

# Jeffrey M. Poirier

---

## Education

- Ph.D. Candidate      Expected completion in 2013, The George Washington University, Trachtenberg School of Public Policy and Public Administration, Public Policy and Administration, Field Concentration: Education Policy, Dissertation Title: *Conditions for Learning Among Lesbian, Gay, Bisexual, Transgender (LGBT) Students: “Coming Out” of the School Closet*
- PMP                      2009, Project Management Institute, Project Management Professional Certification
- M.A.                     2003, The George Washington University, Graduate School of Education and Human Development, Education Policy Studies
- B.A.                     2000, University of Pennsylvania, Sociology, minor in Urban Education (cum laude honors with distinction in sociology)

## Present Position

### **Senior Researcher, American Institutes for Research (AIR), Human and Social Development (HSD) Program Lead of Youth and Family LGBT Initiatives**

Provide management, research, and analytic leadership and support such as providing conceptual guidance and support on project design and implementation; developing work plans and budgets; managing project staff, tasks, and budgets; delivering a range of technical assistance and training to state, regional, and county system of care communities and organizations about strategies to promote safe, supportive settings for LGBT youth and their families; collecting and analyzing data, in particular qualitative data through interviews and focus groups; writing reports, peer-reviewed articles, book chapters, and other documents; mentoring and reviewing performance of staff; communicating with clients and partners; implementing AIR quality assurance standards; presenting on research at professional conferences and in client meetings; and developing technical and cost proposals.

## Honors and Awards

Summer Dissertation Fellowship, The George Washington University, Columbian College of Arts and Sciences, 2012

Scholar, David L. Clark National Graduate Student Research Seminar in Educational Leadership & Policy, University Council for Educational Administration, Divisions A and L of the American Educational Research Association, Corwin Press, and Sage Publications, 2011

Participant, Georgetown University Leadership Academy on Addressing Disparities in Mental Health Care, Center for Mental Health Services and Georgetown University Center for Child and Human Development/National Technical Assistance Center, 2009

Education Policy Fellow, Institute for Educational Leadership, 2006–07

Second Place, *An ex ante cost-benefit analysis of a delinquency prevention program in the District of Columbia*, The George Washington University, The Trachtenberg School of Public Policy and Public Administration Poster Conference, 2007

Departmental Scholar Award, The George Washington University, 2001–2002

The George Washington University Fellowship, The George Washington University, 2001–2002

## Professional Service

Facilitator, Special Session Training Institutes 2012, Georgetown University Center for Child and Human Development (2012)

Session Chair, American Educational Research Association Annual Meeting, Queer Studies Special Interest Group (2012)

Reviewer of Annual Meeting Presentation Submissions, American Educational Research Association Annual Meeting, Queer Studies Special Interest Group and Qualitative Research Special Interest Group (2011)

Invited Participant, Federal Lesbian, Gay, Bisexual, Transgender Youth Summit, Washington, DC (June 6 and 7, 2011)

Co-Secretary/Treasurer, American Educational Research Association, Queer Studies Special Interest Group (2010–2012)

Guest Reviewer, *Issues in Teacher Education*, Themed Issue on Sexual/Identity Issues in Teacher Education Programs (2010)

Co-Chair, *LGBTQ Workgroup*; Humanware Implementation Support Consultation Project; Cleveland Metropolitan School District (2009–2010)

Coordinator, *LGBTQI2-S Cultural Learning Community*; Cultural Competence Action Team, Technical Assistance Partnership for Child and Family Mental Health; Child, Adolescent and Family Branch (2008–Present)

Member, Council for Coordination and Collaboration, Cultural and Linguistic Competence and Disparities Workgroup (2008–2010)

Workgroup Coordinator; *National Workgroup to Address the Needs of Children and Youth Who Are LGBTQI2-S and Their Families*; Child, Adolescent and Family Branch (2008–Present)

Consulting Editor, *Preventing School Failure* (2007–Present)

Member, American Institutes for Research Institutional Review Board (2006–Present)

Quinn, M. M., & Poirier, J. (2006). *Session moderators*. Delinquency, Disability, and Juvenile Justice Symposium, National Center on Education and Juvenile Justice (EDJJ) and The Johnson Foundation, Wingspread Conference Center, WI.

Poirier, J., & Quinn, M. M. (2005). *Community needs assessments and action planning session moderators*. Center for Mental Health Services Rural Mental Health Symposium, Moran, WY.

Quinn, M. M. & Poirier, J. (2004). *Learning Café: Moderators of reporting/synthesis of group discussions*. National Center on Education, Disability, and Juvenile Justice (EDJJ) National Conference: Achieving Positive Outcomes for Court-Involved Youth, Denver, CO.

Quinn, M. M., & Poirier, J. (2004). *Strand Leaders: Alternative schools*. International Child & Adolescent Conference XII, Minneapolis, MN.

## **Professional Affiliations**

American Educational Research Association, 2001–2002, 2005–Present

American Evaluation Association, 2011–Present

Project Management Institute, 2009–Present

Association of Public Policy Analysis and Management, 2004–2010

Council for Exceptional Children, 2002–2006

American Educational Finance Association, 2001–2004

## **Professional Training**

NVIVO 8 Fundamentals, Moving on in NVIVO 8, QSR International

## **Professional Experience**

### **Project Manager, Qualitative Task Co-Lead, Massachusetts Department of Elementary and Secondary Education, Evaluation of the Race to the Top Wraparound Zones Initiative (2011–Present)**

Responsible for directing and managing all aspects of a state evaluation of wraparound zones in six Massachusetts school districts and 38 schools. The initiative is aiming to create coordinated systems at the district level that allows schools to proactively and systematically address students' non-academic needs. To enhance program effectiveness and promote sustainability, this evaluation will provide ongoing formative feedback regarding the implementation of the wraparound zones. It will also assess the planning process, outcomes associated with the initiative, and changes in local capacity to enhance implementation and sustain the initiative.

### **Senior Researcher, Interagency Working Group on Youth Programs (IWGYP, 2011–Present)**

The IWGYP is a collaboration among 12 federal departments/agencies. AIR developed and maintains a website ([www.findyouthinfo.gov](http://www.findyouthinfo.gov)) for youth, families, schools, and community organizations related to a variety of cross-cutting topics that affect youth. Responsible for co-authoring and designing content layout for an LGBTQ youth topic webpage that provides information, strategies, tools, and resources about school experiences; homelessness; juvenile justice; families; health, depression, and suicide; and career transition, employment, and postsecondary education. The site will be active in early 2012.

**Deputy Project Director, Site Liaison for Hillsborough County Public Schools, Bill & Melinda Gates Foundation, Evaluation of Intensive Partnership Sites (2010–Present)**

Co-lead all aspects of AIR project management, contribute to various implementation study activities including school case studies, central office district interviews, and foundation interviews. The Intensive Partnership Sites (IPS) are part of an initiative of the Bill & Melinda Gates Foundation to transform school districts and charter management organizations (CMOs) to enable them to achieve dramatic gains in student achievement, increase college readiness to unprecedented levels, and spread effectiveness-based human resource (HR) reforms to other districts across the country. In collaboration with RAND and consultants, AIR is helping to analyze the implementation, impact, and spread of this initiative. The study will work formatively with the IPS sites and the foundation as partners, providing regular feedback on implementation and outcomes that can be used to improve operations, target resources, overcome obstacles, and resolve conflicts. As the initiative progresses, the evaluation will draw summative conclusions about its impact on student achievement and the distribution of teacher effectiveness, identifying components of the initiative that were most effective, and assessing the extent to which the initiative's principles diffused to other districts and organizations.

**Cultural Competence Action Team, LGBTQI2-S Learning Community Lead, Continuous Quality Improvement Lead, U.S. Department of Health and Human Services, Substance Abuse and Mental Health Services Administration, Center for Mental Health Services, Technical Assistance Partnership for Child and Family Mental Health (2008–Present)**

Contribute to efforts of the TA Partnership's Cultural Competence Action Team; lead the LGBTQI2-S Learning Community; collaborate with the Child, Adolescent and Family Branch to coordinate its *National Workgroup to Address the Needs of Children and Youth Who Are LGBTQI2-S and Their Families* including planning and implementation of its activities; develop LGBTQI2-S webinars and trainings; collaborate with partners and system of care communities; identify community information needs, and develop and deliver related trainings and learning events at national/regional meetings and in communities, including an LGBTQI2-S two-day training as part of the TA Partnership's larger 2011 System of Care Community Training; and co-author a volume and other resources on improving services and supports for LGBT youth in systems of care (e.g., <http://nccc.georgetown.edu/documents/lgbtqi2s.pdf>). In addition, collaborate with the TA Partnership's leadership team and support its continuous quality improvement efforts.

**Project Director and School Climate Consultant, Cleveland Metropolitan School District (CMSD), Humanware Implementation Consultation (2008–Present)**

Managed all aspects of the consultation including the scope, budget, and staff. The consultation supported the district's implementation of recommendations from AIR's Humanware Audit report completed in August 2008. The district's approach to Humanware comprises 10 strategies (e.g., improve school climate, provide positive behavioral supports and social-emotional learning) that each include several activities to enhance conditions for learning. The AIR team, including consultant experts, support the district's efforts to (1) foster awareness and understanding of Humanware within the district, (2) engage external community stakeholders in the Humanware decision making and planning process, (3) review potential approaches and develop consensus among key stakeholders, (4) strategize and plan for implementation of agreed-on Humanware policies and practices, and (5) build district-, community-, and school-level infrastructure. As School Climate Consultant, support planning, implementation, and assessment of Humanware

activities to improve school climate (i.e., student connectedness and emotional/physical safety), in particular bullying prevention and staff cultural and linguistic competence.

**Implementation Study Task Leader and School Review Team, Say Yes to Education and Syracuse City School District (2008–2012)**

Serve as task leader of the study to assess implementation of Say Yes to Education in the Syracuse City School District; leading all aspects of the implementation study including its design, data collection and analysis, and report writing. In addition, supported development of interview/focus group protocols, communicated with principals and school staff, served as lead interviewer during school visits, and helped to develop and review school profiles. Currently serve as part of the team carrying out intensive visits to the district's elementary, middle, and high schools to conduct interviews and focus groups with school staff, students, and parents (e.g., during years 1 and 2, led more than 20 of these visits). During visits collect information about the academic, health, and social-emotional strengths and needs in each school. The AIR team has used this information to develop school profiles that synthesize school visit findings as well as other data (e.g., findings from an instructional staff school climate survey, student conditions for learning survey, state report cards).

**Literature Review Task Leader, National Science Foundation, Alliances for Graduate Education and the Professoriate (AGEP, 2008–2009)**

Led and co-authored a literature review to inform AIR's national evaluation of AGEP; integrated data to describe the current context and trends, and reviewed literature to identify themes. The evaluation assessed the value AGEP adds to the recruitment, retention, and graduation of underrepresented minorities in science, technology, engineering, and mathematics (STEM) disciplines and whether the program helps increase participants' interest in STEM professoriate and other STEM-related careers.

**Data Collector, Miami-Dade County Public Schools, Evaluation of *LANGUAGE!* (2008)**

Supported data collection for an evaluation of Miami-Dade County Public Schools (M-DCPS) implementation of the comprehensive reading program, *LANGUAGE!*, during the 2007-2008 school year. Observed school environments and classrooms and administering fluency group-administered assessment to middle and high school students.

**Data Collector, Northeast and Islands Regional Education Laboratory, Thinking Reader Study (2008)**

Collected data for a study that evaluated the effect of using the Thinking Reader software on adolescent student's vocabulary, reading comprehension and motivation to read. Responsible for administering various reading assessments (e.g., Gates-MacGinitie Reading Tests) to middle school students.

**Co-Project Director (formerly Deputy Project Director of Quality Assurance), Task Leader, U.S. Department of Health and Human Services, Substance Abuse and Mental Health Services Administration, Center for Mental Health Services, Systems Improvement Activities to Enhance Children's Mental Health Services (2003–2009)**

Provided technical support in developing, gathering, and disseminating information critical to the success of the Comprehensive Community Mental Health Services for Children and Their Families Program of the Child, Adolescent, and Family Branch of the Center for Mental Health Services. Also provided quality assurance review of all deliverables and products; managed all

aspects of the project budget; contributed to various contract activities including a rural mental health symposium, a study of youth involvement in system of care communities, and briefs on improving mental health services for lesbian, gay, bisexual, and transgender youth in systems of care; and ensured that AIR staff, subcontractors, and consultants complied with Institutional Review Board and other procedures.

**Project Manager, Cleveland Metropolitan School District (CMSD), Assessment of Human Services and Conditions for Learning Survey (2007–2008)**

Managed and helped conceptualize all aspects of the project such as case study protocol development, data collection and analysis, and report development included recommendations organized by 10 strategies. This consulting project offered guidance and support in assessing the quality and sufficiency of existing health, mental health, and human services provided to CMSD students. We provided conclusions regarding where gaps exist and the actions needed to reach an appropriate and sustainable level of services that would result in the best possible human service “safety net” for students. Case studies of two public high schools and two public elementary schools helped to explore these concerns using multiple methods (key informant interviews, focus groups, and observations as well as a review of archival data). We also analyzed school-level data on school performance, school staff, and students. To provide information to promote continual improvement and support professional development at the school level, we administered a survey to students in grades 5 to 12 to measure conditions for learning. The assessment’s report is available online at [http://www.air.org/files/AIR\\_Cleveland\\_8-20-0821.pdf](http://www.air.org/files/AIR_Cleveland_8-20-0821.pdf).

**Deputy Project Director, U.S. Department of Education, Office of Special Education Programs (OSEP), the Access Center: Improving Outcomes for All Students K–8 (2006–2009)**

Supported the Project Director in a variety of activities such as managing the budget and work plan and supporting the Center’s fifth-year evaluation and dissemination activities. The Access Center implemented technical assistance services on this OSEP-funded Part D grant for state and local educators providing an array of services to enhance learning opportunities for students with disabilities.

**Senior Researcher, Office of the State Superintendent of Education (formerly State Education Office), Special Education Financing Study for the District of Columbia (2007)**

Led interviews with key stakeholders and drafted sections of the final report including a chapter on the history of the funding formula, the District of Columbia’s special education context, and the local political landscape. The District of Columbia commissioned AIR to study special education financing of its public schools, including charters. A number of research questions guided this inquiry, which examined the current weightings-based funding formula. The study team applied both qualitative methods to solicit the perspectives of local stakeholders and quantitative methods to analyze special education enrollment, placement, and finance data.

**Senior Researcher, Office of the State Superintendent of Education (formerly State Education Office), Study of State-Level Education Costs in the District of Columbia (2007)**

In April, 2007, the District’s Office of the State Superintendent of Education funded a study to identify recommended state-level education functions in the District along with the costs associated with performing those functions. As a subcontractor to KPMG, LLP, supported AIR’s role in producing a report with comparative information from two state education departments

that described their organizational approaches, management practices, staffing, and financing relative to specific agency functions and examined other key comparative data from five states.

**Project Manager, United Nations Educational, Scientific and Cultural Organization (UNESCO), Education for All Global Monitoring Report (2006–2007)**

Co-authored a working paper for UNESCO's 2008 Global Monitoring Report Team to help inform this publication on international progress toward Education for All goals. This work built on the UNESCO educational equity study we completed in 2005, for which we developed a framework to examine primary and secondary educational equity at the sub-national level (e.g., provinces, governorates). This working paper examines sub-national disparities in net enrollment ratios and pupil-teacher ratios in more than 50 countries in the Arab States, Asia and the Pacific, Latin America, and Sub-Saharan Africa

**Research Analyst, State Education Office of the District of Columbia, Study of State-Level Education Functions and Costs in the District of Columbia (2006)**

Collected and reviewed documents and information, synthesized and analyzed information, and wrote a final report that effectively addressed the goals of the study. The primary goals of this one-month study were to: (1) identify the fullest set of state-level education functions that currently exist, as well as the agencies responsible for these functions; (2) describe for each function the type and scope of services and management responsibilities currently performed; (3) describe the capacity or infrastructure to carry out these functions (i.e., current staffing levels to perform state-level functions); (4) identify the actual, estimated, or budgeted cost of each state-level function; and (5) compare selected costs of state-level education functions to those of two similar states.

**Deputy Project Director, Bill & Melinda Gates Foundation, Performance Tracking System (2005–2006)**

Managed a team of more than 20 staff, 6 discrete tasks, and more than 10 complex deliverables including written reports; communicating with the client about the progress and responding to miscellaneous client requests; supporting activities for the various tasks and co-authoring project deliverables; overseeing all aspects of the project including timelines, staffing, and budget; and implementing quality assurance standards. [Due to a confidentiality agreement with the client, details about this work cannot be disclosed.]

**Project Manager, United Nations Educational, Scientific and Cultural Organization (UNESCO), Institute for Statistics, Educational Equity Study (2004–2005)**

Communicated with participating countries; managed the collection of both data and equity-related research and policies; analyzed national equity-related policies and research; created a framework of statistical measures to examine horizontal equity and equal educational opportunity; wrote report chapters on the history of equity and the equity framework; writing three analytical reports; and presented the framework, review of country educational equity-related policies, and research findings to country representatives and international organizations at two international meetings. With UNESCO funding, this study developed a framework to examine primary and secondary educational equity at the sub-national level (e.g., provinces, governorates) for a range of developing countries in Africa, Asia, and Latin America as well as Canada, Russia, and the U.S. A range of other countries were also included for select measures of educational equity.

**Deputy Project Director, U.S. Department of Education, Office of Special Education Programs, Alternative Schools Study (2001–2006)**

With funding from the Office of Special Education Programs, investigated the characteristics of three effective alternative education programs and the implications of alternative education for youth with special education needs. Co-conceptualized the research design; built collaborative relationships with research sites and communicating with expert panelists; provided AIR’s IRB with information on the research including the subjects, recruitment/consent, risk/benefits, and protections; conducted site visits to collect data; administered surveys, conducted interviews, and led focus groups; designed consent forms and interview protocols; analyzed data; wrote project updates and reports; disseminated findings through presentations at professional conferences and publications; and managed the budget and staff.

**Research Analyst, Office of Special Education Programs, The National Center on Education, Disability, and Juvenile Justice (EDJJ, 2000–2006)**

Examined the costs and benefits of effective juvenile delinquency prevention and policy, conducted a study of youth with disabilities in correctional placements or detention facilities, studied the implications of policies that transfer youthful offenders to adult court, and disseminated project-related work through published articles, a book chapter, and presentations at professional conferences. EDJJ was a collaborative research, training, technical assistance, and dissemination program designed to develop more effective responses to the needs of youth with disabilities involved (or at-risk for involvement) with the juvenile justice system.

**Project Director (previously Deputy Project Director), The John S. and James L. Knight Foundation Community Indicators Project (2001–2005)**

Managed the project team and the budget, coordinated the collection and synthesis of data, created and implemented data management systems, examined the comparability of data from different communities, analyzed data for various community indicators, implemented quality control measures, and wrote analyses in the form of community and indicator profiles. To support the efforts of the Knight Foundation to serve the 26 communities where Knight Ridder Inc. founded newspapers, this project documented the social health of these communities by providing quality of life measures (e.g., adolescent birth, dropout, and poverty rates; juvenile arrests for serious crimes) to inform the foundation’s grant-making activities.

**Site-Level Data Collection**

Experience leading interviews, focus groups, and observations with university, district, school and agency leaders (e.g., superintendents, directors, principals); teachers and other professionals including counselors and clinicians; students/youth; parents; and community stakeholders in numerous settings including those listed below, as well as three alternative programs that cannot be named to protect confidentiality.

- Arkansas Collaborating to Improve Our Network for Kids (ACTION), AK
- Lowell Public Schools, MA
- Bridgeport Public Schools, CT
- Lynn Public Schools, MA
- Calcasieu Parish Schools, LA
- Memphis City Schools, TN
- Clemson University, SC
- Miami-Dade County Public Schools, FL
- Cleveland Metropolitan School District, OH
- Mid-Columbia Child and Family Partnership, OR
- Fall River Public Schools, MA
- Northwestern University, IL
- Pittsburgh Public Schools, PA



- Harris County Systems of Hope, TX
- Hillsborough County Public Schools, FL
- Holyoke Public Schools, MA
- Indiana University, IN
- Ingham County System of Care, MI
- Lawrence Public Schools, MA
- Purdue University, IN
- Springfield Public Schools, MA
- Syracuse City School District, NY
- University of South Carolina, SC
- Worcester Public Schools, MA

## Employment History

<b>2006–Present</b>	Senior Researcher, American Institutes for Research
<b>2003–2006</b>	Research Analyst, American Institutes for Research
<b>2002–2003</b>	Research Associate, American Institutes for Research
<b>2000–2002</b>	Research Assistant, American Institutes for Research
<b>1999–2000</b>	Project Head, Consortium for Policy Research and Education
<b>1999–2000</b>	Research Assistant, Crime and Justice Research Institute
<b>1997–1998</b>	Research Assistant, Annenberg Campaign Quality Project
<b>1997–1998</b>	Research Apprentice, Philadelphia Education Longitudinal Study

## Participation in International Meetings

January 2005, UNESCO Educational Equity Review Meeting; Santiago, Chile.  
December 2004, UNESCO Educational Equity Review Meeting; Bangkok, Thailand.

## Publications

### *Books*

Fisher, S., Poirier, J.M., & Blau, G. (Eds.). (2012). *Improving emotional & behavioral outcomes for LGBT youth: A guide for professionals*. Baltimore, MD: Brookes Publishing Company.

### *Book Chapters*

Fisher, S., Blau, G., & Poirier, J.M. (2012). Where do we go from here? Next steps for research, practice, and policy. In S.K. Fisher, J.M. Poirier, & G.M. Blau (Eds.), *Improving emotional & behavioral outcomes for LGBT youth: A guide for professionals* (pp. 267–272). Baltimore, MD: Brookes Publishing Company.

Forssell, S., Poirier, J.M., & Kenney, R. (2012). Internet-based information and resources for supporting LGBT youth and providing culturally competent services. In S.K. Fisher, J.M. Poirier, & G.M. Blau (Eds.), *Improving emotional & behavioral outcomes for LGBT youth: A guide for professionals* (pp. 251–266). Baltimore, MD: Brookes Publishing Company.

Mallery, C., & Poirier, J.M. (2012). Sexual identity development and self-identification in youth. In S.K. Fisher, J.M. Poirier, & G.M. Blau (Eds.), *Improving emotional & behavioral outcomes for LGBT youth: A guide for professionals* (pp. 33–42). Baltimore, MD: Brookes Publishing Company.

- Poirier, J.M. (2012). Fostering safe, welcoming, and supportive schools for LGBT youth. In S.K. Fisher, J.M. Poirier, & G.M. Blau (Eds.), *Improving emotional & behavioral outcomes for LGBT youth: A guide for professionals* (pp. 159–172). Baltimore, MD: Brookes Publishing Company.
- Poirier, J.M., Martinez, K, Francis, K., Denney, T., Roepke, S., & Cayce, N. (2012). Providing culturally and linguistically competent services and supports to support the needs of LGBT youth and their families. In S.K. Fisher, J.M. Poirier, & G.M. Blau (Eds.), *Improving emotional & behavioral outcomes for LGBT youth: A guide for professionals* (pp. 9–24). Baltimore, MD: Brookes Publishing Company.
- Poirier, J.M., & Osher, D. (in press). Effective strategies for funding school-based services. In C. Franklin, M.B. Harris, & P. Allen-Meares (Eds.), *The school services sourcebook: A guide for school-based professionals* (2<sup>nd</sup> ed.). New York: Oxford University Press.
- Poirier, J.M., & Osher, D. (2006). Effective strategies for funding school-based services. In C. Franklin, M.B. Harris, & P. Allen-Meares (Eds.), *The school services sourcebook: A guide for school-based professionals* (1<sup>st</sup> ed., pp. 1077–1091). New York: Oxford University Press.
- Quinn, M.M., & Poirier, J.M. (2004). Linking prevention research with policy: Examining the costs and outcomes of the failure to prevent EBD. In R.B. Rutherford, M.M. Quinn, & S.R. Mathur (Eds.), *Handbook of research in emotional and behavioral disorders* (pp. 78–97). New York: Guilford Press.

### **Journal Articles**

- Poirier, J.M. (2007). Juvenile crime and the economic and social benefits of implementing effective delinquency prevention programs: A case study of the District of Columbia. *Policy Perspectives*. Washington, DC: The George Washington University Trachtenberg School of Public Policy and Public Administration.
- Quinn, M.M., Poirier, J.M., Faller, S.E., Gable, R., & Tonelson, S. (2006). An examination of school climate in effective alternative programs. *Preventing School Failure: Alternative Education for Children and Youth*, 51(1), 11–17.
- Quinn, M.M., Poirier, J.M., & Garfinkel, L. (2005). Girls with mental health needs in the juvenile justice system: Challenges and equity concerns confronting this vulnerable population. *Exceptionality*, 13(2), 125–139.
- Quinn, M.M., Rutherford, R.B., Leone, P.E., Osher, D.M., & Poirier, J.M. (2005). Youth with disabilities in juvenile corrections: A national survey. *Exceptional Children*, 71(3), 339–345.

Osher, D.M., Quinn, M.M., Poirier, J.M., & Rutherford, R.B. (2003). Deconstructing the pipeline: Using efficacy and effectiveness data and cost-benefit analyses to reduce minority youth incarceration. In J. Wald & D.J. Losen (Issue Eds.). *New direction for youth development: Deconstructing the school-to-prison pipeline* (pp. 91–120). San Francisco: Jossey-Bass.

Rutherford, R.B., Quinn, M.M., Poirier, J., & Garfinkel, L. (2002). Youth with disabilities in corrections. In *Juvenile justice today: Essays on programs and policies* (pp. 19–26). Washington, DC: American Correctional Association.

### ***Published Practice Briefs, Technical Reports, and Working Papers***

Poirier, J.M., Francis, K.B., Fisher, S.K., Williams-Washington, K., Goode, T.D., & Jackson, V.H. (2008). *Practice brief 1: Providing services and supports for youth who are lesbian, gay, bisexual, transgender, questioning, intersex or two-spirit (LGBTQI2-S)*, Practice Brief 1. Washington, DC: National Center for Cultural Competence, Georgetown University Center for Child and Human Development.

Sherman, J.D., & Poirier, J.M. (2007). *Disparities in the provision of quality, universal primary education*. Background paper prepared for the *Education for All Global Monitoring Report 2008*. Paris, France: United Nations Education, Scientific and Cultural Organization.

Sherman, J.D., & Poirier, J.M. (2007). *Educational equity and public policy: Comparing results from 16 countries*. UIS Working Paper No. 6. Montreal, Canada: UNESCO Institute for Statistics, United Nations Educational, Scientific, and Cultural Organization.

John S. and James L. Knight Foundation, American Institutes for Research, and Princeton Survey Research Associates International (2004). *Listening and learning 2004: Community indicator profiles of Knight Foundation communities and the nation*. Miami, FL: Author.

U.S. Department of Education, National Center for Education Statistics. *School district expenditures for elementary and secondary education: 1997-98*, NCES 2004-311, by J. D. Sherman, B. Gregory, J.M. Poirier, & X. Ye of American Institutes for Research. Project Officer: Frank Johnson. Washington, DC: 2003.

U.S. Department of Education, National Center for Education Statistics. *School district revenues for elementary and secondary education: 1997-98*, NCES 2003-341, by J. D. Sherman, B. Gregory, & J.M. Poirier of American Institutes for Research. Project Officer: Frank Johnson. Washington, DC: 2003.

### ***Other Publications***

Martinez, K., Poirier, J., Hijjawi, G. (2012, Spring). *Supporting children, youth and families in the systems that serve them: Culturally responsive practices and policies to meet their needs*. *Children, Youth and Families News*. Washington, DC: American Psychological Association. Available at <http://www.apa.org/pi/families/resources/newsletter/2012/07/culturally-responsive.aspx>

Fisher, S.K., & Poirier, J.M. (2008). Researching the needs of lesbian, gay, bisexual, transgendered, questioning, intersex, and two-spirit (LGBTQI2-S) youth in systems of care. In C. Newman, C. Liberton, K. Kutash, & R. Friedman (Eds.), *20<sup>th</sup> Annual Research Conference Proceedings* (pp. 317–320). Tampa, FL: The Research and Training Center for Children’s Mental Health, University of South Florida.

Poirier, J.M. (2004). The policy of prosecuting juvenile offenders as adults: A summary of key issues. *EDJJ Notes*, 3(2), 1–4. College Park, MD: National Center on Education, Disability, and Juvenile Justice. Available at <http://www.edjj.org/edjjnotes/volume3number2.pdf>

***Unpublished Research Designs, Technical Reports, and Other Documents***

Keenan, S., Poirier, J.M., Gandhi, A., & Therriault, S. (2012). *Evaluation of the Wraparound Zones Initiative: Research design*. Washington, DC: American Institutes for Research. Submitted to: Massachusetts Department of Elementary and Secondary Education.

Poirier, J.M., Jones, W., Rosenthal, E., & Williamson, S. (2012). *Evaluation of the Wraparound Zones Initiative: Quarterly evaluation report one*. Washington, DC: American Institutes for Research. Submitted to: Massachusetts Department of Elementary and Secondary Education.

Poirier, J.M., & Keenan, S. (2012). *Evaluation of the Wraparound Zones Initiative: Project plan*. Washington, DC: American Institutes for Research. Submitted to: Massachusetts Department of Elementary and Secondary Education.

Gamache, P.E, Lazear, K.J., Poirier, J.M., & Delaney, M. (2011, September). *Asset-based implementation for LGBTQI2-S youth and families in systems of care: A technical assistance report*. Washington, DC: American Institutes for Research, Technical Assistance Partnership for Child and Family Health.

Poirier, J.M., Seidel, D., Stephens, M., Knapp, K., & Cai, C. (2011). *Say Yes to Education Syracuse implementation review: Year 2 (Fall 2009–December 2010) progress report*. Washington, DC: American Institutes for Research. Submitted to: Say Yes to Education; New York, NY.

Sable, J., Eyster, S., Poirier, J.M., Osher, D. (2011). *Synthesis of 2008–11 conditions for learning survey results*. Washington, DC: American Institutes for Research. Submitted to: Cleveland Metropolitan School District; Cleveland, OH.

Brown, L.J., & Poirier, J.M. (2010). *The 2009 system of care Federal site visits: A synthesis of community feedback*. Washington, DC: American Institutes for Research. Submitted to: Center for Mental Health Services, Substance Abuse and Mental Health Services Administration, U.S. Department of Health and Human Services; Rockville, MD.

- Herman, B., Ross, S., Osher, D., & Poirier, J. (2010). *Say Yes to Education Syracuse implementation study: 2008–09*. Washington, DC: American Institutes for Research. Submitted to: Say Yes to Education; New York, NY.
- Martinez, K., Francis, K., Poirier, J.M., Ornelas, B., Cayce, N., Soohoo, J., & Johnson, A. (2010). *A system of care team guide to implementing cultural and linguistic competence*. Washington, DC: Technical Assistance Partnership for Child and Family Mental Health.
- Brown, L.J., & Poirier, J.M. (2009). *A synthesis of system of care community feedback about the 2008 Federal site visits*. Washington, DC: American Institutes for Research. Submitted to: Center for Mental Health Services, Substance Abuse and Mental Health Services Administration, U.S. Department of Health and Human Services; Rockville, MD.
- Poirier, J.M., Tanenbaum, C., Storey, C., Kirshstein, R., & Rodriguez, C. (2009). *The road to the science, technology, engineering, and mathematics professoriate for underrepresented minorities: A review of the literature*. Washington, DC: American Institutes for Research. Submitted to: Directorate for Education and Human Resources, National Science Foundation; Washington, DC.
- Cisneros, C., Poirier, J.M., Powroznik, K., Harvey, A., & McKnight, M. (2008). *National Center on Response to Intervention (RTI) analysis of summit state action plans for RTI*. Washington, DC: American Institutes for Research. Submitted to: Office of Special Education Programs, U.S. Department of Education.
- Lampron, S., Poirier, J.M., & Medyn, A. (2008). *Caring for Every Child Mental Health Campaign: Participation in and satisfaction with technical assistance for social marketing activities* (Evaluation Report). Washington, DC: American Institutes for Research. Submitted to: Center for Mental Health Services, Substance Abuse and Mental Health Services Administration, U.S. Department of Health and Human Services; Rockville, MD.
- Osher, D., Poirier, J.M., Dwyer, K., Hicks, R., Brown, L., Lampron, S., & Rodriguez, C. (2008). *Cleveland Metropolitan School District Humanware audit: Findings and recommendations*. Washington, DC: American Institutes for Research. Submitted to: Cleveland Metropolitan School District; Cleveland, OH. Available online: [http://www.air.org/news/documents/AIR\\_Cleveland\\_8-20-08.pdf](http://www.air.org/news/documents/AIR_Cleveland_8-20-08.pdf)
- Poirier, J.M., Francis, K., Overton, C., & Wong, P. (2008). *Findings from the Diversity Committee brown bag sessions: Staff feedback on diversity at the American Institutes for Research* (Internal Report). Washington, DC: American Institutes for Research.
- Poirier, J.M., & Medyn, A. (2008). *Summary of Response to Intervention Summit feedback*. Washington, DC: American Institutes for Research. Submitted to: Office of Special Education Programs, U.S. Department of Education.

- Parrish, T., Harr, J.J., Poirier, J.M., Madsen, S., & Yonker, S. (2007). *Special education financing study for the District of Columbia*. Washington, DC: American Institutes for Research. Submitted to: Policy Research and Analysis, Office of the State Superintendent of Education, Executive Office of the Mayor; Washington, DC.
- Quinn, M.M., & Poirier, J.M. (2007). *Study of effective alternative education programs: ACCESS*. Washington, DC: American Institutes for Research. Submitted to: Alternative, Community, and Correctional Education Schools and Services, Division of Alternative Education, Orange County Department of Education; Santa Ana, CA.
- Shami, M., Klekotka, A., Medyn, A., Poirier, J., Skipper, S., Villenas, C., Safer, N. (2007). *Access Center year 5 evaluation report*. Washington, DC: American Institutes for Research. Submitted to: Office of Special Education Programs, U.S. Department of Education; Washington, DC.
- Honegger, S.D., Poirier, J.M., Webb, L.C., & Johnson, C.F. (2006). *Final report on state-level education functions and costs in the District of Columbia*. Washington, DC: American Institutes for Research. Submitted to: State Education Office, District of Columbia Government; Washington, DC.
- Honegger, S.D., & Poirier, J.M. (2006). *State-level education functions and costs*. Washington, DC: American Institutes for Research. Submitted to: State Education Office, District of Columbia Government; Washington, DC.
- Quinn, M.M., & Poirier, J.M. (2006). *Study of effective alternative education programs: Final grant report*. Washington, DC: American Institutes for Research. Submitted to: Office of Special Education Programs, U.S. Department of Education; Washington, DC.
- Cisneros, C., Poirier, J., Sherman, J., & Fuqua, D. (2006). *Performance Tracking System technical report 2*. Washington, DC: American Institutes for Research. Submitted to: Bill & Melinda Gates Foundation; Seattle, WA. [Due to a confidentiality agreement with the client, the title of this report cannot be disclosed.]
- Poirier, J., Sherman, J., Martin, A., Clement, K., Horner, V., Poole, C., & Williams, L. (2006). *Performance Tracking System technical report 4*. Washington, DC: American Institutes for Research. Submitted to: Bill & Melinda Gates Foundation; Seattle, WA. [Due to a confidentiality agreement with the client, the title of this report cannot be disclosed.]
- Francis, K., Quinn, M.M., & Poirier, J. (2005). *Rural mental health symposium final report*. Washington, DC: American Institutes for Research. Submitted to: Center for Mental Health Services, Substance Abuse and Mental Health Services Administration, U.S. Department of Health and Human Services; Rockville, MD.
- Poirier, J., & Ross, K. (2005). *Performance Tracking System technical report 1*. Washington, DC: American Institutes for Research. Submitted to: Bill & Melinda Gates Foundation; Seattle, WA. [Due to a confidentiality agreement with the client, the title of this report cannot be disclosed.]

Quinn, M.M., & Poirier, J.M. (2005). *Linking assessment, policy, and practice in children's mental health: Final report*. Washington, DC: American Institutes for Research. Submitted to: Center for Mental Health Services, Substance Abuse and Mental Health Services Administration, U.S. Department of Health and Human Services; Rockville, MD.

Sherman, J.D., & Poirier, J.M. (2005). *Analysis of educational equity in Asian countries*. Washington, DC: American Institutes for Research. Washington, DC: American Institutes for Research. Submitted to: UNESCO Institute for Statistics, United Nations Educational, Scientific, and Cultural Organization; Montreal, Canada.

Sherman, J.D., & Poirier, J.M. (2005). *Analysis of educational equity in the Americas*. Washington, DC: American Institutes for Research. Submitted to: UNESCO Institute for Statistics, United Nations Educational, Scientific, and Cultural Organization; Montreal, Canada.

Poirier, J.M. (2003). Building support for juvenile delinquency prevention by examining its context: Program effectiveness, cost-benefit analyses, and the prevalence and costs of juvenile crime. Unpublished master's thesis, The George Washington University; Washington, DC.

### **Trainings, Institutes, and Intensive Workshops**

Fisher, S.K., Poirier, J.M., Lazear, K., Cayce, T. (2012). *Improving emotional and behavioral outcomes for LGBT youth and their families*. Institute #22 at the Training Institutes 2012, Georgetown University Center for Child and Human Development, Orlando, FL.

Poirier, J.M., & Duckworth, C. (2012). *Kentucky prevention specialist LGBTQI2-S learning event*. Shepherdsville, KY.

Poirier, J.M., Gamache, P., & Delaney, M.R. (2011). *A cultural and linguistic competence framework for enhancing services/supports for LGBTQI2-S children/youth and their families*. Project Connect System of Care Learning Event. Cultural and Linguistic Competence in Focus: Improving Services and Supports for Children/Youth Who Are Lesbian, Gay, Bisexual, Transgender, Questioning, Intersex, Two-Spirit (LGBTQI2-S) and Their Families, Eldorado, IL.

Poirier, J.M., Gamache, P., & Delaney, M.R. (2011). *A cultural and linguistic competence framework for enhancing services/supports for LGBTQI2-S children/youth and their families*. Wraparound Initiative of Northwest Georgia System of Care Learning Event. Cultural and Linguistic Competence in Focus: Improving Services and Supports for Children/Youth Who Are Lesbian, Gay, Bisexual, Transgender, Questioning, Intersex, Two-Spirit (LGBTQI2-S) and Their Families, Ringgold, GA.

- Poirier, J.M., Gamache, P., & Delaney, M.R. (2011). *A cultural and linguistic competence framework for enhancing services/supports for LGBTQI2-S children/youth and their families*. Mississippi Transitional Outreach Program System of Care Learning Event. Cultural and Linguistic Competence in Focus: Improving Services and Supports for Children/Youth Who Are Lesbian, Gay, Bisexual, Transgender, Questioning, Intersex, Two-Spirit (LGBTQI2-S) and Their Families, Tupelo, MS.
- Poirier, J.M., Gamache, P., & Delaney, M.R. (2011). *A cultural and linguistic competence framework for enhancing services/supports for LGBTQI2-S children/youth and their families*. Kentucky's System to Enhance Early Development System of Care Learning Event. Cultural and Linguistic Competence in Focus: Improving Services and Supports for Children/Youth Who Are Lesbian, Gay, Bisexual, Transgender, Questioning, Intersex, Two-Spirit (LGBTQI2-S) and Their Families, Richmond, KY.
- Poirier, J.M., Gamache, P., & Delaney, M.R. (2011). *A cultural and linguistic competence framework for enhancing services/supports for LGBTQI2-S children/youth and their families*. Durham System of Care Learning Event. Cultural and Linguistic Competence in Focus: Improving Services and Supports for Children/Youth Who Are Lesbian, Gay, Bisexual, Transgender, Questioning, Intersex, Two-Spirit (LGBTQI2-S) and Their Families, Durham, NC.
- Poirier, J.M., Gamache, P., & Delaney, M.R. (2011). *A cultural and linguistic competence framework for enhancing services/supports for LGBTQI2-S children/youth and their families*. Journey to Successful Living System of Care Learning Event. Cultural and Linguistic Competence in Focus: Improving Services and Supports for Children/Youth Who Are Lesbian, Gay, Bisexual, Transgender, Questioning, Intersex, Two-Spirit (LGBTQI2-S) and Their Families, Cincinnati, OH.
- Poirier, J.M., Barse, M., & Delaney, M.R. (2011). *A cultural and linguistic competence framework for enhancing services/supports for LGBTQI2-S children/youth and their families*. New Mexico System of Care Learning Event. Cultural and Linguistic Competence in Focus: Improving Services and Supports for Children/Youth Who Are Lesbian, Gay, Bisexual, Transgender, Questioning, Intersex, Two-Spirit (LGBTQI2-S) and Their Families, Albuquerque, NM.
- Poirier, J.M., & Francis, K. (2011). *Cultural and linguistic competence in focus: Improving services and supports for children/youth who are LGBTQI2-S* (developed and facilitated the 1.5 day training). Expanding and Sustaining Systems of Care: New Challenges and New Opportunities, Chicago, IL.
- Fisher, S.K., Lazear, K., Breville, J.-M., Poirier, J.M., & Corbin, E. (2010). *Toolkit of best practices to provide culturally and linguistically competent services for youth who are LGBTQI2-S and their families*. Institute at the Training Institutes 2010, Georgetown University Center for Child and Human Development, Washington, DC.



Lazear, K., Fisher, S. K., Poirier, J.M., & Duckworth, C. (2010). *Reducing mental health disparities for children and youth who are LGBTQI2-S and their families: Research findings and best practices*. Intensive workshop at the 23<sup>rd</sup> Annual Children's Mental Health Research & Policy Conference, Department of Child & Family Studies, University of South Florida, Tampa, FL.

## Professional Presentations

Delaney, M.R., Poirier, J.M., & Gamache, P. (2012). *Culturally and linguistically appropriate, assets-based strategies for lesbian, gay, bisexual, transgender, questioning (LGBTQ) youth and their families*. Presentation at the Joint Meeting on Adolescent Treatment Effectiveness (JMATE), Washington, DC.

Grabill, D., & Poirier, J.M. (2012). *It's time to partner with schools and improve outcomes for LGBTQI2-S youth!* Presentation at the Training Institutes 2012, Georgetown University Center for Child and Human Development, Orlando, FL.

Lazear, K., Gamache, P., Poirier, J.M., & Delaney, M. (2012). *Quality improvement considerations in systems of care for youth who are LGBTQI2-S and their families*. Presentation at the 24<sup>th</sup> Annual Children's Mental Health Research & Policy Conference, Department of Child & Family Studies, University of South Florida, Tampa, FL.

Poirier, J.M. (2012). *Enhancing cultural and linguistic competence in youth-serving systems and communities*. Presentation at True Colors XIX, University of Connecticut, Storrs, CT.

Poirier, J.M., & Byrd, R. (2012). *Strategies for enhancing school nursing practice to support the wellness of LGBTQ students*. Presentation at the National Association of School Nurses 44<sup>th</sup> Annual Conference, San Francisco, CA.

Poirier, J.M., & Delaney, M.R. (2012). *School experiences and juvenile justice system involvement of LGBT youth: A comparative perspective*. Presentation at the Comparative and International Education Society, San Juan, Puerto Rico.

Poirier, J.M., & Mattheis, A. (2012). *A comparative examination of nondiscrimination, affirming school district policies and practices affecting LGBT students*. Presentation at the American Educational Research Association Annual Meeting, Vancouver, Canada.

Poirier, J.M., & Osher, D. (2012). *Informing school improvement using conditions for learning data: A school district and research organization collaboration*. Presentation at the American Educational Research Association Annual Meeting, Vancouver, Canada.

Osher, D., Gordon, E., & Poirier, J.M. (2011). *Improving conditions for learning: The Cleveland Metropolitan School District's experience and its implications for educational equity and the public good*. Presentation at the 2011 American Educational Research Association Annual Meeting, New Orleans, LA.

- Poirier, J.M.. (2011). *Creating positive learning conditions for children and youth who are lesbian, gay, bisexual, transgender, or questioning (LGBTQ): A cultural and linguistic competence framework*. Presentation at the Center for School Mental Health, 16th Annual Conference on Advancing School Mental Health, Charleston, SC.
- Poirier, J.M. (2011). *A cultural and linguistic competence framework for enhancing services and supports in schools and communities*. Presentation at True Colors XVIII, University of Connecticut, Storrs, CT.
- Poirier, J.M. (2011). *The logic model, dashboard, and resources of the National Workgroup to Address the Needs of Children and Youth Who Are LGBTQI2-S and Their Families in Systems of Care*. Presentation at the 24<sup>th</sup> Annual Children's Mental Health Research & Policy Conference, Department of Child & Family Studies, University of South Florida, Tampa, FL.
- Poirier, J.M., & Byrd, R. (2011). *Preventing bullying and fostering positive learning conditions for students who are lesbian, gay, bisexual, transgender, or questioning: Resources and strategies*. Presentation at the Center for School Mental Health, 16<sup>th</sup> Annual Conference on Advancing School Mental Health, Charleston, SC.
- Poirier, J.M., Casey, T., Denney, T., & Lazear, K. (2011). *Strategies and resources to address bullying, create safe spaces, and provide culturally competent, assets-based services/supports for children/youth who are LGBTQI2-S*. Presentation at the TA Partnership's 2011 community training, Expanding and Sustaining Systems of Care: New Challenges and New Opportunities, Chicago, IL.
- Poirier, J.M., & Francis, K. (2011). *Child, Adolescent and Family Branch supports for children/youth who are LGBTQI2-S and their families*. Invited webinar presented to the Southwest Interdisciplinary Research Center, Arizona State University.
- Poirier, J.M., & Mattheis, A. (2011). *A sociopolitical examination of efforts to create LGBT-affirming school spaces and implications for school leaders*. Presentation at the University Council for Educational Administration Convention 2011, Pittsburgh, PA.
- Underwood, L., Ravoira, L., Hunter, J., Poirier, J.M., Perez, A., Masselli, B., & Wilson, S. (2011). *Community- and facility-based treatment services and supports for unique populations of youth in juvenile justice: LGBTQI2-S, sex offenders, and girls*. Presentation at the TA Partnership's 2011 community training, Expanding and Sustaining Systems of Care: New Challenges and New Opportunities, Chicago, IL.
- Denney, T., Fisher, S.K., & Poirier, J.M. (2010). *Addressing disparities in behavioral health services and supports for youth who are LGBTQI2-S and their families in rural systems of care: Strategies, resources, and one community's approach*. Presentation at the 2010 Rural Behavioral Health Symposium, Glendale, AZ.

- Fisher, S. K., Lazear, K., & Poirier, J.M. (2010). *Fostering resilience and acceptance: Approaches and resources for supporting families with caregivers or children who are LGBTQI2-S*. National Federation of Families for Children's Mental Health, 21<sup>st</sup> Annual Conference: The Diversity & Resilience of Families, Atlanta, GA.
- Fisher, S.K., & Poirier, J.M. (2010). *LGBTQI2-S: What does it all mean?* Cultural and Linguistic Competence Pre-Institute Workshop at the Training Institutes 2010, Georgetown University Center for Child and Human Development, Washington, DC.
- Gordon, E., & Poirier, J.M. (2010). *The Cleveland Metropolitan School District's approach to supporting diversity: Culturally and linguistically competent supports for students, families, and staff*. Presentation at the 3<sup>rd</sup> Annual Diversity Management Conference, Cleveland State University, Cleveland, OH.
- Harrison, D., & Poirier, J.M. (2010). *What is "Humanware" and what should parents/caregivers know about it?* Presentations at the Victory Starts Early: Ohio Achievement Test (OAT)-Ohio Graduation Test (OGT) Family Resource Fair, Cleveland Metropolitan School District, Cleveland, OH.
- Osher, D., Kendziora, K., & Poirier, J.M. (2010). *A strategic approach to building conditions for learning and fostering healthy youth development in schools*. Presentation at the 23<sup>rd</sup> Annual Children's Mental Health Research & Policy Conference, Department of Child & Family Studies, University of South Florida, Tampa, FL.
- Poirier, J.M. (2010). *A cultural and linguistic competence framework for enhancing services and supports for children and youth who are LGBTQI2-S: A Federal agency's initiatives*. Presentation at True Colors XVII, University of Connecticut, Storrs, CT.
- Poirier, J.M., Osher, D., & Harrison, D. (2010). *Creating positive learning conditions for students who are lesbian, gay, bisexual, transgender, or questioning*. Presentation at the 15<sup>th</sup> Annual Conference on Advancing School Mental Health, Albuquerque, NM.
- Poirier, J.M. (2010). *Improving conditions for learning and supporting student mental health: The Cleveland Metropolitan School District's "Humanware" approach and successes*. Presentation at the 15<sup>th</sup> Annual Conference on Advancing School Mental Health, Albuquerque, NM.
- Poirier, J.M. (2010). *LGBTQI2-S technical assistance to address the needs of families in systems of care*. National Federation of Families for Children's Mental Health, 21<sup>st</sup> Annual Conference: The Diversity & Resilience of Families, Atlanta, GA.
- Fisher, S.K., & Poirier, J.M. (2009). *The national workgroup to address the needs of youth who are LGBTQI2-S and their families in systems of care*. Presentation at the 22<sup>nd</sup> Annual Research Conference, A System of Care for Children's Mental Health: Expanding the Research Base, Research & Training Center for Children's Mental Health, University of South Florida, Tampa, FL.

- Poirier, J.M., Brown, L., Billings, K., & Herman, M. (2009). *Findings from a study of youth participation and empowerment in systems of care: Perspectives, approaches, challenges, and recommendations*. Presentation at the Building on Family Strengths Conference, Research and Training Center on Family Support and Children's Mental Health, Portland, OR.
- Poirier, J.M., & Francis, K.B. (2009). *Cultural and linguistic competence: A Federal agency's initiatives to enhance services and supports for children and youth who are LGBTQI2-S and their families*. Workshop at True Colors XVI: Health and Well-Being, University of Connecticut, Storrs, CT.
- Poirier, J.M., Francis, K.B., Wilson, A., & Fernon, D.L. (2009). *Providing culturally and linguistically competent services and supports for youth who are lesbian, gay, bisexual, transgender, questioning, intersex, and two-spirit: Strategies to sustain a system of care*. Presentation at Assembling the Pieces: Strategies for Implementing and Sustaining Systems of Care, Summer 2009 System of Care Community Training, Anaheim, CA.
- Poirier, J.M., & Francis, K.B. (2008). *Providing family-driven resources for families and caregivers of youth who are lesbian, gay, bisexual, transgender, questioning, intersex or two-spirit (LGBTQI2-S): Promoting family well-being*. Presentation at the National Federation 20<sup>th</sup> Annual Conference, National Federation of Families for Children's Mental Health, Atlanta, GA.
- Poirier, J.M., & Francis, K.B. (2008). *Practice brief 1: Providing services and supports for youth who are lesbian, gay, bisexual, transgender, questioning, intersex or two-spirit*. Presentation at the Joint Meeting on Adolescent Treatment Effectiveness, Washington, DC.
- Poirier, J.M., Francis, K.B., & Fisher, S.K. (2008). *Family involvement and advocacy in providing effective services to meet the mental health needs of youth who are lesbian, gay, bisexual, transgendered, questioning, intersex or two-spirit (LGBTQI2-S)*. Presentation at the Georgetown University Training Institutes, Nashville, TN.
- Poirier, J.M., Francis, K.B., & Fisher, S.K. (2008). *Providing services and supports for youth who are lesbian, gay, bisexual, transgendered, questioning, intersex or two-spirit (LGBTQI2-S): A practice brief*. Presentation at the Georgetown University Training Institutes, Nashville, TN.
- Poirier, J.M., Francis, K.B., & Stromberg, S.I. (2008). *Providing services and supports for youth who are lesbian, gay, bisexual, transgendered, questioning, intersex or two-spirit (LGBTQI2-S)*. Presentation at the 13<sup>th</sup> Annual Conference on Advancing School Mental Health, Center for School Mental Health, Phoenix, AZ.

- Fisher, S.K., & Poirier, J.M. (2007). *Researching the needs of lesbian, gay, bisexual, transgendered, questioning, intersex, and two-spirit (LGBTQI2-S) youth in systems of care*. Presentation at the 20<sup>th</sup> Annual Research Conference, A System of Care for Advancing Children's Mental Health: Expanding the Research Base, Research & Training Center for Children's Mental Health, University of South Florida, Tampa, FL.
- Medyn, A., & Poirier, J.M. (2007). *K-8 educator professional development modules on access to the general educational curriculum*. Presentation at the 2007 OSEP Project Directors' Conference, U.S. Office of Special Education Programs, Washington, DC.
- Poirier, J.M. (2007). *An ex ante cost-benefit analysis of a delinquency prevention program in the District of Columbia*. Poster presentation at the Graduate School of Public Policy and Public Administration Poster Conference, The George Washington University, Washington, DC.
- Poirier, J.M. (2007). *Economic benefits and costs of interventions to prevent juvenile delinquency: A cost-benefit analysis*. Paper presentation at the 4<sup>th</sup> Annual Educational Symposium for Research and Innovations, The George Washington University, Graduate School of Education and Human Development, Washington, DC.
- Poirier, J.M. (2007). *Findings from a study of effective alternative education*. Paper presentation at the 4<sup>th</sup> Annual Educational Symposium for Research and Innovations, The George Washington University, Graduate School of Education and Human Development, Washington, DC.
- Poirier, J.M., Francis, K., Fisher, S.K., & Williams, K. (2007). *A youth-guided brief on improving culturally and linguistically competent services for sexual minority and transgender youth*. Presentation at the National Federation 19<sup>th</sup> Annual Conference, National Federation of Families for Children's Mental Health, Washington, DC.
- Poirier, J.M., Francis, K.B., & Stromberg, S. (2007). *Approaches to serving the mental health needs of lesbian, gay, bisexual, transgendered, questioning, intersex, and two-spirit (LGBTQI2-S) youth in systems of care*. Presentation at the 12<sup>th</sup> Annual Conference on Advancing School Mental Health, University of Maryland School of Medicine, Center for School Mental Health, ChampionsGate, FL.
- Poirier, J.M., & Quinn, M.M. (2007). *Addressing the unique needs of GLBTQ youth*. Presentation at the Council for Children with Behavioral Disorders Seventh Biennial International Conference, Dallas, TX.
- Quinn, M.M., & Poirier, J.M. (2007). *An examination of school climate in effective alternative programs*. Paper presentation at the American Educational Research Association Annual Meeting, Chicago, IL.
- Quinn, M.M., & Poirier, J.M. (2007). *Findings from a study of effective alternative programs: ACCESS*. Orange County Department of Education, Los Angeles, CA.

- Quinn, M.M., & Poirier, J.M. (2007). *What makes alternative programs effective*. Presentation at the Council for Exceptional Children Convention and Expo, Louisville, KY.
- Quinn, M.M., Bernard, S. N., Stromberg, S., & Poirier, J.M. (2007). *Using positive behavioral interventions and supports to enhance community mental health initiatives: Strategies and benefits for mental health and schools*. Presentation at the 12<sup>th</sup> Annual Conference on Advancing School Mental Health, University of Maryland School of Medicine, Center for School Mental Health, ChampionsGate, FL.
- Sherman, J.D., & Poirier, J.M. (2007). *Disparities in the provision of quality, universal primary education*. United Nations Education, Scientific, and Cultural Organization; Education for All Global Monitoring Report Team; Paris, France.
- Poirier, J.M. (2006). *Characteristics of effective alternative programs: A national study*. Paper presentation at the 30<sup>th</sup> Annual Teacher Educators for Children with Behavior Disorders Conference, Tempe, AZ.
- Poirier, J.M., & Quinn, M.M. (2006). *Costs and benefits of preventing juvenile delinquency and school failure*. Presentation at the 11<sup>th</sup> Annual Conference on Advancing School-Based Mental Health, University of Maryland School of Medicine, Center for School Mental Health and Action, Baltimore, MD.
- Quinn, M.M., & Poirier, J.M. (2006). *General session: The national investigation of current alternative school programs*. Presentation at Alternative Schooling: Changing Perspectives and Emerging Best Practices for Children and Youth with Challenging Behaviors, Council for Children with Behavioral Disorders International Forum, Norfolk, VA.
- Quinn, M.M., & Poirier, J.M., Bernard, S.N., & Stromberg, S. (2006). *Using positive behavior supports to enhance community mental health initiatives: Strategies and benefits*. Presentation at the 11<sup>th</sup> Annual Conference on Advancing School-Based Mental Health, University of Maryland School of Medicine, Center for School Mental Health and Action, Baltimore, MD.
- Faller, S. E., Quinn, M.M., & Poirier, J.M. (2005). *A study of effective alternative education*. Presentation at the Research Project Directors' Conference, U.S. Department of Education, Office of Special Education Programs, Washington, DC.
- Poirier, J.M. (2005). *Framing educational equity*. Presentation at the UNESCO Equity Project meeting of national and other representatives from the Americas, Santiago, Chile.
- Poirier, J.M., Quinn, M.M., George, M., & Faller, B. (2005). *Nontraditional education: Evidence-based components of effective alternative programs*. Presentation at the Council for Exceptional Children Convention and Expo, Baltimore, MD.
- Quinn, M.M., & Poirier, J.M. (2005). *A comparative evaluation of alternative education settings*. Paper presentation at the American Educational Research Association Annual Meeting, Montreal, Canada.

- Quinn, M.M., & Poirier, J.M. (2005). *Fostering resilience in juvenile justice settings: What we know about the costs and benefits of literacy education*. Presentation at the Council for Children with Behavioral Disorders Sixth Biennial International Conference, Dallas, TX.
- Sherman, J.D., & Poirier, J.M. (2005). *Examining regional educational equity across countries: A framework and analysis*. Presentation at the 2005 International Comparative Education Program Annual Conference, Stanford University.
- Bain, I., Quinn, M.M., & Poirier, J.M. (2004). *Identifying essential components of effective alternative programs*. Presentation at the Research Project Directors' Conference, U.S. Department of Education, Office of Special Education Programs, Washington, DC.
- Poirier, J.M. (2004). *Framing educational equity*. Presentation at the UNESCO Equity Project meeting of national and other representatives from Asia, Bangkok, Thailand.
- Poirier, J.M. (2004). *National policies and research related to educational equity*. Presentation at the UNESCO Equity Project meeting of national and other representatives from Asia, Bangkok, Thailand.
- Poirier, J.M., & Quinn, M.M. (2004). *Using effectiveness and cost-benefit data to build a case for prevention*. Presentation at the Council for Exceptional Children 2004 Annual Convention and Expo, New Orleans, LA.
- Price, T., Weaver, K., Poirier, J.M., & Quinn, M.M. (2004). *Supporting alternative education: Equity, collaboration, and funding*. Presentation at the International Child and Adolescent Conference XII, The Behavioral Institute for Children and Adolescents, Minneapolis, MN.
- Quinn, M.M., Poirier, J.M., & O'Cummings, M. (2004). *A comparative analysis of effective alternative education*. Paper presentation at the International Child and Adolescent Conference XII, The Behavioral Institute for Children and Adolescents, Minneapolis, MN.
- Sherman, J.D., & Poirier, J.M. (2004). *Federal financing of elementary and secondary education in the states*. Paper presentation at the 2004 American Education Finance Association Annual Meeting, Salt Lake City, UT.
- Bain, I., Quinn, M.M., & Poirier, J.M. (2003). *What we know and what is left to learn about effective alternative programs for students with disabilities*. Presentation at the Research Project Directors' Conference, U.S. Department of Education, Office of Special Education Programs, Washington, DC.
- Leone, P., Poirier, J.M., Meisel, S., Quinn, M.M., Rutherford, R., & Nelson, M. (2003). *The National Center on Education, Disability, and Juvenile Justice*. Presentation at the Research Project Directors' Conference, U.S. Department of Education, Office of Special Education Programs, Washington, DC.

- Garfinkel, L.F., & Poirier, J.M. (2003). *Are youth with disabilities able to participate in the courtroom?* Presentation at the 27<sup>th</sup> Annual Conference on Severe Behavior Disorders of Children and Youth, Teacher Educators for Children with Behavior Disorders, Tempe, AZ.
- Osher, D., Quinn, M.M., Poirier, J.M., & Rutherford, R.B. (2003). *Deconstructing the pipeline: Using efficacy, effectiveness, and cost-benefit data to reduce minority youth incarceration.* Paper presentation at The School to Prison Pipeline Conference, The Civil Rights Project, Harvard University, Cambridge, MA.
- Poirier, J.M., Quinn, M.M., & O’Cummings, M. (2003). *Examining the costs and benefits of effective delinquency prevention programs for youth with behavioral disorders.* Presented at the International Conference on Children and Youth with Behavioral Disorders, St. Louis, MO.
- Poirier, J.M., & Sherman, J. D. (2003). *Education expenditure and school resources in the states.* Paper presentation at the 2003 American Education Finance Association Annual Meeting, Orlando, FL.
- Quinn, M.M., & Poirier, J.M. (2003). *Financial and human costs of treatment or failure to provide treatment.* Presentation at the 27<sup>th</sup> Annual Conference on Severe Behavior Disorders of Children and Youth, Teacher Educators for Children with Behavior Disorders, Tempe, AZ.
- Quinn, M.M., Poirier, J.M., Howell, K.W. (2003). *Effective alternative education: What do we know?* Presentation at the Council for Exceptional Children 2003 Annual Convention and Expo, Seattle, WA.
- Quinn, M.M., & Poirier, J.M. (2003). *Monograph series on education, disability, and juvenile justice.* Invited speakers at the 2003 National Recreation and Park Association Congress and Exposition Pre-Conference Institute, St. Louis, MO.
- Rutherford, R., Quinn, M.M., Mathur, S.R., Nelson, C.M., Lane, K.L., Kern, L., Poirier, J.M., & Bain, I. (2003). *Children with emotional and behavioral disorders.* Presentation at the Research Project Directors’ Conference, U.S. Department of Education, Office of Special Education Programs, Washington, DC.
- Poirier, J.M., & Quinn, M.M. (2002). *Education, disability, and juvenile justice: Linking long-term vision with short-term costs.* Presentation at the 2002 American Education Finance Association Annual Meeting, Albuquerque, NM.
- Poirier, J.M., Quinn, M.M., & Garfinkel, L. (2002). *Preventing juvenile delinquency: A cost-benefit perspective.* Presentation at the International Child and Adolescent Conference XI, The Behavioral Institute for Children and Adolescents, Miami, FL.
- Quinn, M.M., & Poirier, J.M. (2002). *Prevention and early intervention: Linking long-term vision with short-term costs.* Presentation at the Loren M. Warboys Regional Forum, National Center Education, Disability, and Juvenile Justice (EDJJ), New Orleans, LA.



- Quinn, M.M., & Poirier, J.M. (2002). *What is the price of failure? A comparative analysis of prevention and delinquency*. Presentation at the 26<sup>th</sup> Annual Conference on Severe Behavior Disorders of Children and Youth, Teacher Educators for Children with Behavior Disorders, Tempe, AZ.
- Quinn, M.M., Poirier, J.M., Barklay, K., & Wilson, M. (2002). *Meeting the educational needs of youth with disabilities in juvenile corrections: Research to practice*. Presentation as part of the Education, Disability, and Juvenile Justice Strand of the Council for Exceptional Children 2002 Annual Convention and Expo, New York, NY.
- Quinn, M.M., Poirier, J.M., & Mushlin, S. (2002). *Alternatives to traditional education: A cost-benefit analysis*. Presentation at the Research Project Directors' Conference, U.S. Office of Special Education Programs, Arlington, VA.
- Poirier, J.M., & Quinn, M.M. (2001). *A national survey of special education services for incarcerated youths with disabilities: What's provided? What's needed? What are the implications?* Presentation at the 25<sup>th</sup> Anniversary Annual Conference on Severe Behavior Disorders of Children and Youth, Teacher Educators for Children with Behavior Disorders, Tempe, AZ.
- Quinn, M.M., & Poirier, J.M. (2001). *Special education services for incarcerated youthful offenders: A national survey*. Presentation at the Research Project Directors' Conference, U.S. Office of Special Education Programs, Washington, DC.