

William Elliott III, MSW, PhD

Curriculum Vitae

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<u>Degree</u>	<u>Date</u>	<u>Institution</u>
PhD	Start Date: Aug. 2005 End Date: August, 2008	George Warren Brown, School of Social Work, Washington University in St. Louis
Certificate	Start Date: May 2006 End Date: May 2008	December, 2007 Center for New Institutional Social Sciences (CNISS) Washington University in St. Louis
MSW	Start Date: Jan. 2004 End Date: July 2005	George Warren Brown, School of Social Work, Washington University in St. Louis
B.A.	Start Date: Jan. 1991 End Date: Jan. 1995	Geneva College Beaver Falls, PA 15010

Research Interests

- **Interests:** Economic disparities, educational disparities, racial disparities, children's development, neighborhood segregation, asset research, and social development

Teaching Experience

- Instructor: Theory II (SWGEM-3053)
University Pittsburgh School of Social Work, (PhD level class), Spring 2009

Course Description: Focuses on providing students with an overview of macro theories in such academic domains as economics, sociology, political science and education. In addition, students learn how to develop conceptual framework to guide their dissertation research.

- Instructor: Economics and Social Work (SOCWRK/SWWEL)

Course Description: This course is an introduction to basic economic terms, principles and theories with a focus on their implication for the social work profession.

- Instructor: Human Behavior and Social Environment (SWBEH)
University Pittsburgh School of Social Work, (MSW level class), Fall 2009

Course Description: This course is designed to explore the theoretical knowledge base of social work in relation to human behavior and human development within the context of the social environment

- Instructor: Social Welfare (SWWEL)
University Pittsburgh School of Social Work, (MSW level class), Fall 2008, 2009

Course Description: This foundation course focuses on the historical development of the contemporary social welfare system in the United States, including the professional social work response to the needs of people in our society

- Instructor: Social, Economic, and Political Environment (S15-5012)
Washington University George Warren Brown School of Social Work, (MSW level class), Fall 2007

Course Description: Focuses on the effects of social, economic, and political factors on disadvantaged and at-risk populations

- Co-Instructor: Asset Building--Theory, Innovation, Research, Policy, and Practice (S65-5055) Washington University George Warren Brown School of Social Work, (MSW level class), Fall 2007

Course Description: This course provides students with knowledge and skills needed for social work practice in asset-building policy as a complement to income support policies. The course covers theory, innovation, research, policy development in the United States (federal, state, and tribal), as well as policy and program development in other countries (e.g., United Kingdom, China, and Uganda)

- Teaching Assistant, Washington University School of Social Work, Instructor: Dr. Michael Sherraden. (MSW Course) Asset Building: Theory, Innovation, Research, Policy, and Practice, Spring 2006
- Teaching Assistant, Washington University School of Social Work, Instructor: Dr. Stephanie Boddie (MSW Course) Community Development, Spring 2006
- Teaching Assistant, Geneva College, Sociology Department, Instructor: Dr. Howard Mattson-Boze. (Undergraduate Course) Introductory Sociology Class, Fall 1993 and Spring 1994

Peer Reviewed Publication (In Print)

1. **Elliott, W.**, Jung, H., & Friedline, T. (in print). Math achievement and children's savings: Implications for child development accounts. *Journal of Family and Economic Issues*.
2. **Elliott, W.** (2008). Children's college aspirations and expectations: The potential role of college development accounts (CDAs) *Children and Youth Services Review*, 31(2), 274-283

3. Sherraden, M. S., Johnson, L., **Elliott, W.**, Southwell, P., Peterson, S., and Johnson, S. (2006). *I Can Save: School-Based Children's Saving Accounts for College*. *Children & Youth Services Review* 29, 294-312

Peer Reviewed Publication (Resubmit)

1. Sherraden, M. S., Johnson, L., Guo, B. and **Elliott, W.** (2009, May). *Financial capability in children: Effects of participation in a school-based financial education and savings program*. (Under Review at *Journal of Family and Economic Issues*) St. Louis: Washington University, Center for Social Development

Peer Reviewed Publications (Under Review)

1. Pandey, S. and **Elliott, W.** (2008, August). *Suppressor Variables in Social Work Research: Ways to Detect them in Multiple Regression*. (Under Review at *Social Work Research*) St. Louis: Washington University
2. **Elliott, W.**, Jung, H., & Friedline, T. (2008, October). *Raising math scores among children in low-wealth households: Potential benefits of children's school savings* (Under Review at *Journal of Income Distribution*). University of Pittsburgh
3. Chowa, G. and **Elliott, W.** (2009, May). *An Asset Approach to Increasing Financial and Efficacy Expectations among Families in Uganda*. (Under Review at *Journal of Socio-Economics*) University of North Carolina and the University of Pittsburgh, joint project
4. **Elliott, W.**, Davis, L., Nam, I., Kevin, K., (2009, May). *Testing an Academic Self-Efficacy Scale for African American Youth: The CLASS Academic Self-Efficacy Scale*. (Under Review at *Journal of Race and Social Problems*) University of Pittsburgh, School of Social Work
5. **Elliott, W.**, Zahn, M., and Jung, H. (2009, February). *Asset Holding and Educational Attainment among African American & Caucasian Children*. (Special Edition of *Children & Youth Services Review*) Washington University in St. Louis, Center for Social Development
6. **Elliott, W.**, Sherraden, M., and Johnson, L. (2009, April). *Young Children's Perceptions of College and Saving: Potential Role of Child Development Accounts*. (Special Edition of *Children & Youth Services Review*) Washington University in St. Louis, Center for Social Development

Articles (In Preparation)

1. **Elliott, W.**, Zhan, M., Friedline, T., and Nam, I. (2009, August). *Child development accounts and the path to college completion: Review of research*. Washington University in St. Louis, Center for Social Development
2. **Elliott, W.**, Jung, H., and Friedline, T. (2009, July). *Child development accounts and children's achievement and expectations*. Washington University in St. Louis, Center for Social Development

3. **Elliott, W.** (2009, July). *Restoring the dream: The role of child development accounts in reducing “melt” between expectations and college attendance.* Washington University in St. Louis, Center for Social Development
4. **Elliott, W.** (2009, July). *The role of child development accounts in transitioning from high school to college: The question of specificity of wealth.* Washington University in St. Louis, Center for Social Development
5. **Elliott, W.,** Kim, K., Friedline, T., Pardini, D., Grinstein-Weiss, M. (2009, May). *The Effects of Homeownership on Boys’ Math Scores: A Longitudinal Analysis Based on the Pittsburgh Youth Study (PYS).* University of Pittsburgh, School of Social Work
6. **Elliott, W.** (2008, October). *A model of performance expectations: How and when norm driven or rational choice motivations are the predominate motivation for individual action.* University of Pittsburgh, School of Social Work

Requested Book Review

1. Elliott, W. (Due 2009, July) “*Steady Gains and Stalled Progress: Inequality and the Black-White Test Score Gap*, by Katherine Magnuson and Jane Waldfogel, editors. *Social Service Review* (due July 29, 2009).

Reports

1. **Elliott, W.,** Hicks, S., and Finsel, C. (2005, Fall). *Think Tank Typologies: Which Typology Best Fits with Mission and Core Values of NCAI Policy Research Center?* Washington, DC: National Congress of American Indians Policy Research Center. Find at: http://www.ncaiprc.org/pdf/Think_Tank_Report%20main%20report_.pdf
2. **Elliott, W.** and Finsel, C. (2006, December). *Communities of Practice.* Washington, DC: National Congress of American Indians Policy Research Center. Find at: http://www.ncaiprc.org/pdf/Communities_of_Practice_Paper_4_6_07-draft%20watermark.pdf
3. **Elliott, W.** (2007, May). *Building Institutional Capacity: What it is and How it is Measured.* Washington, DC: National Congress of American Indians Policy Research Center
4. **Elliott, W.** (2007, Oct.). *Preliminary Examination of Implications of the NCLB Act on American Indian (AI)/American Native (AN) Youth.* Washington, DC: National Congress of American Indians Policy Research Center and National Indian Education Association
5. **Elliott, W.** (2008, March). *Using PSAT Results for Enrollment in Advanced Placement Courses: Reducing the Equity Gap in Advanced Placement Courses in Pittsburgh Public Schools.* Pittsburgh, PA: Falk Foundation

Article Reviewer

1. Reviewer for Children & Youth Services, April 2009 (One review)

2. Reviewer for the *American Education Review (AER)*, section Social and Institutional Analysis and Review of Educational Research, December 2006 – May 2008 (Eight Reviews)

Grants (Funded)

1. **Principal Investigator.** (Summer, 2009 - Summer 2010). Central Research Development Fund. *The Direct and Indirect Effects of Homeownership on Boys' Antisocial Behavior and Academic Achievement by Race and Family Income: A Longitudinal Analysis based on the Pittsburgh Youth Study (PYS)*. University of Pittsburgh, Office of Research
2. **Principal Investigator.** (Summer, 2009). Pittsburgh Youth Study, Small Grant Award. *The Direct and Indirect Effects of Homeownership on Boys' Antisocial Behavior and Academic Achievement by Race and Family Income: A Longitudinal Analysis based on the Pittsburgh Youth Study (PYS)*. University of Pittsburgh
3. **Co-Principal Investigator.** (Summer/Fall 2008). (Ralph Bangs, PI). Study on Eligibility Requirements for the Pittsburgh Promise. Faulk Foundation
4. **Co-Principal Investigator.** (Summer/Fall 2008). (Ralph Bangs, PI). Potential Effects of the Pittsburgh Promise on Students Expectations and Academic Achievement. Pittsburgh Foundation

Grant Reviewer

1. United Way Selection Committee (Spring 2009). Grant Reviewer for the Earned Income Tax Credit (EITC) program.
2. U.S. Department of Health & Human Services, Office of Community Services. (May 2007). Grant Reviewer for the Earned Income Tax Credit (EITC) program
3. U.S. Department of Health & Human Services, Office of Community Services. (June 2007). Grant Reviewer for the Community Economic Development (CED) program

Full Paper Presentations

1. **Elliott, W.,** Kim, K., Jung, H. and Zahn, M. (November, 2009). *Asset Holding and Educational Attainment among African American & Caucasian Children*. Association for Public Policy Analysis and Management (APPAM). Washington, DC.
2. **Elliott, W.,** Jung, H., and Friedline, T. (July, 2009). *Examining Whether Children's Savings or Parental School Savings is a Stronger Predictor of Children's Educational Expectations, Academic Achievement, and College Attendance*. 2nd National Research Conference on Child and Family Programs and Policy. Bridgewater State College in Massachusetts
3. **Elliott, W.,** Kim, K., Jung, H. and Zahn, M. (November, 2008). *The Human Capital Agenda: Asset Holding and Educational Attainment among African American & Caucasian Children*. St. Louis, MO: Washington University, Center for Social Development (Child Savings Symposium)

4. **Elliott, W.**, Sherraden, M., and Johnson, L. (2008, November). *I Can Save: School-Based Children's Saving Accounts for College: Follow-up Paper*. St. Louis, MO: Washington University, Center for Social Development (Child Savings Symposium)
5. **Elliott, W.** and Southwell, P. Annual Conference, Society of Social Work and Research (SSWR). *The Effects of Institutional Responses on Self-Efficacy: a Qualitative Study*, Spring, 2006
6. **Elliott, W.** (2004). *I Can Save! An Intervention Research Project for Early Primary Students*. 10th Anniversary of the Center for Social Development, Washington University, St. Louis, MO, Spring, 2004
7. **Elliott, W.** *I Can Save, a Universal Model for Children Savings Accounts*. Ford Foundation visit, Center for Social Development, Washington University, St. Louis, MO, Spring, 2005
8. **Elliott, W.** (2005). *Results from first Wave of Second Grade Students in I Can Save*. Saving for Education Entrepreneurship and Downpayment (SEED) Semi-Annual Meeting, Detroit, MI, Spring, 2005

Panelist

1. Child Symposium on Child Development Accounts: November 12-14, 2008
 - a. Assets and Child Outcomes (Moderator: Kilolo Kijakazi)
 - b. Policy Demonstration and Research on CDAs (Moderator: Deborah Adams)

2. Panelist for Coro Fellows on the topic: The achievement gap. May 4, 2007

Coro Fellows program is a nine month, graduate level, experiential program in public affairs and public policy. The program is run each year in five cities, with Fellows' classes ranging in size from 8 to 16. Over the nine months, they take on projects in various sectors (nonprofit, governmental, electoral, organized labor, for profit), engage in professional development seminars, and interview regional policy makers and decision makers

Committees

- Distinguished Alumni Awards Committee, University of Pittsburgh, 2009 – present
- Master of Social Work (MSW) Committee, University of Pittsburgh, 2008 – present
- Community Organization and Social Administration (COSA) Committee, University of Pittsburgh, 2008 – present
- Center for Race and Social Problems (CRSP), University of Pittsburgh, 2008 – present

Scholarships and Awards

- Fellowship, George Warren Brown School of Social Work, Washington University in St. Louis, Fall 2005 – May 2008

- Fellowship, Center for New Institutional Social Sciences, Washington University in St. Louis, Summer 2006 – Summer 2007
- The *Alvin Schorr Scholarship*, George Warren Brown School of Social Work, Washington University in Saint Louis, Spring 2004 – Summer 2005
- Merit Scholarship, Geneva College, Beaver Falls, Pennsylvania, Spring 1991 – Spring 1995

Faculty Associate

- Faculty Associate, Center for Social Development, Washington University in St. Louis, MO, Fall 2008 - present
- Faculty Associate, Center for Race and Social Problems, University of Pittsburgh, PA, Fall 2008 – present

Practice/Research Experience

- Research Assistant Pagedale Community Project, Center for Social Development, Fall 2007 – Spring 2008
 - Collection of data
 - Co-author report for Beyond-Housing, CSD, and the school of social work
 - Co-author paper for journal publication
- Research Associate *I Can Save*, Center of Social Development, Washington University, Spring 2004 – 2007
 - Developing children and adult interview instruments
 - Research/literature reviews
 - Conducting interviews, focus groups
 - Participant observation research with children
 - Grant writing
 - Forming partnerships with local organizations
 - Research presentations
 - Journal article writing
 - Qualitative (using Atlas ti, qualitative software) and quantitative research methods
- Consultant/Research Assistant; National Congress for American Indian (NCAI) Policy Research Center, Spring 2005 – present
 - Background research on American Indian populations
 - Inventory document sources
 - Identify research assistants
 - Store research in Endnotes, enter into Access database to permit data searchers by key terms
 - Identify computer technician to develop database for accessing material from website
 - Propose architecture for the web-based data and research clearinghouse

- Write research reports
- Research Assistant with Dr. Stephanie Boddie (Faculty, George Warren Brown School of Social Work), Fall 2006
 - Literature review
 - Journal article writing
- Research Assistant/Journal Assistant, Enola K. Proctor, Dean of Research, Washington University and Editor of NASW Journal, *Social Work Research*, Fall 2005
 - Tracking journal articles submitted
- Prison Counselor for US Army, Ft. Sill, OK, Fall 1998 – Fall 2000
 - Responsible for assessing social and psychological problems (case load of 24 clients) by collecting and recording pertinent data, and interviewing clients
 - Developing educational programs for inmates and staff
 - Developing training programs for institutional staff
- Military Police Investigator, US Army, Ft. Leavenworth, KS, Spring 2001 – Fall 2002
 - Responsible for investigating crimes within the prison
 - Interviewing people who witnessed or took part in a crime
 - Conducting surveillance

Professional Memberships

- Council on Social Work Education, 2007 – present
- National Association of Social Workers, 2004 – present
- Society for Social Work and Research, 2006 – present

References available upon request