

Kathryn P. Chapman

PERSONAL INFORMATION

Position Postdoctoral Scholar
Department of Educational Leadership Studies, College of Education
University of Kentucky
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EDUCATIONAL BACKGROUND

June 2019 **Ph.D.** in Education: Educational Policy & Evaluation
Arizona State University, Tempe, Arizona
Mary Lou Fulton Teachers College
Dissertation: *Pennies for Pre-Schoolers: The Role of Foundations in Pre-School Programs, Policies, and Research*
Committee: Dr. Jeanne M. Powers (Chair), Dr. Gustavo E. Fischman,
& Dr. Sherman Dorn
Fields of Concentration: Early Childhood Education Policy, History,
and Philanthropy

August 2013 **M.S.** in Education: Curriculum & Instruction
University of Wisconsin-Madison, Madison, Wisconsin
School of Education
Committee: Dr. Beth Graue (Chair), Dr. Adam Nelson, & Dr. Travis Wright
Field of Concentration: Early Childhood Education

May 2005 **B.A.** in Education: Early Childhood Education, *summa cum laude*
Arizona State University, Tempe, Arizona
Mary Lou Fulton Teachers College
Endorsements: Bilingual Education, Structured English Immersion

PROFESSIONAL EXPERIENCE

- 2019-present Postdoctoral Scholar
Mentor: Dr. Beth Rous
College of Education, University of Kentucky, Lexington, Kentucky
- Project Coordinator for the First Steps Rate Study, Kentucky Cabinet for Health and Family Services, \$351,998, 2020-2022
 - Co-Investigator for the Family and Provider Perceptions of Tele-Intervention Services During the COVID-19 Pandemic Study, \$6250, University of Kentucky COVID-19 Unified Research Experts (CURE) Alliance Pilot Award, 2020-2021
- 2014 (Fall) Instructional Coach for Kindergarten Teachers
Tempe Elementary School District #3, Tempe, Arizona
- 2014-2019 Research Assistant
Advisors: Dr. Jeanne M. Powers, Dr. Michael F. Kelley, & Dr. Sherman Dorn
Mary Lou Fulton Teachers College, Arizona State University, Tempe, Arizona
- Research Group Coordinator for an ArcGIS Student-led Research Group, 2016-2017
 - Intern in the Comprehensive School Assistance Program, WestEd, Advisor: Dr. Lenay Dunn, 2015-2016
- 2013-2014 Elementary and Middle School Teacher
Kindergarten (full-day, full year); Sixth, Seventh, & Eighth Grade (summer school)
Tempe Elementary School District #3, Tempe, Arizona
- 2012-2013 Instructor and Supervisor of Undergraduate Pre-Service Teaching Students
CURRIC 363: Practicum I and II in EC/ESL/Bilingual Education Program
Department of Curriculum & Instruction, School of Education,
University of Wisconsin-Madison, Madison, Wisconsin
- 2010-2012 Confidential Assistant in the Office of the Secretary
Supervisor: Dr. Jacqueline Jones
United States Department of Education, Washington, District of Columbia
- 2009-2010 Kindergarten Teacher
Humke Elementary School, Nekoosa, Wisconsin

2009 (June-August) Four-Year-Old Kindergarten (4K) Teacher
Stevens Point Area Public School District, Stevens Point, Wisconsin

2009 (January-May) Four-Year-Old Kindergarten (4K) through 12th Grade Substitute Teacher
Stevens Point Area Public School District, Stevens Point, Wisconsin
Rosholt School District, Rosholt, Wisconsin

2008 (July-December) State Operations Director
Barack Obama's Iowa Campaign for Change, Des Moines, Iowa

2008 (May-June) Out of State Volunteer Director
Obama for America, South Dakota

2007-2008 Field Organizer and Out of State Volunteer Coordinator
Obama for America, New Hampshire, South Carolina, Connecticut, Maine,
Ohio, Pennsylvania, and North Carolina

2006-2007 Policy and Lincoln-Douglas Debate Coach
Freedom High School, Aldie, Virginia

2005-2007 Kindergarten Teacher and English as a Second Language Teacher for
Kindergarten through 3rd Grade
Pinebrook Elementary School, Aldie, Virginia

2005 (May-July) Infant and Toddler Teacher
Noel Learning Center, Stevens Point, Wisconsin

2001-2005 Preschool (Ages 3-4) Assistant Teacher
Arizona State University Child Development Lab, Arizona State University,
Tempe, Arizona

PROFESSIONAL INTERESTS

Childhood and Early Childhood Education

- Educational leadership and early childhood education
- Philanthropic and nonprofit organization investments in early childhood education
- History of childhood in the United States

Education Policy

- Early childhood education policy
- Philanthropic and nonprofit organization influences on policy
- Equity and reform discourses

PUBLICATIONS

Refereed Academic Journal Articles and Invited Manuscripts

Chapman, K., & Pivovarova, M. (in press). Early childhood education and child care in Arizona: Is availability alone sufficient?. *Emerging Voices in Education*.

Powers, J. M., & **Chapman, K.** (under review). *Vergara v. California* and the social construction of teachers.

Rous, B., Gooden, C., Hallam, R., & **Chapman, K.** (in press). Using a transition plan to promote individualized transition services. In B.S. Rous, McLaughlin, T., & Sandall, S.R. (Eds.), *Transition: Supporting Changes in Services and Settings* (DEC Recommended Practices Monograph Series No. 8, pp. 95-106). Washington, DC: Division for Early Childhood.

Kachorsky, D., Reid, S. F., & **Chapman, K.** (2020). Education through *TIME*: Representations of United States education on *TIME Magazine* covers. *AERA Open*. Retrieved from <https://journals.sagepub.com/doi/full/10.1177/2332858420961110>.

Chapman, K., Ross, L., & Dorn, S. (2020). Opting out in the empire state: A geographic analysis of opting out in New York, spring 2015 & 2016. *Teachers College Record*, 122(2). Retrieved from <https://www.tcrecord.org/content.asp?contentid=23062>.

Kilinc, S., Farrand, K., **Chapman, K.**, Kelley, M., Millinger, J., & Adams, K. (2017). Expanding opportunities to learn to support inclusion through drama-enhanced literacy practices. *British Journal of Special Education*, 44(4), 431-447. Retrieved from <http://onlinelibrary.wiley.com/doi/10.1111/1467-8578.12186/full>.

Powers, J. M., & **Chapman, K.** (2017). Protecting teachers or protecting children? Media representations of *Vergara v. California*. *International Journal of Sociology of Education—RiSE*, 6(2). Retrieved from <http://dx.doi.org/10.17583/rise.2017.2328>.

Kilinc, S., **Chapman, K.**, Kelley, M., Millinger, J., & Adams, K. (2016). Teachers' reconceptualization of young children's identities and abilities through research-based drama professional development. *International Journal of Education & the Arts*, 17(22). Retrieved from <http://www.ijea.org/v17n22/>.

Amrein-Beardsley, A., Holloway-Libell, J., Cirell, A. M., Hays, A., & **Chapman, K.** (2015). "Rational" observational systems of educational accountability and reform. *Practical Assessment, Research & Evaluation*, 20(17). Retrieved from <https://doi.org/10.7275/td4c-tr89>.

Refereed Policy Briefs and Reports

The Center on School Turnaround (Contributing writers: Myers, C.V., Redding, S., Hambrick Hitt, D., McCauley, C., Dunn, L., **Chapman, K.**, Ambroso, E., & Chen-Gardini, M.). (2017). *Four domains for rapid school improvement: A systems framework* [The Center for School Turnaround at WestEd]. San Francisco, CA: WestEd. Retrieved from https://centeronschoolturnaround.org/wp-content/uploads/2018/04/CST_Four-Domains-Framework-Final.pdf.

Dunn, L., Scott, C., **Chapman, K.**, & Vince, S. (2016). *The missing link: How states work with districts to support school turnaround*. San Francisco, CA: WestEd. Retrieved from https://www.centeronschoolturnaround.org/wpcontent/uploads/2018/04/CST_Missing_Link_FINAL.pdf.

State Commissioned Research Reports and Papers

Sherif, V., Rous, B., & **Chapman, K.** (2020). The Kentucky public preschool workforce study. Lexington, KY: Human Development Institute, University of Kentucky. Retrieved from https://d9b2004d-c34d-44a5-b954-2e3d906dd838.filesusr.com/ugd/ab6d58_26bd9546bc7042b4b1b86eb8576d26fd.pdf

In Progress

Chapman, K., Rous, B., Grove, J., McCormick, K. (in progress). Support systems for families of children with disabilities: An egocentric network analysis.

Chapman, K. (in progress). The importance of networks and partnerships in early childhood philanthropy.

Sherif, V., Rous, B., & **Chapman, K.** (in progress). The leadership beliefs and practices of U.S. early childhood administrators.

Rous, B., Grove, J., Haneberg, B., Morris, E., Budhwani, S., & **Chapman, K.** (in progress). Mapping environmental impacts on infants/toddlers with disabilities.

Ambroso, E., Ross, L., **Chapman, K.**, & Sweet, J. (in progress). School shootings and academic achievement: A geographic exploration in Florida secondary schools.

PRESENTATIONS

Refereed National and International Presentations

Chapman, K. (2020). Pennies for pre-schoolers: Philanthropic foundation investment in pre-school programs, policies, and research. Presentation accepted for the American Educational Research Association (AERA) Annual Meeting, San Francisco, California. [Conference canceled due to concern of COVID-19]

Chapman, K. (2020). Money and mission mismatch: The misalignment of foundation mission statements and investments in pre-school. Presentation accepted for the American Educational Research Association (AERA) Annual Meeting, San Francisco, California. [Conference canceled due to concern of COVID-19]

Rous, B., Sherif, V., & **Chapman, K.** (2020). *The Kentucky public preschool workforce study*. Poster presented as part of session Findings and Lessons from Five State Workforce Studies. Presentation accepted for the 2020 Child Care and Early Education Policy Research Consortium (CCEEPRC) Meeting, Washington, District of Columbia. Retrieved from https://d9b2004d-c34d-44a5-b954-2e3d906ddd838.filesusr.com/ugd/ab6d58_156c3955c593451b9bf7550d5c717ea0.pdf [Conference canceled due to concern of COVID-19]

- Rous, B., Grove, J., **Chapman, K.**, & Budhwani, S. (2020). Mapping environmental impacts on infants/toddlers with disabilities. Poster presentation accepted for the Conference on Research Innovations in Early Intervention (CRIEI), San Diego, California.
- Chapman, K.** (2019). Philanthropic foundation investment in pre-school programs, policies, and research. Presentation accepted for the American Educational Research Association (AERA) Annual Meeting, Toronto, Ontario, Canada.
- Kachorsky, D., **Chapman, K.**, & Reid, S. F. (2019). Education through TIME: Representations of United States education on *TIME Magazine* covers from 1983-2018. Roundtable presentation accepted for the American Educational Research Association (AERA) Annual Meeting, Toronto, Ontario, Canada.
- Ross, L., Ambroso, E., **Chapman, K.**, & Sweet, J. (2019). Examining the proximity effect between school shootings and academic achievement in Florida secondary schools. Presentation accepted for the American Educational Research Association (AERA) Annual Meeting, Toronto, Ontario, Canada.
- Chapman, K.** (2019). The power of leveraging funds in early childhood philanthropy. Presentation accepted for the Association for Education Finance and Policy (AEFP) conference, Kansas City, Missouri.
- Chapman, K.** (2018). Pennies for pre-schoolers: Philanthropy's impact on pre-school education. Roundtable presentation accepted for the University Council for Educational Administration (UCEA) Graduate Student Summit (GSS), Houston, Texas.
- Chapman, K.** (2018). Pennies for preschoolers: Philanthropic foundation investment categories and early childhood education. Presentation accepted for the American Educational Research Association (AERA) Annual Meeting, New York City, New York.
- Chapman, K.** (2018). The more we get together: An ethnographic study comparing public library programs for young children. Roundtable presentation accepted for the American Educational Research Association (AERA) Annual Meeting, New York City, New York.
- Chapman, K.**, Ross, L., & Dorn, S. (2018). The 999 code: A geographic analysis of opting-out in New York. Roundtable presentation accepted for the American Educational Research Association (AERA) Annual Meeting, New York City, New York.

- Ross, L., **Chapman, K.**, & Dorn, S. (2018). A geographic analysis of opting-out behavior in Colorado. Poster presentation accepted for the Association for Education Finance and Policy (AEFP) conference, Portland, Oregon.
- Park, H., Meyer, L. E., Ostrosky, M. A., & **Chapman, K.** (2017). What happened to the snowball?: Teaching STEM through parent-child shared reading. Poster presentation accepted for the Division for Early Childhood (DEC) of the Council for Exceptional Children Annual International Conference, Portland, Oregon.
- Chapman, K.** (2017). Why did Americans block young children from learning, and have we stopped? Presentation accepted for the American Educational Research Association (AERA) Annual Meeting, San Antonio, Texas.
- Powers, J., & **Chapman, K.** (2017). Protecting teachers or protecting children? Media representations of *Vergara vs. California*. Presentation accepted for the American Educational Research Association (AERA) Annual Meeting, San Antonio, Texas.
- Chapman, K.**, & Pivovarova, M. (2017). Preschool “accessibility” in Arizona: Is offering access enough to create equal educational opportunity? Roundtable presentation accepted for the American Educational Research Association (AERA) Annual Meeting, San Antonio, Texas.
- Kilinc, S., **Chapman, K.**, Farrand, K., Kelley, M., Millinger, J., & Adams, K. (2017). Inclusive education as accessing and expanding opportunities: A drama-enhanced early childhood professional development program. Roundtable presentation accepted for the American Educational Research Association (AERA) Annual Meeting, San Antonio, Texas.
- Chapman, K.**, & Pivovarova, M. (2017). Preschool “accessibility” in Arizona: Is offering access enough to create equal educational opportunity? Presentation accepted for the Association for Education Finance and Policy (AEFP) conference, Washington, District of Columbia.
- Ross, L., **Chapman, K.**, & Dorn, S. (2017). A geographic analysis of opting-out behavior in New York from 2014-2016. Poster presentation accepted for the Association for Education Finance and Policy (AEFP) conference, Washington, District of Columbia.
- Cirell, A. M., **Chapman, K.**, Ross, L., & Ambroso, E. (2017). Geographically correlating school shootings, school violence, and student performance in Florida, 2006-2009. Poster presentation accepted for the Association for Education Finance and Policy (AEFP) conference, Washington, District of Columbia.

Chapman, K., Kilinc, S., Kelley, M., Millinger, J., & Adams, K. (2016). The effects of a drama-enhanced professional development program on preschool teachers' knowledge and self-efficacy. Roundtable presentation accepted for the American Educational Research Association (AERA) Annual Meeting, Washington, District of Columbia.

Cirell, A. M., Amrein-Beardsley, A., Holloway-Libell, J., **Chapman, K.**, & Hays, A. (2016). Teacher expertise, democracy, and "rational" observational systems for teacher evaluation and accountability. Poster presentation accepted for the American Educational Research Association (AERA) Annual Meeting, Washington, District of Columbia.

Chapman, K., & Dorn, S. (2016). A geographic analysis of opting-out behavior in New York. Poster presentation accepted for the Association for Education Finance and Policy (AEFP) conference, Denver, Colorado.

Chapman, K. (2016). Early childhood teacher certification in Arizona: Outcomes, implications, and consequences. Presentation accepted for the Hawaii International Conference on Education (HICE), Honolulu, Hawaii.

Kilinc, S., **Chapman, K.**, Kelley, M., Adams, K., & Millinger, J. (2016). The effects of an early childhood drama-enhanced professional development program on preschool teachers' drama facilitation, comfort, and success. Presentation accepted for the Hawaii International Conference on Education (HICE), Honolulu, Hawaii.

Kilinc, S., Kelley, M., **Chapman, K.**, Adams, K., & Millinger, J. (2015). The role of high quality early childhood drama practices on constructing inclusive learning environments. Presentation accepted for the Teacher Education Division (TED) of the Council for Exceptional Children (CEC) conference, Tempe, Arizona.

Powers, J., **Chapman, K.**, & Geiger, T. (2015). A snapshot of equity in Arizona: New findings from the 2011-12 Civil Rights Data Collection. Presentation accepted for the University Council for Educational Administration (UCEA) convention, San Diego, California.

National Conference Sessions Organized and Chaired

"Beyond the doctorate: Transition from graduate student into and outside academia." (2018). American Educational Research Association (AERA) Annual Meeting. New York City, New York. April 13-17. Approximately 70 people attended this session.

“The transition from graduate student to assistant professor.” (2017). American Educational Research Association (AERA) Annual Meeting. San Antonio, Texas. April 27-May 1. Approximately 100 people attended this session.

Refereed Regional and State Presentations

Chapman, K., Dorn, S., & Roberts, K. (2018). (How) Will the 2018 midterm elections affect Arizona education? Panel presentation accepted for the Arizona Educational Research Organization (AERO) Annual Meeting, Tempe, Arizona.

Ambroso, E., Ross, L., **Chapman, K.**, & Sweet, J. (2018). Examining the proximity effects between school shootings and academic achievement in Florida secondary schools. Presentation accepted for the Arizona Educational Research Organization (AERO) Annual Meeting, Tempe, Arizona.

Chapman, K. (2018). Philanthropic foundation investment categories and early childhood education. Presentation accepted for the 4th Annual Arizona State University (ASU) Teachers College Doctoral Council (TCDC) Research Conference, Tempe, Arizona.

Chapman, K. (2018). The more we get together: An ethnographic study comparing public library programs for young children. Presentation accepted for the 4th Annual ASU Teachers College Doctoral Council (TCDC) Research Conference, Tempe, Arizona.

Chapman, K. (2017). Blocking young children from learning throughout American history: Why has this occurred and has it stopped? Presentation accepted for the 3rd Annual ASU Teachers College Doctoral Council (TCDC) Research Conference, Tempe, Arizona.

Chapman, K. (2016). Early childhood teacher certification in Arizona: Outcomes, implications, and consequences. Presentation accepted for the Arizona Educational Research Organization (AERO) Annual Meeting, Tempe, Arizona.

Kilinc, S., **Chapman, K.**, Farrand, K., Bernstein, K., Kelley, M., Millinger, J., & Adams, K. (2016). Ensuring equal educational opportunities for young children through a drama-based professional development program. Presentation accepted for the Arizona Educational Research Organization (AERO) Annual Meeting, Tempe, Arizona.

Cabrera, N., **Chapman, K.**, Dorn, S., Garcia, D., & Powers, J. (2016). (How) Will the 2016 presidential election affect Arizona education? Panel presentation accepted for the Arizona Educational Research Organization (AERO) Annual Meeting, Tempe, Arizona.

Chapman, K. (2016). Pennies for preschoolers: How philanthropic investment is utilized in early childhood education in the state of Arizona. Roundtable presentation accepted for the Mary Lou Fulton Teachers College Fall 2016 Doctoral Research Forum, Glendale, Arizona.

Chapman, K. (2016). A geographic analysis of opting-out behavior in Minnesota and New York. Presentation accepted for the 2nd Annual ASU Teachers College Doctoral Council (TCDC) Research Conference, Tempe, Arizona.

Powers, J., **Chapman, K.**, Ernzen, J., Geiger, T., Piepgrass, N. (2014). The road to equity in Arizona: Are we lost? Presentation accepted for the Arizona Educational Research Organization (AERO) Annual Meeting, Tempe, Arizona.

Invited Presentations

Aloysius, A., **Chapman, K.**, Everson, K. M., Hammerslag, L. R., & Moreno, D. A. (April, 2020). *Getting inside the head of a postdoc*. Invited panel presentation for the Graduate Student Congress at the University of Kentucky, Lexington, Kentucky.

Chapman, K., Marsh, M. M., & McCormick, K. (April, 2019). *The power of mentoring across the early childhood/child development profession: The give, the take, and the responsibilities*. Invited panel presentation for the Early Education/Child Development SIG business meeting at the American Educational Research Association (AERA) Annual Meeting, Toronto, Ontario, Canada.

Chapman, K. (April, 2018). *Pennies for pre-schoolers: The role of foundations in pre-school programs, policies, and research*. Invited poster presentation at the David L. Clark National Graduate Student Research Seminar, New York City, New York.

Bullock, E., **Chapman, K.**, Cho, A., Flannigan, A., Johnson, A., Siriboe, K., & Wallace, M. (April, 2017). *Graduate student orientation: Navigating AERA's multiple offerings*. Invited panel presentation for the Graduate Student Orientation at the American Educational Research Association (AERA) Annual Meeting, San Antonio, Texas.

Scott, C., Dunn, L., & **Chapman, K.** (April, 2016). *The missing link: SEA support for district capacity*. Invited presentation for the School Turnaround and Reform SIG business meeting at the American Educational Research Association (AERA) Annual Meeting, Washington, District of Columbia.

Chapman, K. (February, 2016). *Protecting teachers or protecting children? Media representations of Vergara v. California*. Invited poster presentation at the Mary Lou Fulton Teachers College Doctoral Applicant Recruitment Day in Tempe, Arizona.

Kachorsky, D., & **Chapman, K.** (February, 2016). *Education in time: A content analysis of education as represented on TIME Magazine covers*. Invited poster presentation at the Mary Lou Fulton Teachers College Doctoral Applicant Recruitment Day in Tempe, Arizona.

Powers, J., **Chapman, K.**, & Geiger, T. (June, 2015). *A snapshot of equity in Arizona: New findings from the 2011-2012 Civil Rights Data Collection (CRDC)*. Invited presentation at the Helios Foundation, Phoenix, Arizona.

TEACHING EXPERIENCE & CERTIFICATIONS

University Teaching

2019 (Fall) & 2020 (Fall)	Co-Instructor (Academic Associate) EDT 502: Design and Development of Instruction Lead Instructor: Dr. Yi-Chun (Shelly) Hong Online, Asynchronous Course, 25 Masters Students Mary Lou Fulton Teachers College, Arizona State University, Tempe, Arizona <ul style="list-style-type: none">• Training completed for ASU Sync and Classroom Types A, B, and C
2019 (Fall)	Teaching Intern EDL 751: Foundations of Inquiry Lead Instructor: Dr. Beth Rous Online, Hybrid Synchronous and Asynchronous Course, 20 Ph.D. and Ed.D. Students College of Education, University of Kentucky, Lexington, Kentucky

- 2018 (Summer) Co-Instructor (Academic Associate)
EDT 503: Design of Effective Communications
Lead Instructor: Dr. Kristin Elwood
Online, Asynchronous Course, 25 Masters Students
Mary Lou Fulton Teachers College, Arizona State University, Tempe, Arizona
- 2018 (Spring) Teaching Intern
COE 503: Introduction to Qualitative Research
Instructor: Dr. Jeanne Powers
Face-to-Face Course, 15 Masters and Ph.D. Students
Mary Lou Fulton Teachers College, Arizona State University, Tempe, Arizona
- 2016 (Fall) Teaching Assistant
ECS 316: Early Childhood Assessment: Evidence-Based Practices
Instructor: Dr. Michael Kelley
Face-to-Face Course, Two Sections of 25 (50 total) Undergraduate Students
Mary Lou Fulton Teachers College, Arizona State University, Tempe, Arizona

Invited and Guest Lectures

- Chapman, K.** (September, 2019). *Methodological discussion seminar: Interviewing – developing protocols and best practices for conducting interviews*. Invited guest lecturer at Arizona State University, Mary Lou Fulton Teachers College, Tempe, Arizona.
- Brown, B., **Chapman, K.**, Jung, K., Petefish, A., & Seely, T. (September, 2017). *Beyond Barrett: What I wish I knew, advice for freshmen*. Invited panel presentation at Arizona State University, Barrett, the Honors College, Tempe, Arizona.
- Aitken, A., Brazelton, D., **Chapman, K.**, Kachorsky, D., Perrine, L., & Reid, S. F. (April, 2017). *Children’s literature use by former teachers*. Invited panel presentation at Arizona State University, Teacher Education Department, Course - RDG 291: Children’s Literature, Tempe, Arizona.
- Chapman, K.**, Diaz, S., Felix, E., & Flores, T. (November, 2016). *AERA student panel: Becoming part of scholarly communities through service*. Invited panel presentation at University of Wisconsin – Madison, Rehabilitation Psychology & Special Education Department, Course - 871: Foundations of Special Education, Madison, Wisconsin.

Teaching Certifications

Arizona Standard Professional Early Childhood (Birth through Age 8 or Grade 3) Teaching Certification, 2020-2032

Wisconsin Initial Educator (Regular Education, Early Childhood - Middle Childhood) Teacher Certification, 2017-2021

GRANTS

Research Grants

Study: Family and Provider Perceptions of Tele-Intervention Services During the COVID-19 Pandemic (Funded), 2020 (Spring)

Agency: University of Kentucky COVID-19 Unified Research Experts (CURE) Alliance

Role: Co-Investigator and Budget Coordinator

Application Role: Wrote portions of the Significance, Methodology, and Future Directions sections; Coordinated submission of the application

Principal Investigator: Dr. Beth Rous

\$6,250.00 over 6 months (All to be used for incentives of survey participants)

Study: Tempe PRE Research—WestEd (Unfunded), 2018 (Summer)

Agency: Helios Foundation

Role: Lead Data Collector and Research Associate

Application Role: Wrote the Literature Review and a portion of the Purpose of Research

Principal Investigator: Dr. Lenay Dunn

\$3,000,000.00 over 3 years

Academic Grants and Scholarships (Funded)

University of Kentucky, College of Education, Research Publication Award, 2020 (Fall)

University of Kentucky, College of Education, Research Activity Award, 2020 (Spring)

ASU, MLFTC, Murray and Clara Walker Scholarship, 2019 (Spring)

ASU, MLFTC, Educational Policy Studies Alumni Fellowship, 2018-2019

ASU, MLFTC, Faculty Scholarship, 2018 (Fall)

ASU, Graduate College Fellowship, 2018 (Spring)

ASU, MLFTC, Danna Womack Caldwell Scholarship, 2016 (Fall)

ASU, MLFTC, College of Education Scholarship, 2015-2016

ASU, MLFTC, University Graduate Fellowship, 2014-2015, 2016-2017, 2018 & 2019 (Spring)

Competitive Travel Grants (Funded)

ASU, Graduate College, Workshop Travel Grant, 2018 (Fall)

ASU, GPSA, Professional Development Travel Grant, 2018 (Fall)

ASU, MLFTC, David L. Clark Seminar Travel Grant, 2018 (Spring)

AEFP, Roe L. Johns Travel Grant, 2017 (Spring) and 2019 (Spring)

AERA, Travel Grant, 2016 (Spring), 2017 (Spring), and 2018 (Spring)

ASU, GPSA, Travel Grant, 2016 (Spring), 2017 (Spring), 2018 (Spring), and 2019 (Spring)

ASU, GPSA, Group Travel Grant, 2015 (Fall), 2018 (Spring), and 2019 (Spring)

HONORS & AWARDS

Emerging Education Policy Scholars (Nominee), 2020 (Fall)

American Enterprise Institute (AEI) and Thomas B. Fordham Institute

Jean Flanigan Outstanding Dissertation Award (Nominee), 2020 (Spring)

Association for Education Finance and Policy (AEFP)

Emerging Education Policy Scholars (Nominee), 2019 (Fall)

American Enterprise Institute (AEI) and Thomas B. Fordham Institute

Dissertation Completion Fellowship (Award Recipient), 2018-2019

Graduate College & Mary Lou Fulton Teachers College, Arizona State University, Tempe, Arizona

David L. Clark National Graduate Student Research Seminar in Educational Administration
& Policy Research (Award Recipient), 2018 (Spring)

University Council for Educational Administration, Divisions A & L of the American Educational
Research Association (AERA), and SAGE Publications

Graduate Research and Support Program Research Award (Recipient), 2018 (Spring)

Graduate & Professional Student Association (GPSA), Graduate College, & Office of Knowledge
Enterprise Development, Arizona State University, Tempe, Arizona

Outstanding Mentor Award (Nominee), 2017 (Spring)
Graduate & Professional Student Association (GPSA), Arizona State University, Tempe, Arizona

SERVICE & CONSULTING

National Service

Reviewer, *Journal of Education Policy*, 2020-Present
Reviewer, *International Journal of Child Care and Education Policy*, 2020-Present
Reviewer, *American Journal of Education*, 2019-Present
Reviewer, *Children and Youth Services Review*, 2019-Present
Reviewer, *Teachers College Record*, 2019-Present
Co-Chair, Philanthropy and Education Special Interest Group, AERA, 2020-Present
Program Co-Chair, Philanthropy and Education Special Interest Group, AERA, 2019-2020
Graduate Student Chair, Philanthropy and Education Special Interest Group, AERA, 2018-2019
Graduate Student Representative, Early Education/Child Development Special Interest Group,
AERA, 2017-2018
Community Service Liaison, Graduate Student Council, AERA, 2016-2018
Reviewer, AERA Conference Proposals, 2016-Present
Secretary-Historian, Graduate Student Council, AERA, 2015-2016
Reviewer, *Current Issues in Education*, 2015-Present
Reviewer, *AERA Open*, 2014-Present
Reviewer, *Education Policy Analysis Archives*, 2014-Present
Reviewer, *Journal of Research in Childhood Education*, 2014-Present

Regional or State Service

Representative, Online and Professional Development Taskforce, 2020 (Spring)
College of Education, University of Kentucky, Lexington, Kentucky

Student Representative, University Academic Program Review, Arizona Board of Regents,
2019 (March)
Mary Lou Fulton Teachers College, Arizona State University, Tempe, Arizona

Graduate Student Representative, Educational Policy & Evaluation Program Committee, 2018-2019
Mary Lou Fulton Teachers College, Arizona State University, Tempe, Arizona

Historian, ASU Teachers College Doctoral Council, 2016-2017
Mary Lou Fulton Teachers College, Arizona State University, Tempe, Arizona

Doctoral Program Ambassador, 2015-2016
Mary Lou Fulton Teachers College, Arizona State University, Tempe, Arizona

Consultation

Consultant for Data Collection and Analysis, 2017 (Fall)
Tempe PRE preschool, Tempe, Arizona

PROFESSIONAL ORGANIZATIONS

Member, American Educational Research Association (AERA)

Division F, History & Historiography

Division L, Educational Policy & Politics

Early Education/Child Development Special Interest Group

Philanthropy and Education Special Interest Group

Sociology of Education Special Interest Group

Member, Association for Education Finance and Policy (AEFP)

Member, Association for Public Policy Analysis and Management (APPAM)

Member, Association for Research on Nonprofit Organizations and Voluntary Action (ARNOVA)

Member, University Council for Educational Administration (UCEA)