., & Rowley, S. J. (2019). Integrating race, racism, and critical consciousness in Black parents' engagement with schools. *Journal of Family Theory & Review*, 11(3), 367-384. <https://doi.org/10.1111/jftr.12344>

- **Abstract:** Although decades of research document the positive benefits of parent involvement in schools, Black parents are not always welcomed in schooling spaces. Black parents have sometimes been perceived as uncaring about their children's education, and often racism has precluded their full inclusion and meaningful participation. This article uses critical race theory to understand the ways that racism influences Black parents' experiences in schools. We propose a novel form of parent involvement—critical parent engagement—which we define as parents' recognition of issues related to race and racism in schools that informs the actions they take to ensure their children's academic success. This new conceptualization of parent involvement relies on critical race theory and critical consciousness theory to provide a conceptual framework to understand how Black parents critically analyze issues that are present in the schools and how they subsequently engage in action. We conclude with suggestions for future research and practice.

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University of Texas at Austin

Project Name: Nonprofits, Civic Infrastructure, and Health and Well-Being

Principal Investigator: Pamela Paxton, PhD, University of Texas at Austin

Does Use of Emotion Increase Donations and Volunteers for Nonprofits?

Pamela Paxton, Kristopher Velasco, and Robert W. Ressler

- **Citation:** Paxton, P., Velasco, K., & Ressler, R. W. (2020). Does use of emotion increase donations and volunteers for nonprofits? *American Sociological Review*, 85(6), 1051-1083. <https://doi.org/10.1177/0003122420960104>

- **Abstract:** Nonprofits offer services to disadvantaged populations, mobilize collective action, and advocate for civil rights. Conducting this work requires significant resources, raising the question: how do nonprofits succeed in increasing donations and volunteers amid widespread competition for these resources? Much research treats nonprofits as cold, rational entities, focusing on overhead, the "price" of donations, and efficiency in programming. We argue that nonprofits attract donors and volunteers by connecting to their emotions. We use newly available administrative IRS 990 e-filer data to analyze 90,000 nonprofit missions from 2012 to 2016. Computational text analysis measures the positive or negative affect of each nonprofit's mission statement. We then link the positive and negative sentiment expressed by nonprofits to their donations and volunteers. We differentiate between the institutional fields of nonprofits—for example, arts, education, social welfare—distinguishing nonprofits focused on social bonding from those focused on social problems. We find that expressed positive emotion is often associated with higher donations and volunteers, especially in bonding fields. But for some types of nonprofits, combining positive sentiment with negative sentiment in a mission statement is most effective in producing volunteers. Auxiliary analyses using experimental and longitudinal designs provide converging evidence that emotional language enhances charitable behavior. Understanding the role of emotion can help nonprofit organizations attract and engage volunteers and donors.

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Can Government Intervention Increase Volunteers and Donations? Analyzing The Influence of VISTA With a Matched Design

Andrew Messamore, Pamela Paxton, and Kristopher Velasco

- **Citation:** Messamore, A., Paxton, P., & Velasco, K. (2021). Can government intervention increase volunteers and donations? Analyzing the influence of VISTA with a matched design. *Administration and Society*, 53(10), 1547-1579. <https://doi.org/10.1177/00953997211009885>

- **Abstract:** The United States has long relied on private organizations to provide public services to poor communities. However, while the federal government's support of the civic sector through grants and contracts is well studied, little research investigates how it subsidizes voluntary organizations through national service programs, such as Volunteers in Service to America (VISTA). In this article, we assess whether nonprofits that receive VISTA members show higher levels of donations and volunteers than matched nonprofits that did not receive VISTA members in the years following the Great Recession. We find that nonprofits that participated in the VISTA program had higher numbers of volunteers 2 years after participation, suggesting that national service was effective at supporting local organizations and building local civic infrastructure during an economic recovery. We also follow VISTA receiving organizations from 2010 to 2016 in a longitudinal design, finding a robust relationship of VISTA service and volunteering. These findings suggest VISTA is a resource for organizations and invite further research on the relationship between national service and anti-poverty work.

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Do National Service Programs Improve Subjective Well-Being in Communities?

Kristopher Velasco, Pamela Paxton, and Lilla Pivnick

- **Citation:** Velasco, K., Paxton, P., Ressler, R. W., Weiss, I., & Pivnick, L. (2019). Do national service programs improve subjective well-being in communities? *American Review of Public Administration*, 49(3), 275-291. <https://doi.org/10.1177/0275074018814883>

- **Abstract:** Since the creation of Volunteers in Service to America (VISTA) in 1964 and AmeriCorps in 1993, a stated goal of national service programs has been to strengthen the overall health of communities across the United States. But whether national service programs have such community effects remains an open question. Using longitudinal cross-lagged panel and change-score models from 2005 to 2013, this study explores whether communities with national service programs exhibit greater subjective well-being. We use novel measures of subjective well-being derived from tweeted expressions of emotions, engagement, and relationships in 1,347 U.S. counties. Results show that national service programs improve subjective well-being primarily by mitigating threats to well-being and communities that exhibit more engagement are better able to attract national service programs. Although limited in size, these persistent effects are robust to multiple threats to inference and provide important new evidence on how national service improves communities in the United States.

More about this publication

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Revisiting Declines in Social Capital: Evidence from a New Measure

Inbar Weiss, Pamela Paxton, Kristopher Velasco, and Robert W. Ressler

- Citation:** Weiss, I., Paxton, P., Velasco, K., & Ressler, R. (2019). Revisiting declines in social capital: Evidence from a new measure. *Social Indicators Research: An International and Interdisciplinary Journal for Quality-of-Life Measurement*, 142(3), 1015-1029. https://ideas.repec.org/a/spr/soinre/v142y2019i3d10.1007_s11205-018-1956-6.html

- Abstract:** In the late twentieth century, researchers began calling attention to declining social capital in America and the potential consequences of this trend for a healthy society. While researchers empirically assessed the decline in social capital from the mid-1900s onward, this line of research diminished when the major source of data, the General Social Survey, stopped fielding critical questions in 2004. We do not know, therefore, whether social capital, especially associational social capital, has declined, stabilized, or even increased in a twenty first century America. In this paper, we develop a new measure of associational social capital using a confirmatory factor analysis of six indicators from the Civic Engagement Supplement to the Current Population Survey for 2008–2011 and 2013. Our findings support previous research suggesting that associational social capital does not seem to be declining over time. However, we do find evidence of a nonlinear decrease in associating during the Great Recession years. Across the entire time period, though, membership in groups has not declined and there has been little practical change in the amount of time that individuals spend with neighbors. Our analysis of the variance of social capital also shows no general change in the national dispersion of social capital from 2008 to 2013. The paper advances the measurement of social capital and updates our understanding of its possible decline.

More about this publication

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Nonprofits: A Public Policy Tool for the Promotion of Community Subjective Well-being

Robert W Ressler, Pamela Paxton, Kristopher Velasco, Lilla Pivnick, Inbar Weiss, and Johannes C Eichstaedt

- Citation:** Ressler, R. W., Paxton, P., Velasco, K., Pivnick, L., Weiss, I., & Eichstaedt, J. C. (2021). Nonprofits: A public policy tool for the promotion of community subjective well-being. *Journal of Public Administration Research & Theory*, 31(4), 822-838. <https://doi.org/10.1093/jopart/muab010>

- Abstract:** Looking to supplement common economic indicators, politicians and policymakers are increasingly interested in how to measure and improve the subjective well-being of communities. Theories about nonprofit organizations suggest that they represent a potential policy-amenable lever to increase community subjective well-being. Using longitudinal cross-lagged panel models with IRS and Twitter data, this study explores whether communities with higher numbers of nonprofits per capita exhibit greater subjective well-being in the form of more expressions of positive emotion, engagement, and relationships. We find associations, robust to sample bias concerns, between most types of nonprofit organizations and decreases in negative emotions, negative sentiments about relationships, and disengagement. We also find an association between nonprofit presence and the proportion of words tweeted in a county that indicate engagement. These findings contribute to our theoretical understanding of why nonprofit organizations matter for community-level outcomes and how they should be considered an important public policy lever.

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Deconstructed and Constructive Logics: Explaining Inclusive Language Change in Queer Nonprofits, 1998-2016

Kristopher Velasco and Pamela Paxton

- **Citation:** Velasco, K., & Paxton, P. (2022). Deconstructed and constructive logics: Explaining inclusive language change in queer nonprofits, 1998-2016. *American Journal of Sociology*, 127(4), 1267-1310. <https://doi.org/10.1086/718279>
- **Abstract:** The United States is currently in the midst of a long, historic cultural transformation—redefining our collective representation to be inclusive of diverse sexual and gender identities. A core logic advancing this inclusion is to discursively recognize an expanded set of discrete, deconstructed identities—gay and lesbian expands to LGBT, LGBTQ, LGBTQIA+, and so on. But a newer logic stipulates that inclusion arises through using constructive identities that encompass many fluid experiences under a single term (e.g., “queer”). To understand inclusive change, the authors leverage a unique mesolevel site of cultural (re)production: service and advocacy nonprofit organizations. Using event history models, the authors investigate inclusive language change by 735 organizations from 1998 to 2016. They supplement analyses of administrative data with semistructured interviews with 13 nonprofit leaders, providing converging evidence. Findings showcase how bottom-up, horizontal, and top-down pressures explain both the inclusion of discrete identity labels and the shift to constructive logics.

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University of Wisconsin-Madison

Project Name: Reevaluating the Workplace-Civic Engagement Relationship

Principal Investigator: Michael M. Bell, PhD, University of Wisconsin-Madison

Co-Principal Investigator: Laura Schlachter, University of Wisconsin-Madison and Kristinn Már, University of Wisconsin-Madison

Contention and Construction in the Movement for a New Economy: Case Studies of Economic Democracy and Climate Justice

Laura Hanson Schlachter

- Citation:** Schlachter, L. H. (2020). *Contention and construction in the movement for a new economy: Case studies of economic democracy and climate justice* (Publication No. 28258426) [Doctoral dissertation, The University of Wisconsin – Madison]. ProQuest Dissertations Publishing. <https://www.proquest.com/openview/44118b013d3c1cb247affc45fc0ad975/1>
- Abstract:** This dissertation examines the relationship between resistance and building in movements for economic democracy and climate justice. Although a rich sociological literature has explored how actors pursue social change via disruptive challenges to authority in the political arena, I seek to expand the boundaries of what counts as collective action – particularly in activism that bridges movements and markets. The three papers that comprise this project take up outstanding questions at the intersection of social movements, economic sociology, and environmental sociology and weave together several common threads.

More about this publication

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Paper I, “Spillover, Selection, or Civic Enrichment? Workplace and Civic Participation in Democratic Firms” (coauthored with Kristinn Már), critically examines underlying assumptions of the civic spillover hypothesis that participation at work begets participation in civic life. Our findings about motivation to join participatory workplaces and substitution of workplace for civic engagement lay the groundwork for further studies of civic enrichment that recognize the permeability of the boundary between civic and economic spheres.

Paper II outlines my broader research agenda around “The Constructive Dimensions of Social Movements.” Although protests, strikes, and other repertoires of contention are well-studied in the social movements literature, relatively few scholars examine the interplay of contentious strategies and tactics with constructive action that builds social-relational infrastructure to meet collective needs. I draw on a multi-sited case study of the campaign to divest from fossil fuels and reinvest in climate solutions to argue that constellations of ideologically-saturated constructive strategies and tactics – what I call repertoires of construction – have unique dynamics and theoretical implications that warrant analytical attention in their own right.

One such dynamic is the process of strategic reconfiguration. Paper III, “Kentucky’s Bright Future: Strategic Reconfiguration in the Movement for Climate Justice,” examines shifts in the relative weight of contentious versus constructive action over time. I use the tools of extended case method to trace how a social movement organization called Kentuckians for the Commonwealth created new opportunities for collective action on climate change by foregrounding a repertoire of construction in response to a coal industry-sponsored countermovement. The case challenges the assumption that pivoting toward building necessarily marks movement decline.

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Civic Work: Making a Difference On and Off the Clock

Laura Hanson Schlachter and Kristinn Már Ársælsson

- **Citation:** Schlachter, L. H., & Ársælsson, K. M. (forthcoming). Civic Work: Making a Difference On and Off the Clock. *American Journal of Sociology*. <https://www.journals.uchicago.edu/doi/10.1086/730771>
- **Abstract:** Although sociologists have long recognized the civic effects of workplace structure, extant theory has yet to make sense of growing evidence that civic life also impacts what happens at work. We leverage the first national, mixed methods study of worker cooperatives – an extreme case of participation in the workplace – to develop a new hypothesis of civic work. Civic work describes how people opt into or create workplaces that embody ideals of the good society and/or serve the common good. Whereas previous studies assume that workplace participation fosters civic participation manifesting only outside of work, our analysis of survey and interview data finds that people in worker cooperatives make a difference both on and off the clock. By theorizing selection and recognizing work itself as a site of civic action, our civic work hypothesis raises new questions and contributes to broader conversations about the changing nature of work across the economy.

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An Invitation to Environmental Sociology, Sixth edition

Michael Mayerfeld Bell, Loka Ashwood, Isaac Sohn Leslie, Laura Hanson Schlachter

- **Citation:** Bell, M., Ashwood, L., Leslie, I. S., & Schlachter, L. H. (2021). *An invitation to environmental sociology* (6th edition). SAGE. <https://us.sagepub.com/en-us/nam/an-invitation-to-environmental-sociology/book255384>
- **Abstract:** An Invitation to Environmental Sociology is an undergraduate textbook that invites students to delve into this rapidly changing field. The book explores three different kinds of interactions between humans and the natural world: the material, the ideal, and the practical.

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How Economic Democracy Impacts Workers, Firms, and Communities: The Census of Individual Workers in Worker Cooperatives

Laura Hanson Schlachter, Olga Prushinskaya

- **Citation:** Schlachter, L. H., & Prushinskaya, O. (2021). *How economic democracy impacts workers, firms, and communities: A census of individual workers in worker cooperatives*. The Democracy at Work Institute. <https://institute.app.box.com/s/vuwxsltb95jp147oddwbnolbfgg19is>
- **Abstract:** How Economic Democracy Impacts Workers, Firms, and Communities presents findings from a national survey of 1,147 workers in 82 worker cooperatives and follow-up interviews with 15 participants—the first national survey of its kind. This novel data, collected in 2017, allows us to explore the impact of workplace democracy on individuals, firms, and communities across the United States. It also provides important opportunities for future research about how worker cooperatives can promote resilience and racial equity in this moment.

More about this publication

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AmeriCorps Research Grantee 2018 Cohort



Community Conversations Research Competition: Research as a Path to Building Civic Engagement.

In 2018, AmeriCorps awarded 16 research grants to 18 different institutions of higher education and their community partners in the Community Conversations research competition. Through the Community Conversations Cohort, AmeriCorps funds participatory research to engage communities in identifying and solving pressing issues. This participatory process produces more equitable and

actionable solutions and connects national service with these communities for meaningful change. Through robust research methodology these grant project not only strengthen communities, but also foster civic engagement. Learn more about [participatory research](#).

The 2018 cohort included sixteen awarded grants, including eight with known publications, detailed below (note that some grantees produced multiple publications associated with the same project). Note that these projects include community partners engaged in the participatory research process in addition to principal investigators. Information on activities from other research grantees in the cohort can be found on the [AmeriCorps Research Grantee Profiles](#).

University of Cincinnati

Project Name: Civic Action for Refugee Empowerment in Cincinnati (CARE Cincinnati)

Principal Investigator: Anjali Dutt, PhD, University of Cincinnati and Farrah Jacquez, PhD, University of Cincinnati

Community Partners: Bryan Wright, Cincinnati Compass

Uniting Liberatory and Participatory Approaches in Public Psychology with Refugees

Farrah Jacquez, Anjali Dutt, Ernestine Manirambona, and Bryan Wright

- Citation:** Jacquez, F., Dutt, A., Manirambona, E., & Wright, B. 2021. Uniting liberatory and participatory approaches in public psychology with refugees. *American Psychologist*, 76(8), 1280-1292. <https://doi.org/10.1037/amp0000835>
- Abstract:** Increasing inequities both within and between nations call psychologists to consider whom they intend their research and practice to serve. The purpose of this article is to propose a public psychology rooted in the values of liberation psychology and utilizing participatory research methods to enact change. To exemplify this framework, we present the work of a community research partnership between academics and individuals with lived experience as refugees. Additionally, refugee coresearchers have identified three action plans based on the research findings to promote civic engagement; thus, translating research into meaningful action. This article details phases of our research process and interprets findings in the context of liberation psychology to illustrate the benefits of public psychology for academia, social policy, and community practice. We also discuss how our research illustrates the ways public psychology has the potential to not only promote greater equity but also to improve science.

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Creating Collective Solidarity: Insights from The Development and Process Evaluation of Civic Action for Refugee Empowerment in Cincinnati

Anjali Dutt, Farrah Jacquez, Nabihah Chaudhary, Bryan Wright, Roshan Adhikari, Tika Adhikari, Amenah Al Shehabi, Maher Arnaout, Muna Bhandari, Hodan Macow, Mels Mbuyi, Manirambona Ernestine, Marembo Alexandre, Yasmine Muhamed, Mwesha Constantin, and Lourdes Santos Martínez de Abughosh

- **Citation:** Dutt, A., Jacquez, F., Chaudhary, N., Wright, B., Adhikari, R., Adhikari, T., Al Shehabi, A., Arnaout, M., Bhandari, M., Macow, H., Mbuyi, M., Ernestine, M., Alexandre, M., Muhamed, Y., Constantin, M., & de Abughosh, L. S. M. (2022). Creating collective solidarity: Insights from the development and process evaluation of civic action for refugee empowerment in Cincinnati. *Cultural Diversity and Ethnic Minority Psychology, 28*(3), 349-360. <https://doi.org/10.1037/cdp0000459>

- **Abstract:** Objective: Our goal was to describe the development, progress, and functioning of Civic Action for Refugee Empowerment in Cincinnati (CARE: Cincinnati) as a model for community-based participatory research (CBPR) with refugees. We conducted a participatory evaluation to assess our collective ability to employ shared power and equitable decision-making, and to facilitate structures that build member ownership and solidarity. We identify principles and processes that can be used by researchers, practitioners, and activists interested in working toward the creation of more equitable community spaces for refugees. Method: Twelve refugee research team members representing seven different countries and ranging in age from 16 to 75 engaged in the participatory evaluation and are coauthors of this manuscript. All participants were interviewed by an external researcher, who transcribed and anonymized responses. Academic researchers first developed preliminary themes and then the entire research team verified, prioritized, and expanded themes. Results: The experiences of refugee team members illustrate an iterative process of reflection and action that are both personally satisfying and encourage work for deeper change. The themes further illustrate that the CBPR process aided in developing a sense of solidarity among diverse team members and that the dynamic and participatory organization of the group fostered equitable and creative decision-making. Conclusions: Our participatory evaluation suggests that future research partnering with refugees that brings together diverse teams to share power will not only improve research quality and dissemination, but will also serve as a tangible benefit for refugee team members. The shared reflection, analysis, and action process inherent in the research process are individually motivating to refugee team members and foster possibility for transformative change.

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University of Denver

Project Name: Mutual Aid as a Bridge to Social Capital and Civic Engagement among Youth Experiencing Homelessness

Principal Investigator: Kimberly Bender, PhD, University of Denver

Community Partners: James Erangey, Connor Marvin, Meredith Mollica, and Tom Lucas, Colorado Coalition for the Homeless

Making Power Explicit: Using Values and Power Mapping to Guide Power-Diverse Participatory Action Research Processes

Danielle M. Littman, Kimberly Bender, Meredith Mollica, James Erangey, Tom Lucas, and Connor Marvin

- **Citation:** Littman, D., Bender, K., Mollica, M., Erangey, J., Lucas, T., Marvin, C. (2021). Making Power Explicit: Using Values and Power Mapping to Guide Power-Diverse Participatory Action Research Processes. *Journal of Community Psychology*, 49(2), 266-282. <https://doi.org/10.1002/jcop.22456>

- **Abstract:** Participatory action research (PAR) is a research methodology that uses collective and endemic knowledge to inform action and address social concerns. The aim of this study was to understand how one PAR team (comprised of university and community researchers) navigated power dynamics, especially considering the team's power differentials.

Drawing upon phenomenological and case study methodologies, this qualitative study used loosely structured interviews and journaling with all members of the PAR team (N = 5) to explore explored how the team navigated power throughout the PAR process.

This study found that PAR team members navigated the PAR process using values as a constant guide, especially in negotiating power and resource realities and when distinguishing equity from equality.

This paper offers a set of power and values mapping practices which may guide power-diverse PAR teams by addressing power and values realities in their own unique and contextually bound PAR processes.

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How Peer Support Specialists Uniquely Initiate and Build Connection With Young People Experiencing Homelessness

James Erangey, Connor Marvin, Danielle Maude Littman, Meredith Mollica, Kimberly Bender, Tom Lucas, and Tara Milligan

- Citation:** Erangey, J., Marvin, C., Littman, D., Mollica, M., Bender, K., Lucas, T., Milliam, T. Lucas, T., & Milligan, T. (2020). How peer support specialists uniquely initiate and build connection with young people experiencing homelessness. *Children and Youth Services Review*, 119, Article 105668. <https://doi.org/10.1016/j.chilyouth.2020.105668>
- Abstract:** Young people experiencing homelessness are often apprehensive to engage in conventional service systems due to prior mistreatment by providers and others in their lives, as well as stigma associated with accessing services. Even when relationships between service providers and young people are initiated, they often end prematurely. Mutual aid, or peer-to-peer support, has a long and promising history within the mental health field, yet has received little empirical attention in work with young people experiencing homelessness. The present study used participatory qualitative methods to understand how peers uniquely initiate and build connection with young people experiencing homelessness. Through interviews and journaling with peer support specialists and program staff, this study found that peers initiate relationships with young people by becoming familiar faces in youth spaces, identifying themselves as peers, then formalizing relationships with young people. Peers build connection by showing they are on the “same side of the glass” as young people, establishing autonomy and availability over a preset agenda, and creating containers acceptable for failure. Peers, their supervisors, and organizations building mutual aid programs may consider these findings when working to build programs which flexibly and authentically engage young people experiencing homelessness in meaningful relationships.

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How Do Peer Support Workers Value Self-Directed Growth Over Conventional Change Goals Among Young People Experiencing Homelessness?

James Erangey, Connor Marvin, Danielle M. Littman, Kim Bender, Meredith Mollica, Tara Milligan, and Tom Lucas

- Citation:** Erangey, J., Marvin, C., Littman, D. M., Mollica, M., Bender, C., Lucas, T., & Milligan, T. (2021). How do peer support specialists value self-directed growth over traditional change goals among young people experiencing homelessness? *The Journal of Community Psychology*, 50(4), 1935–1951. <https://doi.org/10.1002/jcop.22649>
- Abstract:** The aim of this study is to explore how peer support workers (individuals with similar lived experiences employed to provide support) conceptualize change work with young people experiencing homelessness. The present study used participatory qualitative methods, including semistructured interviews and journaling with peer support workers and program supervisors and administrators, to understand how peers understand change work with young people experiencing homelessness. This study found that peers center self-directed growth among young people experiencing homelessness, rather than change that prioritizes meeting program-directed outcomes such as obtaining housing or gaining employment. Peer relationships invite possibility and create containers of hope when supporting young people experiencing homelessness, regardless of their paths. Lastly, peers recognize that growth happens in seasons, and embrace such seasons as check-points on youths' journeys. Such findings may guide service providers beginning peer programming or those considering models for engaging young people experiencing homelessness in relationship-supported growth.

More about this publication

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ACCESS ONLINE
(subscription required)

Power Mapping for Participatory Action Research (PAR) Teams

Danielle Maude Littman

- **Citation:** Littman, D. (2022). *Power mapping tools*. The University of Denver Portfolio. <https://drive.google.com/file/d/1v8MnPOdsqc0MqFD7gNHeKidZCgszPULz/view>
- **Abstract:** Participatory action research (PAR), and other participatory and community-based research methods, ask us to (re)consider how power and roles are distributed on our research teams. But there is little guidance on how to put this inquiry into action. One of the research teams I am on, the Affirming Ground Project, has explored on how PAR teams work together -- we found that shared values help 'power-diverse' teams navigate ambiguity and decision-making, and that making power explicit is vital in doing equitable work together.

We wanted to develop a tool that could help other PAR teams - and our own - (1) name our values, and (2) make power explicit on our team. We have piloted this tool with our original PAR team, as well as a second research team, using these teams' feedback to revise and improve upon the tool.

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"Like a Weight Off My Shoulders": Participating in Peer Support from The Perspectives of Young People Experiencing Homelessness

Meredith Mollica, Danielle M. Littman, Thomas Lucas, Connor Marvin, James Erangey, Kimberly Bender, and Tara Milligan

- **Citation:** Mollica, M., Littman, D.M., Marvin, C., Erangey, J., Lucas, T., Bender, K., & Milligan, T. (2023). "Like a weight off my shoulders": Participating in peer support from the perspectives of young people experiencing homelessness. *The Journal of Community Psychology*, 51(5), 2563-2580. <https://doi.org/10.1002/jcop.23032>

- **Abstract:** The aim of this study is to explore how young people experiencing homelessness or housing instability experience participating in peer support from paid peer support specialists with shared lived experiences. The present study used participatory qualitative methods, specifically a photovoice project with young people (N = 8) experiencing homelessness or housing instability, to understand their experiences of being in a relationship with a peer support specialist. This study found that young people experiencing homelessness or housing instability experienced peer relationships as uniquely caring and affirming. Young people described peers as "feeling like a friend" and repeatedly expressed that peer support is "deeper than therapy." This sort of support stands in contrast to many conventional service approaches, which tend to be driven by organizational agendas and outcomes leading young people to disaffiliate from services. These findings may guide peer support specialists, service providers beginning peer programming, or those considering models for engaging young people experiencing homelessness.

More about this publication

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Drexel University

Project Name: Anti-Displacement: The Untapped Potential of University-Community Cooperative Living

Principal Investigators: Ayana Allen-Handy, PhD, Drexel University and Rachel Wenrick, MFA, Drexel University

Community Partners: De'Wayne Drummond, Mantua Civic Association; Carol Richardson McCullough, Writers Room; George Jenkins, YouthBuild Philadelphia; and Devin Welsh, ArtistYear

A Sandwich Effect: Gentrification and Black Residential Displacement in the University-Adjacent West Philadelphia Promise Zone

Allen-Handy, A., Meloche, A., Likely, R., Thomas-EL, S., Sterin, K., Richardson McCullough, C., Wenrick, R., Nicholas, D., Kaschock, K., Drummond, D., Jung, U., Jenkins, G., and Welsh, D.

- Citation:** Allen-Handy, A., Meloche, A., Likely, R., Thomas-EL, S., Sterin, K., Richardson McCullough, C., Wenrick, R., Nicholas, D., Kaschock, K., Drummond, D., Jung, U., Jenkins, G., & Welsh, D. (2024). A sandwich effect: Gentrification and Black residential displacement in the university-adjacent West Philadelphia Promise Zone. *Journal of Race, Ethnicity and the City*, 1-31. <https://doi.org/10.1080/26884674.2023.2292024>
- Abstract:** This study examines the landscape of gentrification and residential displacement within the Mantua and Powelton Village communities of the West Philadelphia Promise Zone (WPPZ). Our intergenerational community-led participatory action research (CPAR) team conducted a comparative longitudinal spatial analysis between Census Data from 2008-2012 and 2013-2017 investigating variables of both gentrification and displacement including changes in population, racial demographics, per capita income, and housing costs and value.

Our findings demonstrate that targeted block groups within the Mantua and Powelton Village communities are exhibiting indicators of displacement; however, they are not progressing at the same rate. We found that Black residents are impacted by the neighborhood changes at the highest rates, and are being displaced from the North and the South, being squeezed to the middle resulting in what we deem a sandwich effect. Findings suggest that displacement of Black residents will continue at alarming rates if immediate action is not taken. Thus, we offer recommendations for policy and practice in regard to strategies geared towards the anti-displacement of Black residents in the WPPZ and other urban epicenters experiencing similar issues of gentrification and residential displacement.

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Mississippi State University

Project Name: Voices of Hidden Figures in the Quest to Increase Postsecondary Access and Success through Civic Engagement

Principal Investigator: Carol Cutler White, PhD, Mississippi State University

Community Partners: Errick Simmons, J.D., Mayor, City of Greenville Mississippi, Jim McHale, Woodward Hines Educational Foundation

Participatory Action Research Addressing Social Mobility

Carol Cutler White

- **Citation:** Cutler White, C. (2022). Participatory action research addressing social mobility. *Open Journal of Social Sciences*, 10(6). <https://doi.org/10.4236/jss.2022.106021>
- **Abstract:** Low wealth and first-generation high school graduates face many information barriers in accessing college information. Most of these students attend public high school without sufficient high school counselor staff and information resources to support college going. Further, limiting information about college to one location such as the high school excludes supports from the community. The purpose of this participatory action research (PAR) study was to investigate an alternative to the high school centric model of college access service delivery with a goal to reduce barriers to college information to improve social mobility. This paper first presents background on the challenge of college access and the theoretical framework guiding the study. Next the paper documents the participatory action research study examining how a community came together to create an action plan to increase college going and attainment. The PAR process engaged ten students and four adults in a rural high poverty Mississippi Delta community through photovoice and Q methodology. The community identified locations for outreach and noted the importance of trust in the institution and persons delivering the college access services. The resultant action plan created a roadmap and guide for community action. The study has implications for social mobility and the design of college access outreach and programs. Implications for communities considering college access outreach programs are provided. Policy implications are outlined including the need to fund sufficient planning time to enable low wealth and minority communities to design and plan social mobility programs.

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University of Nevada

Project Name: Making the Invisible Visible with Photovoice: Addressing Slow Violence through Community-Based Participatory Research and Civic Engagement with Youth in Nevada

Principal Investigator: Jennifer Willett, PhD, University of Nevada, Reno

Community Partners: Jennifer Sims, MSW, Upward Bound

Making The Invisible Visible: Documenting Slow Violence Through Photovoice with Youth in Nevada

Jennifer Willett, Alonso Tamayo, and Alexi Rayo

- **Citation:** Willett, J., Tamayo, A., & Rayo, A. (2021). Making the invisible visible: Documenting slow violence through photovoice with youth in Nevada. *Journal of Community Practice*, 29(2), 112-132. <https://doi.org/10.1080/10705422.2021.1938327>
- **Abstract:** Conditions for slow violence, a type of environmental injustice that is hidden and occurs over time, are rife in Nevada. Research can be used to make these hidden problems visible in order to solve them, which this study aims to do through photovoice with youth in Nevada. The youth found that slow violence was common in their neighborhoods, slow violence impacted vulnerable people in their neighborhoods more than others, and accumulated due to inequitable services/infrastructure. Their solutions focused on how the community could band together, along the lines of People as Infrastructure theory.

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University of Puerto Rico at Humacao

Project Name: INARO: Montones de voluntades, transforman realidades

Principal Investigator: Carlos Vázquez Rivera, PhD, University of Puerto Rico and Grekchy Meléndez Hernández, PsyD

Community Partners: uz Sánchez Díaz, Jenniffer Abreu Santana, Alicia Montañez Cruz, Bryan Sanabria, Dagnairé Rodríguez Sánchez, Jacquelinee Rojas-Livia, Alexandra Mattos Vázquez & Nilda Cuadra de Jesús

Refortalecimiento: Beyond Prevention, Empowerment and Intervention in an Impoverish Community in Puerto Rico

Carlos Vázquez Rivera, Jacquelinee Rojas-Livia

- **Citation:** Vázquez-Rivera, C., & Rojas-Livia, J. (2021). Refortalecimiento: Beyond prevention, empowerment and intervention in an impoverish community in Puerto Rico. *Revista Colombiana de Psicología*, 31(1), 109-124. <https://doi.org/10.15446/rcp.v31n1.88726>
- **Abstract:** Refortalecimiento is a strategy for transformation that started with a debate with the empowerment theory. We have been clarifying the notion of refortalecimiento from experiences at communities and academic's scenarios. As a result, we need to re-imagine some of our concepts to address the consequences of inequalities. In this article, we will present some reflections about three concepts: intervention, prevention model, and empowerment theory based in an Intervention-Investigation (i-i) realized in a community with a group of mothers of children with disabilities (diverse abilities) in an impoverish community in Puerto Rico. We confirmed the need to reevaluate the impact of different concepts/perspectives operating within the project that undermine the implementation process. We learned that the beauty of this process resides on the reciprocity and the fortalezas (strengths) that takes place within all the people involved. But we also find out neoliberal values as: individualism, competition, and everyone for themselves presented great obstacles to overcome discrimination and disparities.

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INARO, Participación Comunitaria y Desastres Socio-Naturales: Barreras y Dificultades

Carlos Vázquez Rivera, Jacquelinee Rojas-Livia, Grekchy Meléndez, Luz Sánchez, Jennifer Abreu, Alicia Montañez Bryan Sanabria, Dagnairé Rodríguez, and Alexandra Mattos

- **Citation:** Vázquez-Rivera, C., Rojas-Livia, J., Meléndez, G., Sánchez, L., Abreu, J., Montañez, A., Sanabria, B., Rodríguez, D., & Mattos, A. (2021). INARO, participación comunitaria y desastres socio-naturales: Barreras y dificultades. *Psicología Di Comunita*, November 2021, 76-93. <http://dx.doi.org/10.3280/PSC2021-002006>
- **Abstract:** INARO is a Participatory Action Research which is working with a rural community in Puerto Rico. In 2017 they experienced one of the most devastated hurricanes in the past 100 years. Starting from the Social Community Psychology (SCP) and refortalecimiento the objective of this article is to analyze the community characteristics that hinder people participation after a socio-natural disaster. The authors will be presenting the results of seven (7) focus groups performed with the community. Among the identified barriers can be mentioned: fear, personality differences, lack of generational communication, resistant to new relationships, shame, among others. Participation is a more complex notion in practice than we anticipate, so understand their barriers is essential.

INARO es una Investigación Acción Participativa en una comunidad rural en Puerto Rico. En el 2017 experimentaron uno de los huracanes más devastadores de los últimos 100 años. Desde la Psicología Social Comunitaria (PSC) y el refortalecimiento el objetivo de este artículo es analizar las características comunitarias que inhiben la participación luego de un desastre socio-natural. Se presentarán los resultados de siete (7) grupos focales llevados a cabo con la comunidad. Entre las barreras identificadas se pueden mencionar: el miedo, las diferencias de personalidad, carencia de diálogo intergeneracional, resistencia a nuevas relaciones, vergüenza, entre otras. Participación es una noción más compleja en la práctica de lo que anticipamos, por lo que comprender sus barreras es fundamental. Palabras clave: desastres socio-naturales, participación, Psicología Social Comunitaria, refortalecimiento, comunidad, barreras.

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Tufts University

Project Name: From Civic Participation to Community Control: Assessing and Strengthening Participatory Planning for Commercial District Development in Boston's Dudley Neighborhood

Principal Investigator: Penn Loh, Tufts University

Community Partners: John Smith, Dudley Street Neighborhood Initiative

Arts for Community Control: Planning an Arts and Innovation District Without Displacement

Penn Loh and Molly Kaviar

- **Citation:** Loh, P., & Kaviar, M. (2020). *Arts for community control: Planning an arts and innovation district without displacement*. Shelterforce. <https://shelterforce.org/2020/09/28/planning-an-arts-district-with-art-and-fighting-displacement-with-community/>
- **Abstract:** Arts-based and interactive methods have become part of how Dudley Street Neighborhood Initiative (DSNI) and its community partners are collaborating with the city of Boston to revitalize the Upham's Corner commercial district into an "arts and innovation" district. What makes this redevelopment process different from most is that a democratically-controlled community-based organization owns one of the redevelopment sites and as a result, is a partner in guiding the overall process. DSNI is a co-facilitator with the city of Boston of the Upham's Corner Implementation (UCI) process. This article reviews the progress to date, lessons learned, and challenges.

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Participatory Democracy for Community Control of Development: A Case Study of the Upham's Corner Implementation Process

Luisa de Paula Santos

- **Citation:** Santos, L. P. (2021). *Participatory democracy for community control of development: A case study of the Upham's Corner Implementation Process* [Master's thesis, Tufts University]. <https://pennloh-practical.vision/wp-content/uploads/2021/06/Luisa-de-Paula-Santos-FULL-THESIS-DRAFT-v6.pdf>
- **Abstract:** The Upham's Corner Implementation (UCI) Process aims to redevelop the Upham's Corner commercial center into an arts and innovation district without displacement. The UCI process is a unique case because it involves a community-control organization, the Dudley Street Neighborhood Initiative (DSNI), as co-facilitator. DSNI's community land trust, Dudley Neighbors, Inc. (DNI), owns a key redevelopment site. Using various research methods including participatory action research, archival research, participant observation, semistructured interviews, and a grounded theory approach to data analysis, this thesis presents a case study of the UCI process, examining whether and how the DSNI-City partnership and the participatory methods used in the UCI process built community control.

[ACCESS ONLINE](#)

Creative Community Control: A Case Study of Creative Engagements in Upham's Corner

Molly Kaviar

- **Citation:** Kaviar, M. (2021). *Creative community control: A case study of creative engagements in Upham's Corner* [Master's thesis, Tufts University]. https://pennloh-practical.vision/wp-content/uploads/2021/06/Kaviar_Thesis_Final.pdf
- **Abstract:** This thesis presents a case study of how arts-based creative engagements have enhanced a redevelopment process to create an Arts and Innovation district without displacement in Boston's Upham's Corner neighborhood. Built on decades of community-led work and co-facilitated by a grassroots community control organization, Dudley Street Neighborhood Initiative (DSNI), and the City of Boston, the Upham's Corner Implementation (UCI) process is an opportunity to do planning differently. This research aims to make sense of the overlapping and complex layers of this case and understand how creative methods have been used to further DSNI and its partners' efforts for community control over the redevelopment process. The case study draws on sixteen semi-structured interviews with key stakeholders of the UCI process, meeting observations and notes, and planning documents and reports. While the process is ongoing, I found that arts-based creative engagements have enhanced the UCI process in profound ways.

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A Relational Approach to Transforming Power in a Community-University Partnership

Penn Loh, Zoe Ackerman, and Joceline Fidalgo

- **Citation:** Loh, P., Ackerman, Z., & Fidalgo, J. (2021). A relational approach to transforming power in a community-university partnership. *Gateways: International Journal of Community Research and Engagement*, 14(2). <https://doi.org/10.5130/ijcre.v14i2.7749>

- **Abstract:** We use a relational understanding of power to analyze power dynamics at the institutional and interpersonal levels in our multi-year Co-Education/Co-Research (CORE) partnership between Tufts University Department of Urban and Environmental Policy and Planning (UEP) and Dudley Street Neighborhood Initiative (DSNI). Power in community-university partnerships is often examined only at the institutional level, conceiving of power as a resource to be balanced and shared. Indeed, CORE has advanced institutional shifts through co-governance, equitable funding, co-production of curriculum and cross-flow of people. While institutional policies and practices are critical, they alone do not transform deep-seated hierarchies that value university knowledge, practices and people over community. To understand how intertwined interpersonal and institutional practices can reproduce or transform these cultural and ideological dynamics, we use a relational approach, understanding that power flows in and through all relations. As community members, students and faculty, we reflect on the contradictions we have encountered in CORE. We examine how we reinforce the dominance of academic over community knowledge, even as we leverage institutional power to further community goals. These tensions can be opportunities for shifting, disrupting and transforming towards more equitable relations, but they can also reproduce and reinforce the status quo. Through reflective practice and a relational ethic of care, we can try to recognize when we might be shifting power relations and when we might be reproducing them. This is messy work that requires a lot of communication, trust, reflection and time. A relational approach to power provides hope that we can be part of the change we seek in all of our relations, every day. And it reminds us that no matter what we have institutionalised or encoded, our individual beings, organizations and communities are always in a process of becoming.

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Co-Education/Co-Research Partnership: A Critical Approach to Co-Learning between Dudley Street Neighborhood Initiative and Tufts University

Penn Loh, Zoe Ackerman, Joceline Fidalgo, and Rebecca Tumposky

- **Citation:** Loh, P., Ackerman, Z., Fidalgo, J., & Tumposky, R. (2022). Co-education/co-research partnership: A critical approach to co-learning between Dudley Street Neighborhood Initiative and Tufts University. *Social Sciences*, 11(2), 71. <https://doi.org/10.3390/socsci11020071>

- **Abstract:** Community-university partnerships that purport to promote the public good are often fraught with institutional and cultural challenges that can contribute to the injustices they seek to address. This paper describes how one partnership has been navigating these tensions through a critical approach to power. The Co-Education/Co-Research (CORE) partnership has been built over the last decade between Tufts University and Dudley Street Neighborhood Initiative, a community organizing and planning group in Boston. We have been co-producing knowledge and action to further community control over development, and we have found that institutional shifts, such as co-governance and the equitable sharing of funding, are leading to longer term impacts for the community partner and breaking down the boundaries between university and community. However, using a relational view of power, we have also found that some of our everyday practices can subtly maintain and reinforce inequities, such as valuing academic knowledge over that of community residents and practitioners. Addressing these cultural and ideological challenges requires critical and reflexive practice. It is messy relational work that requires a lot of communication and trust and, most of all, time and long-term commitment.

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Grounded and Interconnected in the Pandemic: Community Engagement and Organizing Adaptations from COVID response efforts in Metro Boston

Arraigados e Interconectados durante la Pandemia: Movilización social y adaptación de métodos de organización colectiva en las actividades de respuesta al COVID en el área metropolitana de Boston

Penn Loh

- Citation:** Loh, P. (2022). Grounded and interconnected in the pandemic: Community engagement and organizing adaptations from COVID response efforts in Metro Boston. Tufts University.

<https://pennloh-practical.vision/wp-content/uploads/2022/11/Grounded-and-Interconnected-in-the-Pandemic-Oct.2022.pdf>

Loh, P. (2022). Arraigados e interconectados durante la pandemia: Movilización social y adaptación de métodos de organización colectiva en las actividades de respuesta al COVID en el área metropolitana de Boston. Tufts University.

<https://pennloh-practical.vision/wp-content/uploads/2022/11/Arraigados-e-Interconectados-durante-la-Pandemia-Oct.2022.pdf>

- Abstract:** Eight community-based organizations (CBOs) in the Boston area came together in summer 2021 with researchers from Tufts Department of Urban and Environmental Policy and Planning (UEP) to reflect on and learn from their experiences of responding to the COVID-19 pandemic. All experienced dramatic shifts during the pandemic to respond to emergency needs, providing new or expanding current services and serving as a bridge between government, funders, and larger social service agencies and vulnerable communities. This report compiles the findings from interviews with key staff and two group convenings. We explore the challenges and opportunities faced by our organizations and make recommendations for other similarly situated groups, government, funders, and social service providers.

Ocho organizaciones de base (Community Based organizations o CBOs por sus siglas en inglés) del área de Boston se reunieron con investigadores del Departamento De Políticas y Planificación Urbanística y medioambiental de Tufts (UEP por sus siglas en inglés) en el verano del 2021 para reflexionar y aprender de sus experiencias de respuesta a la pandemia del COVID-19. Durante la pandemia, todas experimentaron cambios dramáticos para poder responder a necesidades urgentes, teniendo que ofrecer servicios nuevos o expandir los que ya tenían, y sirviendo de puente entre los organismos de gobierno, los patrocinadores y las grandes agencias de servicios sociales, por un lado, y las comunidades vulnerables por el otro. Este informe recopila los resultados obtenidos en entrevistas con personal clave y en dos convocatorias de reuniones. Exploramos los desafíos y las oportunidades a los que se enfrentaron nuestras organizaciones y hacemos recomendaciones para otros grupos que estén en situaciones similares y para organismos de gobierno, patrocinadores y proveedores de servicios sociales.

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(Spanish version)

Pandemic Response and Mutual Aid as Climate Resilience: Learning from Community Responses in the Boston Area

Penn Loh, Neenah Estrella-Luna, and Katherine Shor

- Citation:** Loh, P., Estrella-Luna, N., & Shor, K. (2023). Pandemic response and mutual aid as climate resilience: Learning from community responses in the Boston area. *Journal of Climate Resilience and Climate Justice*, 1, 8-19. https://doi.org/10.1162/crcj_a_00006
- Abstract:** Community responses to the impacts of COVID-19 in working class communities of color in the Boston area are examples of resilience in action. Building climate resilience is not just about hardening physical infrastructure, but also about strengthening social and civic infrastructure to reach and protect the most vulnerable. This article explores the lessons learned from the pandemic for more equitable approaches to climate resilience. We find that community-based organizations and networks are building social capital through mutual aid networks rooted in solidarity, care, and reciprocity and forging new collaborations with government, funders, and service providers. These social capacities have saved lives and can also help transform the systems that produce vulnerabilities and inequities in the first place. Our overarching conclusion is that resilience is rooted in our abilities to work together, mobilize resources, and take care of one another.

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University of Wisconsin-Whitewater

Project Name: Lub Zej Zog: Hmong Educators Coalition Project

Principal Investigator: Jenna Cushing-Leubner

Community Partners: MN Zej Zog

Looking for Racial Equity in English Language Teaching

Jenna Cushing-Leubner

- Citation:** Cushing-Leubner, J. (2020). Looking for Racial Equity in English Language Teaching. *MinneTESOL Journal*, 36(2). <https://minnetesoljournal.org/looking-for-racial-equity-in-english-language-teaching/>
- Abstract:** In a “voices from the field” essay, Dr. Jenna Cushing-Leubner reflects on the question, “What can racial equity look like to the teaching of English to racialized bilingual youth?” She describes the efforts made by multilingual youth labeled “long-term English learners” and “heritage language learners” through ethnic studies and youth participatory action research projects to communicate to language teachers what they need to know and be able/willing to do. In this call to action, she shares these findings from almost a decade of work with multilingual youth of color and their language teachers, and suggests resources for teachers invested in anti-racist and anti-biased English language teaching.

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The (Im)Possibilities of Equitable Education of Multilingual Emergent Bilinguals in Remote Teaching: A Survey of English Language Teachers in the Great Lakes Region

Jenna Cushing-Leubner, Trish Morita-Mullaney, Michelle C.S. Greene, Amy Stolpestad, and Michelle Benegas

- Citation:** Cushing-Leubner, J., Morita-Mullaney, T., Greene, M., Stolpestad, A., & Benegas, M. (2021). The (Im)Possibilities of Equitable Education of Multilingual Emergent Bilinguals in Remote Teaching: A Survey of English Language Teachers in the Great Lakes Region. *Planning and Changing*, 50(3-4), 139-164.
https://education.illinoisstate.edu/downloads/planning/Planning-Changing%2050-3-4_article%203_S_Jenna_Cushing-Leubner.pdf

- Abstract:** The purpose of this study is to identify how teachers of Emergent Bilinguals labeled “English Language Learners” (EL teachers) responded to the sudden shift to emergency remote teaching and learning (ERTL) due to COVID-19 in March 2020. Emergent Bilingual teachers from Indiana, Minnesota, and Wisconsin were surveyed during ERTL and this paper details how these specialized teachers responded to ensure continued instruction for Emergent Bilingual students. We highlight what tasks EL teachers were asked to do by their schools, colleagues, and administration, as well as what was needed from students and families. Specifically, we organize their responses in terms of instructional and service-oriented activities. Data offer insights into existing disparities and demands placed on EL teachers (instructional and non-instructional services) which were exacerbated and made more visible by the ERTL condition. Findings suggest that districts are overwhelmingly out of compliance with requirements to provide equitable access to education as mandated by Title VI and the Equal Educational Opportunities Act.

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Clashing Roles of Identities of EL Teachers during Emergency Remote Teaching and Learning

Trish Morita-Mullaney, Jenna Cushing-Leubner, Michelle Benegas, Michelle C.S. Greene, and Amy Stolpestad

- Citation:** Morita-Mullaney, T., Cushing-Leubner, J., Benegas, M., Greene, M. C., & Stolpestad, A. (2023). Clashing Roles and Identities of EL Teachers during Emergency Remote Teaching and Learning. *TESOL Quarterly*, 58(2).
<https://onlinelibrary.wiley.com/doi/pdf/10.1002/tesq.3238>
- Abstract:** During Emergency Remote Teaching and Learning (ERTL) and the closure of schools due to the COVID-19 pandemic, teachers of multilingual students were positioned to adopt varied outreach methods to sustain access to education among multilingual families. Prior to ERTL, instruction in schools was socially situated as having greater institutional value relative to service-oriented tasks, yet service-related needs, including health and human services and/or access to technology increased during the physical closure of schools. EL teachers took on more service-related tasks for their MLL families and did so by assuming, negotiating and resisting particular roles; a reflexive and interactional process. Using theories of teacher positioning and language teacher identity, we examined the experiences of EL teachers in the Great Lakes Region of the US. Findings demonstrate that few EL teachers resisted roles within instruction and service during ERTL, a critical dimension of teacher identity transformation and advocacy for MLLs. As we move into recovery from the COVID-19 pandemic and into a Remote Teaching and Learning (RTL) period, implications suggest that when EL teachers’ roles and identities are incongruous, resilience can be fostered informing a unique form of agency and teacher leadership; a necessary characteristic for an equity-informed education.

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