

Bethany Elston, LCSW

(she/her/hers)

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Education

- Ph.D. **In process, University of Chicago, Chicago, IL**
Crown Family School of Social Work, Policy and Practice
- A.M. **June 2011, University of Chicago, Crown Family School of Social Work, Policy and Practice**
Concentration: Clinical Practice of Social Work
- B. S. **June 2005, Northwestern University**
Major: Human Development and Psychological Services

Research Interests

School social work
Organizations and Management
Community-engaged research

Clinical Social Work Practice
Street-level education policy

Research Experience

- 2023-present
Graduate Research Associate
Principal Investigators: David Orta, Ph.D and Amy Arneson, Ph.D
UChicago Consortium on School Research
Teach Chicago Project
- Worked with PIs to create interview protocols, conceptual frameworks, and literature reviews for a research-practice partnership with Chicago Public Schools looking at teacher retention and teacher residency efforts within the district.
- 2022 – present
Graduate Research Associate
Principal Investigators: Jennifer Mosley, Ph.D. and Nicole Marwell, Ph. D.
Crown Family School of Social Work, Policy and Practice, University of Chicago
Knowledge Integration Initiative
- Collaborated closely with PIs to prepare a manuscript focused on the Family First Prevention Services Act's roll-out and implementation across multiple states, including conceptual development, coding and analysis. Responsible for drafting conference proposals and conducting follow-up interviews with intermediaries.
- 2023
Graduate Research Associate
Principal Investigators: Kathryn Edin and Timothy Nelson
Princeton University, Department of Sociology
Qualitative Tools of Thought
- Worked with PIs to analyze in-depth interviews with participants in violence prevention programs. Focused on qualitative data analysis and writing memos to support the writing of a manuscript.
- 2019 – 2022
Senior Research Project Coordinator
Principal Investigator: Cynthia Coburn, Ph.D.
School of Education and Social Policy, Northwestern University
COHERE Project, CEP Project, and NCRPP Project

Managed logistics for multiple research projects including one looking at continuous improvement efforts in school districts focused on PreK-third grade continuity and alignment in mathematics instruction. Analyzed qualitative data, including creating conceptual frameworks, coding and writing memos. Wrote policy reports to present findings to school district leaders, including analyzing survey data and preparing visualizations. Designed research study instruments, and managed and participated in data collection in schools and with district leaders, including interviews, ethnographic observations, surveys and classroom observations. Managed IRB submissions and modifications. Prepared reviews of existing relevant literature. Built and maintained bibliographic databases. Reviewed and edited academic papers and stakeholder presentations. Oversaw day-to-day research lab operations. Acted as a liaison for all project staff, consultants, external partners, and subcontractors. Hired, trained and supervised staff and undergrad research assistants.

Summer 2010

Graduate Summer Research Intern - Alliance of Chicago Health Centers

Delivered daily and weekly Electronic Health Records System reporting and analysis used both for research purposes and for quality assurance purposes for participating health clinics. Assisted with data extraction, data cleaning, and data management for the in-house data warehouse. Led a project to evaluate data collection quality of existing historical data for HIV/AIDS measures collected by the clinics and recommended improvements. Constructed a dashboard report designed to present this data for the purposes of researching federally mandated meaningful use.

Publications in Preparation

Elston, B. J., Gugerty, M. K., Nadon, M. (in preparation). Evidence Based Practices and Public Administration: Family First and the Unfulfilled Promise of Child Welfare Transformation.

Bush-Mecenas, S.C., Coburn, C. E., & Elston, B. J. (in preparation). Making Change Routine: How Differing Routine Dynamics Facilitated Organizational Learning in Two Districts.

Grants & Fellowships

2022-2027	Institute for Education Sciences (IES) Pre-Doctoral Fellowship <i>Awarded to doctoral students committed to rigorous research on schooling</i> \$34,000 annual stipend plus \$2,000 in annual research, conference, and training funds
2024	Crown Family School of Social Work, Policy and Practice Graduate Travel Grant \$1450
2023	Crown Family School of Social Work, Policy and Practice Graduate Travel Grant \$750

Peer Reviewed Conference Presentations

Paper Presentations

June 2024	Elston, B. J., Gugerty, M. K., Nadon, M. <i>Families First and the Unfulfilled Promise of Child Welfare Transformation</i> . Paper presented at the Public Management Research Conference in Seattle, WA.
April 2024	Bush-Mecenas, S.C., Coburn, C. E., Elston, B. J., and Stein, M. A. <i>Making Change Routine: How Differing Routine Dynamics Facilitated Organizational Learning in Two Districts</i> . Paper presented at the Organizational Theory Special-Interest-Group at the American Educational Research Association (AERA) in Philadelphia, PA.
November 2023	Elston, B. J., Gugerty, M. K., Nadon, M. <i>Families First and the Unfulfilled Promise of Child Welfare Transformation</i> . Paper presented at the Policy Implementation across the Life Course: How

Regulatory Differences Affect Vulnerable Populations panel at the Association for Public Policy and Management, Atlanta, GA.

Invited Presentations for Practitioner Audiences

May 2024

Bush-Mecenas, S.C., Coburn, C. E., Elston, B. J., and Stein, M. A. *Making Change Routine: How Differing Routine Dynamics Facilitated Organizational Learning in Two Districts*. Presented at the Advances in Early Math Education Conference, a research-practice partnership conference hosted by Development and Research in Early Mathematics Education (DREME) and the Stanford Center on Early Childhood.

Teaching Experience

2017- 2019

Field Consultant & Lecturer – Crown Family School of Social Work, Policy and Practice, *University of Chicago*

Designed and taught course curriculum for second-year, masters-level social work students at the University of Chicago, while creating opportunities for meaningful dialogue and development of social work competencies. Worked with multiple social service agencies serving as internship sites in order to assess student learning and performance and supervisor effectiveness; mentored students in their efforts towards navigating interpersonal or practical challenges in collaboration with field education staff; worked with supervisors to enhance learning.