### Stephanie Halbert Jones stephl@capd.org Worcester, MA

Introduction:

Stephanie Halbert Jones is an experienced evaluator and researcher with particular skills in data analysis

and visualization, mulitple methods of qualitative data collection and design of complex evaluations. She has an M.A.

from Clark University, where she was graduated *summa cum laude* from its International Development and Social

Change program, with a concentration in Monitoring and Evaluation. Her specific research interests include gender,

race/ethnicity, labor rights and fair and alternative models of production and trade.

Highlights**:**

* M.A. from Clark University, Worcester, MA, in International Development & Social Change, with a concentration in Monitoring and Evaluation. Research focus on development via the artisan sector, particularly as a means of economic empowerment for women and other marginalized communities. Completed an evaluation project with Refugee Artisans of Worcester to co-create an emerging theory of change and associated interim and longer-term outcomes and indicators. Member of a student-led team that conducted field research to co-create a gender and climate focused Disaster Preparedness Plan for a community in Southern Haiti.
	+ Coursework including: Rural Livelihood Strategies; Women’s Economic Empowerment; Race in Development; Illicit Commodities; Disaster Preparedness and Recovery; and Quantitative and Qualitative Methods for Monitoring and Evaluation.
* B.A. in History from the University of North Carolina: Asheville, December 2009.
* Project Director at Center for Assessment and Policy Development (CAPD), 2011 to present, specializing in qualitative and mixed methods research in the areas of racial equity, systems change, leadership development, and evaluation.
* Co-PI for a learning effort for [Pathways to Freedom](https://pathwaystofreedom.org/about/), around best practices for combating human trafficking in three U.S. cities.
* Lead author on [*Best & Promising Practices for Hispanic/Latino/a Inclusion in UMC Churches in North Carolina*](http://www.capd.org/s/September-2016-Inclusion-Best-and-Promising-Practices-gjr5.docx)*, a* set of recommended practices for multiethnic inclusion in traditionally Anglo spaces. The project was completed as part of the evaluation of the Duke Divinity School’s Hispanic House of Studies, and their work to support thriving Latin ministry. Recommendations are culled from a targeted literature review across United Methodist, other faith-based, social justice, and corporate applied and academic literature.
* Ongoing contributor to [www.racialequitytools.org](http://www.racialequitytools.org) and [*Transforming White Privilege: A 21st Century Leadership Capacity*](https://www.racialequitytools.org/module/overview/transforming-white-privilege) training modules.

Education:

**Master of Arts in International Development and Social Change, 2018**

Clark University, Worcester MA

**Bachelor of Arts in History, December 2009**

University of North Carolina, Asheville, NC

**Associates of Applied Science in Jewelry Making, May 2007**

Haywood Community College, Clyde, NC

Experience:

**Project Director*,* November 2011 to present**

**Center for Assessment and Policy Development, Philadelphia, PA**

* Currently serving as Co-Principal Investigator for a learning effort for [Pathways to Freedom](https://pathwaystofreedom.org/city-challenge/), a project of Humanity United, funded by NoVoFoundation and Omidyar Group. Pathways to Freedom’s goal is to spur innovative solutions to human trafficking challenges. In this work, Ms. Jones is looking at work supported in the three selected cities (Atlanta, Chicago and Minneapolis), across grantees including a Mayoral Fellow, worker’s centers, and sex trafficking survivor groups, with the goal of co-developing a set of recommendations and lessons for the field.
* Currently serving as a research analyst on multi-year evaluations of the [Thriving Rural Communities](https://divinity.duke.edu/initiatives/trc) and [Thriving Hispanic/Latino Communities](http://dukeendowment.org/our-work/ministering-hispaniclatino-communities-our-strategy) Initiatives of the Duke Endowment and the Duke Divinity School. Major responsibility for the conduct and analysis of qualitative research, including in-depth interviews, surveys and site visits. As part of that evaluation, lead author on a compendium of best and promising practices for inclusion based on review of theological, social justice and business sources.
* Co-director of CAPD’s evaluation work with Encore.org’s Gen2Gen campaign, an effort to expand the use of adults fifty and older in support of youth, via intergenerational strategies and shifts in narrative.
* Co-director of a learning and documentation effort for an Equity Learning Partnership of 16 communities in Connecticut, funded by the William Caspar Graustein Memorial Fund.
* Lead researcher for a Documentation and Learning project for Third Sector New England’s [Inclusion Initiative](http://tsne.org/inclusion-initiative). Implemented participatory and community-led methods to research the work of 10 anti-poverty cross-sector networks in New England. Presented learnings on Trauma and Oppression Informed practices and the Solidarity Economy.
* Ongoing contributor to [Transforming White Privilege: A 21th Leadership Capacity](https://www.racialequitytools.org/module/overview/transforming-white-privilege) (TWP). This curriculum is designed to help current and emerging leaders from a variety of sectors better identify, talk about and intervene to address white privilege and its consequences. Helped design, pilot, evaluate, launch and maintain this online resource. Designed online presence for the curriculum, created marketing newsletters, and helped present on the material at various conferences, including the White Privilege Conferences in Philadelphia, 2016 and in Kansas City, 2017.
* Conducted qualitative data collection, analysis and helped write evaluation reports for the Barrie Fellows Leadership Program and other CAPD projects.

# Teacher of English as a Second Language*,* August 2010 to October 2011

# That Seed Education, Beijing China

* Designed, implemented and managed a curriculum for PSAT test preparation.
* Led classrooms of non-native speakers to improve their English understanding, reading comprehension, vocabulary, and essay writing skills. Responsible for liaison with parents, management and other teachers.

**Editorial Intern, September 2009 to January 2010**

### Lark Books, Asheville, North Carolina

* Created indices for a book on metalwork, and two other publications.
* Copy-edited and provided content for the company’s publications.

**Study Abroad Program in Dhrangadhra, Gujarat, India, May to July 2008**

**Temple University Anthropology Program**

* Apprenticed with a family of goldsmiths in a mid-sized village as part of an independent, anthropology-focused program of Temple University.
* Studied the role of caste, tradition and changing economic realities in Indian craft production. Worked in a hands-on role in a Gujarati metal studio.

**Volunteer, Women’s Alliance of Leh, Ladakh, India, August 2008**

* Assisted in daily activities, including leading information sessions and coordinating meetings with local members and volunteers.

**Work Study, John C. Campbell Folk School, May to August 2005**

* Engaged in archival work for the woodcarvings of the Brasstown Carvers Collection at the school, including sorting the items, creating a display for the school’s museum, and creating an inventory of the pieces.
* Completed courses in blacksmithing, jewelry making, fiber dyeing, enameling and glass work.

Other Key Information:

*Publications*:

* “Best Practices in Donor Programing and Key Considerations: Gender and Social Protection.” Report for the Gender-responsive and Climate-resilient Agriculture for Nutrition Initiative (GCAN). International Food Policy Research Institute: Washington, DC. With Sarah Maloney and Nicole le Roux.
* [FOSTA/SESTA: How an Anti-Sex Trafficking Bill Drew Outrage from Sex Workers and Internet Freedom Activists](http://www.capd.org/s/FOSTA-SESTA-White-Paper.pdf)
* [Addressing Commercial Sexual Exploitation of Children in Portland, Oregon: Understanding the Problem and Working Towards Evidence-Informed Solutions](http://www.capd.org/s/Portland-CSEC-Policy-Paper.pdf)
* Master’s Thesis: [An Analysis of Trade-offs: The Artisan Fair Trade Sector](https://commons.clarku.edu/cgi/viewcontent.cgi?referer=https://www.google.com/&httpsredir=1&article=1202&context=idce_masters_papers)
* [Best & Promising Practices for Hispanic/Latino/a Inclusion in UMC Churches in North Carolina](http://www.capd.org/s/September-2016-Inclusion-Best-and-Promising-Practices-gjr5.docx)
* [Thriving Rural Communities 2.0 Dashboard Evaluation Report](http://www.capd.org/s/TRCI-Dashboard-Feb-17-2016.pdf)
* [Transforming White Privilege: A 21st Century Leadership Capacity](https://www.racialequitytools.org/module/overview/transforming-white-privilege)
* [The Racial Equity Change Agent’s Toolkit: Using Organizational Assessment to Advance Racial Equity](https://static1.squarespace.com/static/536ce727e4b0a03c478b38e4/t/5cd45de45f398e0001b7476e/1557421542708/Copy%2Bof%2BANM%2BPresentation_%2BRacial%2BEquity%2Band%2BOrg%2BAssessment.pdf)**,** presentation for the Alliance for Nonprofit Management’s Capacity Builders Conference, 2018
* [The John C. Campbell Folk School: 1927 to 2009](http://toto.lib.unca.edu/sr_papers/history_sr/srhistory_2009/sleiderman.pdf)
* Created and responsible for maintaining current [CAPD website](http://www.capd.org/).

*Skills*:

* Data visualization and dashboard reporting
* Graphic design and web management
* Process, Outcome and Utilization-focused evaluation
* Particiaptory evaluation techniques, including meaning making of data and findings
* Conversational Spanish

*Affiliations and memberships:*

* American Evaluation Association
* Aspen Artisan Alliance
* Alliance for Nonprofit Management
* Center for Culturally Responsive Evaluation and Assessment
* Emerging Practioners in Philanthropy
* Phi Alpha Theta (National History Honor Society)
* Jews for Racial and Economic Justice