

Meghan A. Perry
541-490-3853
megperry@pdx.edu

PO BOX 910
Stevenson, WA 98648

Primary Areas of Expertise

- Family Studies & Human Services Postsecondary Education
- Child, Youth, and Family Wellbeing
- Relational Practice in Child, Youth, and Family Services & Systems
- Community-Based Sustainable Social Research & Policy

Education

- PhD student, Portland State University, GPA 3.85 2017 to Present (ABD)
- MPA, Portland State University, GPA 3.74 2011
- B.A., Journalism Communication, University of Oregon, GPA 3.6 2006

Professional Experience

School of Social Work -Portland State University **2019-Present**

Instructor and MSW Writing Support

- Design courses and provide instruction to undergraduate students in Family Studies and Human Services and the Bachelor of Social Work programs. Courses designed include CFS 101 –Introduction to Child, Youth, & Family Studies and CFS 399 –Breath & Movement for Self & Community. Additional courses taught or currently teaching include: CFS 312 –Families in the Life Course Perspective; CFS 381 –Families, Stress, and Change; CFS 393 Community Resources & Family Support; CFS 450 –Critical Youth Work Practice; CFS 487 -Examining Bias and Belief; CFS 492 –Family Law & Policy; CFS 494 –Professional Self –Critical Thinking.
- Provided academic writing support to students in the Master of Social Work program

Child & Youth Services –a Taylor & Francis Journal **2018-2022**

Administrator

- Provided administrative support for the continued production of journal content for an international child and youth care academic journal
- Recruited and secured reviewers for manuscripts seeking publication
- Maintained correspondence between authors, reviewers, and editors
- Reviewed submissions for journal suitability

Regional Research Institute **2017–2019**

Graduate Research Assistantship

- Supported data analysis and writing of project findings for a national youth mentoring research study
- Supported the design of a quality improvement system to leverage service efficacy and amplify youth outcomes for a national youth mentoring program
- Developed enhancements to (1) initial and ongoing training and management practices, and (2) provided analytic support of a performance management system for a national youth mentoring organization

- Conducted internal qualitative and quantitative analyses to inform youth program services
- Served as a member of a youth mentoring organization’s national research committee

Education Northwest¹

2015–2017

Advisor, Youth Programs

- Provided training and technical assistance to youth development programs across the Pacific Northwest
- Produced and facilitated webinars, trainings, and conferences on critical topics in education and youth development
- Routinely provided technical assistance and customized, research-based tools and training
- Provided capacity building support to agencies, staff, and educators engaged in the K12 Student Success Initiative

Institute for Youth Success (formerly Oregon Mentors)

2011–2015

Director of Quality Improvement

- Supported organizations in implementing the Youth Program Quality Intervention (YPQI) as a continuous improvement system
- Provided training and technical assistance to guide the expansion of quality youth development services in Oregon
- Designed and facilitated training, technical assistance, and professional development support for youth development professionals statewide
- Led multiple local, state, and federal partnerships to promote quality, relational youth services

Clackamas County Juvenile Department

2011

Practicum Experience

- Developed a relational recreation program for adjudicated youth in Clackamas County, Oregon
- Incorporated research to support social and movement-based skill development for adjudicated youth participants
- Collaborated with juvenile counselors to develop individual skill-building and monthly group activities for adjudicated youth participants
- Designed an evaluation process to assess program efficacy and sustainability

Restorative Correctional Services

2007

Internship

- Co-facilitated the “Effective Communication & Motivational Strategies” training for a nationally published consulting firm in juvenile and adult corrections.

Project Experience

¹ The Institute for Youth Success merged with Education Northwest in August of 2015. I remained in a similar role for a combined 6+ years.

Development of Youth-Initiated Mentoring Initiatives for Native American Youth (April 2016 –August 2017) Role: *Project Manager*

The Native American Youth Association (NAYA) and Pinoleville Pomo Nation requested support to develop culturally specific mentoring models embedding organizational and community values with formalized relationship-based programming for native youth. Technical assistance focused primarily on supporting youth program staff in developing and administering a youth-initiated mentoring model. In this project, Meghan managed a 3-part process in which she collaborated with Dr. Noelle Hurd, a mentoring researcher specializing in mentoring services for equity-deserving communities. Meghan then worked with NAYA and Pinoleville POMO Nation program staff to co-create guiding program theory-of-change models that integrated research on mentoring equity-deserving young people with specific organizational and cultural values to develop comprehensive, holistic, youth-centered, and culturally specific mentoring programs. In this role, Meghan developed staff, mentor, and youth trainings, program curriculum, program policy and procedure manuals, program administrative and evaluation resources, and community advisory councils for two distinct organizations specializing in mental health treatment services for indigenous youth and families.

Transition Support for Youth in Care (2015-2017)

Role: *Subject Matter Advisor & Community Stakeholder*

The Oregon Department of Human Services Children, Adults & Families Division requested the Institute for Youth Success's participation to understand research-informed practices for mentoring youth in foster care. Over two years, Meghan participated in Oregon DHS convenings to update policies surrounding transition supports for youth aging out of foster care. During this time, Meghan facilitated focus groups with youth in care and community stakeholders (youth-serving nonprofits) to gather feedback on opportunities and constraints in supporting mentoring relationships for youth transitioning from care. In this work, Meghan analyzed stakeholder feedback and coalesced recommendations to formalize youth-initiated mentoring supports. These tools were formalized and implemented as part of a cadre of resources supporting youth transitioning from foster care in Oregon.

Social Emotional Training Modules (April-December 2016)

Role: *Curriculum Designer & Workshop Facilitator*

During a 2015 convening of the Oregon College and Career Readiness Council, education stakeholders asked for training materials to build students' Social Emotional Learning (SEL) and other non-academic skills. Needs articulated by stakeholders included resources to promote students' sense of safety, belonging, self-efficacy, and support for building student self-regulation. Stakeholders requested a research synthesis and examples of interventions to support the development of these skills in students. Meghan supported the development of interactive, experiential workshops to train educators on these topics and delivered training content on building student academic identity and self-efficacy.

Building a Youth Development System Using the Youth Program Quality Intervention (Fall 2016-Fall 2018)

Role: *Project Manager*

The Institute for Youth Success at Education Northwest partnered with the Oregon Community Foundation and the Ford Family Foundation to facilitate the Youth Program Quality Intervention (YPQI) as part of the K12 Student Success Initiative. In this work, IYS supported youth programs engaged in the OCF K12 initiative to engage in the YPQ process for quality improvement. In addition to supporting organizations through the YPQI, IYS also supported OCF in building learning communities to guide practitioners through quality improvement while also developing trauma-informed and culturally responsive services. Meghan managed this collaborative by maintaining correspondence with grantees and providing training, technical assistance, management, and capacity-building support to 34 youth-serving organizations engaged in this initiative.

Publications

Keller, T., **M. Perry** & R. Spencer (2020). Reducing social isolation through formal youth mentoring: opportunities and potential pitfalls. *Clinical Social Work Journal*.

Perry, M., (2019). *The Mentor's Guide to Youth Purpose*. MENTOR: The National Mentoring Partnership.

Spencer, R., Keller, T., **Perry, M.**, Drew, A., Clark-Shim, H., Horn, J.P., Miranda-Diaz, M., McCormack, M. (2019). How mentoring relationships end and why it matters: A mixed-methods multi-informant study. *The New York Academy of Science Annals*.

Presentations

[Invited to present] *Embodied praxis -a participatory study of somatic practices in helping profession undergraduate education*. Critical Race Studies in Education Association (CRSEA): Beyond Resistance: Building Critical Solidarities and Transformative Futures. Portland, Oregon. May 2026

[Invited to present] *Embodied praxis -a participatory study of somatic practices in helping profession undergraduate education*. Child and Youth Care World Conference: Healing through Connection. St John's Newfoundland and Labrador, Canada. June 2026

Exploring Youth Purpose: Helping Young People Find Meaning, Sense of Self, and Ways of Giving Back to Their World. Senator Art Haywood's Fifth Annual Mentoring Conference. The Greater Philadelphia Mentoring Collaborative. Virtual Conference. Philadelphia, PA. January, 2022.

From Performance towards Empowerment: Exploring Relational Models of Youth Engagement. Child & Youth Care in Action VI: Moving through Trails and Trials Toward Community Wellness. University of Victoria. Victoria, BC. April, 2019.

Preparing for the Changed Level of Support –Strategies to Transition Youth Mentoring Relationships. Summer Institute on Youth Mentoring. Portland State University. Portland, OR. August, 2016.

Social Belonging for Early Childhood Educators. Oregon Statewide Early Learning Conference. Portland, OR. November 2016.

STEM Mentoring: Training Adults to Support Student Academic Identity. National Mentoring Summit. Washington, D.C. January 2015

Building Youth Sparks. Making the Most of Mentoring. Friends for Youth Annual Mentoring Conference. Santa Clara, CA. April 2013.

Specialized Training and Expertise

- Software proficiency in programs for MAC and PC and platforms including but not limited to: Excel, STATA, SPSS, Adobe Creative Suite (In Design and Illustrator) and various Client Information Systems
- Certified External Assessor (Center for Youth Program Quality) 2016
- Certified Trainer Youth Work Methods (Center for Youth Program Quality) 2015
- Certified Trainer Youth Work Management (Center for Youth Program Quality) 2015
- Certified Trainer (Screening Applicants for Effectiveness) 2013
- Certified Darkness to Light Facilitator (End Child Sexual Abuse) 2013
- Certified Volunteer Management 101 Trainer, Oregon Volunteers 2011

Other Professional Activities

- RYS Yoga Alliance 300-Hour Trauma-Informed Yoga Therapy Teacher 2025 in process
- RYS Yoga Alliance Certified 200-Hour Yoga Teacher 2025 to present
- Yoga Education in Schools Facilitator (YES) 2023 to present
- Truth, Justice, & Liberation Collaborative 2021 to 2022
- AYSO Youth Soccer Coach 2020 to 2021
- Student Representative, PhD Committee School of Social Work, PSU 2017 to 2019
- Board Chair, Trillium Charter School 2013 to 2015
- Youth Mentor, Impact Northwest 2009 to 2012
- Ski and Snowboard Instructor, Mid-Columbia Special Olympics 1999 to 2003