

ELISABETH H. KIM

elisabeth.kim@rutgers.edu

EDUCATION

Joseph C. Cornwall Center for Metropolitan Studies, Rutgers University, Newark, NJ

Robert Curvin Postdoctoral Associate, September 2020

Teachers College, Columbia University, New York, NY

Ph.D. in Education Policy, February 2020

Columbia University, Graduate School of Arts and Sciences, New York, NY

M.A. in Quantitative Methods in the Social Sciences, October 2012

Teachers College, Columbia University, New York, NY

Ed.M. in Sociology and Education, Concentration: Education Policy, May 2007

City College, City University of New York, New York, NY

M.S. in Childhood Education, June 2004

Barnard College, Columbia University, New York, NY

B.A. in American Studies, Concentration: Comparative Immigration, May 1999

PUBLICATIONS, MANUSCRIPTS, AND MEDIA REPORTS

Published manuscripts

Kim, E.H., Buckley-Flack, C., Parham, K. & Wohlstetter, P. (2021). Equity in Secondary Career and Technical Education in the United States: A Theoretical Framework and Systematic Literature Review. *Review of Educational Research*.

Manuscripts in review

Kim, E.H. (2021). The Multilayered Process of Kindergarten School Choice in New York City. Submitted to *Journal of School Choice*. *Revise and resubmit*.

Kim, E.H. & Wohlstetter, P. (2021). Restorative Justice as a Dignity Affirming Practice. Book chapter submitted to Teachers College Press. *Somebodiness: A Call for Dignity-affirming Education*.

Kim, E.H., Smith, J., Cordes, S. & Wohlstetter, P. (2020). Restorative Justice Implementation: Learnings from Intentionally Diverse Charter Schools. Submitted to *Educational Administration Quarterly*.

Kim, E.H. & Wohlstetter, P. (2020). Beyond Potluck Picnics: Family and Community Engagement in Diverse by Design Charter Schools. Book chapter submitted to Information Age Publishing (IAP) Series on Family, School and Community Partnerships.

Son, M. & Kim, E.H. (2020). Pre-service Teachers' Perceptions of Bilingualism. Submitted to *Journal of Teacher Education*.

Manuscripts in preparation

Kim, E.H. (2021). Mixed Messages: School Choice and Spanish Dual Language Programs in the NYCDOE. To be submitted to *International Journal of Bilingual Education*.

Kim, E.H. (2021). Identity, Language and Cultural Practices in Dual Language Programs. To be submitted to *Journal of Language, Identity, and Education*.

Kim, E.H. (2021). Educational Goals and Spanish Dual Language Programs. To be submitted to *Urban Education*.

- Kim, E.H. and Smith, J. (2021). Pathways to Culturally Responsive Leadership in Diverse Schools. To be submitted to Journal of School Leadership.
- Buckley-Flack, C., Kim, E.H. & Wohlstetter, P. (2021). Inquiry-driven School Reform: Collaborative teacher inquiry as a lever for improving low-performing schools. To be submitted to Teaching and Teacher Education.

Policy reports

- Kim, E.H. (2021). The Benefits and Challenges of Mandatory FAFSA Completion Policies. Joseph C. Cornwall Center for Metropolitan Studies, Rutgers University, Newark, NJ
- Wohlstetter, P., Kim, E., Flack, C. (2018). Strategic Inquiry and New York City's Renewal High Schools. Teachers College, Columbia University.

Peer reviewed published manuscripts to which I contributed

- Scharff Panero, N. (2019). Getting the Maximum From the Minimum: an Adaptive System for Scaling School Reform. *Leadership and Policy in Schools*.
- Bartlett, L. (2007). Bilingual Literacies, Social Identification, and Educational Trajectories. *Linguistics in Education* 18, 3-4, 215-231.
- Garcia, O. and Bartlett, L. (2007). Educating Speech Communities: An Unusual School Model for Latino Newcomers in an Era of Standards. *International Journal of Bilingual Education and Bilingualism* 10, 1, 1-25.
- Michael, A., Andrade, N., and Bartlett, L. (2007). Figuring "Success" in a Bilingual High School. *Urban Review* 39(2).

Books to which I contributed

- Kirp, D. (2013). *Improbable Scholars: the Rebirth of a Great American School System and a Strategy for America's Schools*, New York: Oxford University Press.
- Bartlett, L. and Garcia, O. (2011). *Additive Schooling in Subtractive Times: Bilingual Education and Dominican Immigrant Youth in the Heights*. Vanderbilt University Press, Nashville, TN.
- Barnard, R. and Torres- Guzman, M. Eds. (2008). *Creating Classroom Communities of Learning: International Case Studies and Perspectives*. Multilingual Matters, 70-88.

Media reports to which I contributed

- Schwartz, K. (2019). Inquiry Into Student Learning Gaps Leads To Better Teaching And Shifts School Culture. KQED News.
- Shen & Rodriguez. (2019). 7 in 10 students aren't writing at grade level — we can do better. *The Hechinger Report*.
- Chapman, B. (2018). Columbia University Study Shows Program Helped NYC Schools. *Daily News*.
- Singer, A. (2018). Strategic Inquiry. An Education Reform that Worked. *Daily Kos*.
- Wohlstetter, P. (2018). A Strategy that's Working in New York School Turnaround. *Gotham Gazette*.
- Bowie, L. (2013, Aug. 19). "Maryland Schools Have Been Leader in Advanced Placement, but Results are Mixed". *Baltimore Sun*.

Policy reports to which I contributed

- Ready, D. D., Meier, E. B., Horton, D., Mineo, C. M., & Yusaitis Pike, J. M. (2013, Nov). *Student mathematics performance in year one implementation of Teach to One: Math*. New York: Center for Technology and School Change.

AWARDS AND HONORS

Teachers College, Columbia University, EPSA Student Travel Grant, Spring 2020
Teachers College, Columbia University, Provost Doctoral Dissertation Grant, December 2019
Teachers College, Columbia University, EPSA Student Travel Grant, Spring 2019
AERA, Division L, Graduate Student Travel Award, 2019
Teachers College, Columbia University, Education Policy Dissertation Fellowship, 2016-17
Antonia Grumbach Scholarship, Teachers College, Columbia University, 2007
Teachers College, Columbia University, Kappa Delta Pi, 2007
Helen M. Richards Scholarship, Teachers College, Columbia University, 2006
City College, City University of New York, Graduated with honors, 2004
Barnard College, Columbia University, Deans List, 1998-99

RESEARCH EXPERIENCE

Joseph C. Cornwall Center for Metropolitan Studies, Rutgers University, Newark, NJ

Robert Curvin Postdoctoral Associate (September 2020-present)

Work with Charles Payne, PhD, Charity Anderson, PhD and Vandeen Campbell, PhD on multiple projects in the state of New Jersey and the Newark Public Schools.

- Contribute to grant proposals
- Wrote research report on mandatory FAFSA completion policies for the Newark FAFSA Challenge
- Compile and update a FAFSA completion tracker for Newark schools
- Compile literature review on Professional Development Schools for the Newark Public Schools
- Craft surveys for a program evaluation of a social justice and arts oriented out of school program
- Observe professional development sessions for the Newest Americans program, plan for focus groups with participating teachers
- Participate in Freshman Success planning and implementation in the comprehensive high schools
- Clean and merge New Jersey state data files to be used in future quantitative analyses
- Present prior research as part of Cornwall Center's Professional Development Series

Teachers College, Columbia University, New York, NY

PhD Candidate (2012-20)

Dissertation Title: "Mixed Messages: School Choice and Spanish Dual Language Programs in the NYCDOE"

Committee: Douglas Ready (Sponsor), Priscilla Wohlstetter, Aaron Pallas, Luis Huerta, Patricia Velasco

- Compile literature review on assimilation, school choice, and bilingual education policy
- Formulate qualitative research design including in depth interviews with families and administrators in 3 focal schools with strand Spanish Dual Language programs
- Recruit and conduct 50 in depth interviews with families and administrators in 3 focal schools
- Develop codebook and conduct qualitative coding of interview transcripts

Charter Schools Join the Fight for Integration Research Team, Teachers College, Columbia University

Graduate Research Assistant (October 2018-June 2020)

Worked with Priscilla Wohlstetter, PhD and Sarah Cordes, PhD on a mixed methods study of intentionally diverse charter schools across three locations in the U.S.

- Contribute to national research report of findings
- Contribute to annual performance report to funder
- Develop and execute a training via Zoom on conducting focus groups in schools

- Coordinate site visits to 28 schools including in-depth interviews, focus groups and classroom observations in 4th, 8th and 11th grades
- Lead site visits in 5 schools in Brooklyn
- Manage transcription, coordinate qualitative coding assignments, provide support to a team of 5 people

Strategic Inquiry Research Team, Teachers College, Columbia University, New York, NY

Graduate Research Assistant (October 2017-October 2018)

Work with Priscilla Wohlstetter, PhD and research team to conduct mixed methods evaluation of the train-the-trainer model of Strategic Inquiry in four Renewal Schools.

- Conduct online and in person staff and faculty survey
- Draft and submit data request to the NYCDOE for quantitative analysis
- Contribute to mixed methods analysis plan including formative and summative components
- Develop codebook and conduct qualitative coding of interview transcripts with Strategic Inquiry consultants, facilitators, focal school principals, and Office of Renewal Schools staff using Dedoose
- Contribute to analyses of staff survey data, interview data and NYCDOE administrative data including creating a composite measure of students' course completion and Regents scores, multilevel logistic regression and propensity score matching.

Office of School and Community Partnerships, Teachers College, Columbia University, New York, NY

Research Manager (2016-2017); Research Assistant for Data Management (2014-2017)

Work with Douglas Ready, PhD and Nancy Streim, PhD on a mixed methods implementation and impact evaluation of REACH; a Teachers College (TC) demonstration of a university-school partnership model in a consortium of Harlem schools that proposes to implement a set of coherent and strategic actions in order to increase access to comprehensive educational opportunity.

- Develop a mixed methods research design and analysis plan to be used to guide an implementation and impact evaluation of the REACH program to be presented to funders, members of the consortium and the TC Board of Trustees.
- Create and maintain a comprehensive database including NYCDOE and TC measures to be used in the implementation and impact evaluation of the REACH program. Manage IRB process with the NYCDOE.
- Create interview and focus group protocols to be used as part of the qualitative implementation evaluation. Conduct in depth interviews and focus groups of REACH staff, community school directors and school principals.
- Conduct quantitative analyses including comparative interrupted time series and propensity score matching as part of the quantitative impact evaluation of the REACH program.
- Prepare reports of findings to be shared with funders, members of the consortium, and the TC Board of Trustees.
- Manage team of 5 researchers to conduct research and analyses to be included in the implementation and impact evaluation of the REACH program.

Student Success Network, New York, NY

Consultant (2016)

Research education, non-profit, and healthcare organizations that provide Continuous Improvement professional development to guide staff in designing the Continuous Improvement Fellows program.

- Compile list of organizations to research
- Create interview protocols

- Complete matrix with relevant information

Education Policy Program, Teachers College, Columbia University, New York, NY

Graduate Research Assistant (2013-2014)

Work with Douglas Ready, PhD on projects involving quantitative analysis.

- Researched survival analysis methodology for Teach for America of Jacksonville, FL evaluation
- Cleaned and merged dataset for accompanying analysis:
- Conducted checks of data analyses for Teach to One evaluation:

Educational Evaluation and Policy Analysis

Editorial Assistant (2012-2015)

Support Luis Huerta, PhD in his editorial duties.

- Assess incoming manuscripts to determine their suitability for review
- Compile lists of potential reviewers for manuscripts
- Draft final decision letters to authors

Columbia University, Graduate School of Arts and Sciences, New York, NY

Masters Candidate (2010-12)

Thesis Title: “The Impact of the Level of Proficiency in the Native Language on the Literacy Achievement of English Language Learners”

Advisor: Christopher Weiss, PhD

- Compiled literature review
- Formulated quantitative research design
- Conducted quantitative analysis of ECLS-K data utilizing OLS regression in STATA

Michael Cohen Group, LLC, New York, NY

Senior Associate (2008-11), Formative Director (2009-11), Project Director (2009-10), Associate (2006-08)

Principal evaluator of Ready to Learn Grant from the US Department of Education. Engaged in grant and proposal writing, conducted formative and summative research employing quantitative and qualitative methods for clients including the Corporation for Public Broadcasting, WTTW, The Learning Box, Cartoon Network, The Walt Disney Company, Inc., Action for Bridgeport Community Development, The College Board, Reading is Fundamental, the Children’s Museum of Manhattan, Safe Horizon.

- *Bridgeport, CT Total Learning Initiative:*
A randomized control study of the impact of a comprehensive model of social and educational support for young children and their families living at or below the poverty level
 - Supervised field team
 - Led professional development sessions in research methods
 - Designed research instruments including surveys, observation protocols, interview guidelines
 - Administered weekly in classroom observations
 - Conducted in depth interviews with a total of thirty participating teachers and principals
 - Utilized qualitative methods to code and analyze data
 - Reported findings to stakeholders on a weekly basis
- *MCG Kid Panel:*
Conceptualized and executed monthly panel of 8-9 year old children exploring the ways in which they use media and technology in their everyday lives.
 - Managed field team
 - Oversaw the recruitment of participants

- Led professional development sessions in research methods with field team
- Designed research instruments including surveys and focus group guidelines
- Moderated monthly focus groups
- Utilized qualitative methods to code and analyze data
- Reported findings to stakeholders including the US Department of Education and WTTW

Center for Population Studies, Columbia University School of Social Work, New York, NY

Research Assistant (2010)

Worked with David Kirp, PhD on book project focusing on how Union City, New Jersey, has defied the odds and helped first-generation Latino youth make it into the mainstream.

- Developed a socio-cultural portrait examining local political, social and economic context
- Conducted fieldwork in the local community
- Developed interview protocols
- Interviewed prominent community members in both Spanish and English

Teachers College, Columbia University, New York, NY

Master's Candidate (2006-2007),

Thesis Title: "La Familia de Luperón: A Case Study of the Graduates of Gregorio Luperón High School"

Advisor: Amy Stuart Wells, PhD

- Compiled literature review
- Formulated qualitative research design
- Developed surveys and interview protocols in English and Spanish
- Surveyed 30 graduates of Luperón High School in English and Spanish
- Conducted in depth interviews with 10 graduates and current students in English and Spanish
- Utilized qualitative methods to code and analyze data

Comparative International Education Program, Teachers College, Columbia University, New York, NY

Research Assistant (2007)

Longitudinal study of twenty recently arrived students from Latin America investigating the newcomer model of Gregorio Luperón High School in the Washington Heights

- Conducted in depth interviews with recently arrived high school students from Latin America in English and Spanish

Bilingual/Bicultural Studies Program, Teachers College, Columbia University, New York, NY

Research Assistant (2006-07)

Conducted qualitative analysis of literacy instruction in a dual language Spanish/English setting

- Administered in-classroom observations
- Researched for literature review
- Utilized Dragon NaturallySpeaking to transcribe recordings and NVivo to analyze data

City College, City University of New York, New York, NY

Masters Candidate (2004)

"Teaching Literacy with Technology"

Advisor: James Neujahr, PhD

- Compiled literature review
- Formulated quantitative research design utilizing pre- and post-test measures
- Implemented pilot program utilizing Leap Frog technology to supplement literacy instruction

- Conducted quantitative data analysis via SPSS to explore literacy achievement

Barnard College, Columbia University, New York, NY

Bachelor of Arts Candidate (1998-99)

Thesis Title: “The Formation of Transnational Identities in Portuguese American Communities”

Advisor: Andrew Plaa, PhD

- Compiled literature review
- Formulated qualitative research design
- Administered fieldwork in New Bedford, MA and Mineola, NY
- Developed interview protocols
- Conducted in depth interviews with local community members
- Utilized qualitative methods to code and analyze data

TEACHING EXPERIENCE

Education Policy & Social Analysis, Teachers College, Columbia University, New York, NY

Teaching Assistant (January-May 2019)

Assist Sarah Cohodes, PhD in teaching Data Analysis and Policy Decision Making II course. Teach weekly whole class lab session, hold weekly office hours, assist students with questions about course material, assignments and STATA tutorials. Grade weekly assignments, final papers and exams.

Center for Public Research and Leadership, Columbia Law School, New York, NY

Student Consultant (September-December 2015); Teaching Assistant (January-December 2017)

Support Elizabeth Chu, PhD and Arlen Benjamin-Gomez in managing student consulting teams in project work with public- and social-sector education organizations engaged in improvement work. Provide training in project planning and qualitative research design and methods (instrument development, interview and focus-group methods, qualitative data analysis, memo and report writing) and editing of final deliverables and presentations.

- Mid-sized family foundation: Develop a monitoring and evaluation framework and differentiated dashboard that is aligned with recent shifts in organizational structure and strategic framework.
- Startup non-profit organization: Develop organization’s vision, mission and purpose; governance structure to work with states nationwide; and an IP management, licensing and contracting structure.
- State Education Department: Develop new indicator for identifying students as low-income to replace free and reduced price lunch.
- Family-centered, school-based program: Provide implementation support for scaling up operations and for spreading evidence-based improvement across the organization.

Education Policy and Social Analysis, Teachers College, Columbia University, New York, NY

Teaching Assistant (September 2014-May 2015)

Assist Douglas Ready, PhD in his Data Analysis and Policy Decision Making course. Hold weekly office hours, assist students with questions about course material, assignments and STATA tutorials. Grade weekly assignments, final papers and exams.

Say Yes to Education (Say Yes) - New York, NY

Lead Teacher (2005), Teachers College Consultant (2005)

A national, non-profit education foundation committed to dramatically increasing high school and college graduation rates. They provide comprehensive supports, including the promise of free college tuition, after-school and summer programming, mentoring, tutoring, and school-day academic support.

- Served as lead teacher in summer enrichment program for incoming first grade students
- Selected to develop standardized curriculum for summer enrichment program
- Led professional development sessions with early childhood educators

New York City Teaching Fellows Program

Teacher (2002-05), Grade Leader (2004-05), Leadership Committee (2005), Technology Coordinator (2005)

Taught first grade at PS161M a SURR school in Harlem, assumed leadership role

- Chosen as grade leader for Teachers College Reading and Writing Workshop
- Elected to leadership committee for Teachers College Reading and Writing Workshop
- Conducted pilot project on the use of Leap Frog technology to enhance literacy instruction
- Trained four student teachers for City College MS in Childhood Education program
- Team taught in a pilot dual-language program in Spanish and English

INVITED PRESENTATIONS

“Strategic Inquiry and New York City’s Renewal High Schools”

Nov. 2020

Joseph C. Cornwall Center for Metropolitan Studies, Rutgers University, Newark, NJ

CONFERENCE PROCEEDINGS

“Restorative Justice Implementation: Learning from Intentionally Diverse Charter Schools” Proposal submitted to Education Reform, Communities, and Social Justice: Exploring The Intersections conference at Rutgers University, May-June 2021

“Pathways to Culturally Responsive Leadership in Diverse Schools” Proposal accepted for the American Educational Research Association virtual annual meeting, April 2021

“Positive Identity Development in Latinx Students in Spanish Dual Language Programs” Proposal accepted for the American Educational Research Association virtual annual meeting, April 2021

“Who Are Bilinguals? Surfacing Pre-service Teachers’ Conceptions of Bilingualism” Proposal accepted for the American Educational Research Association virtual annual meeting, April 2021

“Intentionally Diverse Public Schools are Shifting to Restorative Justice: An Examination of Practices and Outcomes” Proposal accepted for Association for Education Finance and Policy annual meeting, Fort Worth, Texas, March 2020

“The Multilayered Process of Kindergarten School Choice in New York City” Proposal accepted for American Educational Research Association annual meeting, San Francisco, California, April 2020

“School Choice and Spanish Dual Language Programs in the NYCDOE” Paper presented at American Educational Research Association annual meeting, Toronto, Canada, April 2019

“The Equity Implications of Career and Technical Education in the Era of ESSA” Paper presented at American Educational Research Association annual meeting, Toronto, Canada, April 2019

“Strategic Inquiry as a Reform Strategy for New York City’s Renewal High Schools” Paper presented at American Educational Research Association annual meeting, Toronto, Canada, April 2019

“La Familia de Luperón: A Case Study of the Graduates of Gregorio Luperón High School” Paper presented at the ALAS Education Across the Americas Conference, New York, NY, April 2011

“Initial Findings from the Ready to Learn Grant” Paper presented at the Teachers College Educational Technology Conference, New York, NY, May 2010

OTHER RELEVANT EXPERIENCE

New York State Education Department (NYSED)

Graduate Student Intern (2006)

Engaged in the implementation and evaluation of New York State’s Supplemental Educational Services

- Conducted policy analysis
- Contributed to NYSED reports and policy briefings
- Served as a liaison to applicants and local educational agencies including the New York City Department of Education
- Provided assistance to applicants

U.S. Peace Corps, Dominican Republic

Community Economic Development Volunteer (1999-2001), Emergency Coordinator (2000-01), Peace Corps trainer (2001)

Built capacity of community members so that they were better equipped to take control of their own economic futures.

- Managed \$5000 small scale food production project with single mothers in rural communities
- Trained youth groups to educate their peers about HIV/AIDS prevention
- Taught Junior Achievement class to local youth
- Taught English to both area teachers and youth
- Selected to train and mentor new volunteers in community economic development
- Responsible for area volunteers in times of emergency

LEADERSHIP ACTIVITIES

Honors Living-Learning Community (HLLC) Newark, NJ

Evaluator (2021)

The HLLC increases access to higher education for academically promising, exceptionally talented, and civically minded individuals with a desire to positively impact their communities. Utilizing a holistic admissions rubric, the HLLC identifies exceptional first-year students and community college transfers from Newark, Greater Newark, and beyond, some of whom may be overlooked when relying solely on standard academic indicators for college success.

Community Curriculum Review Newark, NJ

Reviewer (2020-2021)

Reviewed the new integrated K-5 English Language Arts and Social Studies curriculum aligned with the Amistad Framework for Newark Public Schools.

American Educational Research Association: Division L - Educational Policies and Politics, Section 7

Reviewer of submissions for 2021 Annual Meeting (2020)

PS 376 Parent Staff Association Brooklyn, NY

Volunteer (2019-present)

Chair of Fundraising Committee

Election chair

Member of Superwoman committee focusing on women's empowerment.

American Educational Research Association: Division L, Educational Policies and Politics

Graduate Student Liaison (2019-2020)

Share news about jobs, research and volunteer opportunities with Teachers College students

Provide support to Teachers College students about participating in the AERA Annual Meeting

PS 84 Parent Teacher Association Wellness, Gala and Garden Party committees, Brooklyn, NY

Volunteer (2014-2015)

Maintained database of articles and policy briefs on the School Nutrition Act

Procured donations totaling \$1500 from local businesses for yearly Gala fundraising event

Assisted organizers in planning and execution of Gala and Garden Party fundraising events

Youth Development Committee, Dominican Republic

President (2000-01)

Promoted local youth's development of skills to help them transition from school to work, prepare for family life, and becoming engaged and active citizens in their communities. Built capacity in communities to develop programs to assist at-risk youth ages 10 to 25.

- Planned and implemented national conference on community education issues
- Developed curriculum and supervised a series of summer camps focused on environmental education
- Created and executed Planning for the Future workshops for local youth group

Student Health Outreach (SHOUT)

Volunteer (1999)

In collaboration with the Children's Defense Fund and Community Impact, SHOUT provides outreach to low-income families about the availability of health insurance and other government benefits.

- Educated Dominican families about health insurance options in both English and Spanish
- Determined family's eligibility for programs
- Conducted health screenings in NYC neighborhood of Washington Heights

Barnard Bulletin

Arts Editor (1996-99)

A bi-weekly magazine that features in-depth articles covering all areas of student life, including on- and off-campus events, news analysis, and reviews of film, theater, and the arts.

- Managed the arts section of the bi-weekly school magazine
- Oversaw the submission of and editing of new articles
- Conceptualized and wrote a weekly column on local arts events

Advocacy for the Homeless

Volunteer (1996-1999)

In conjunction with Community Impact at Columbia University, volunteers advocate on behalf of low-income and homeless clients.

- Conducted needs assessments of homeless and low-income clients
- Referred clients to shelters, pantries, treatment facilities, and job training programs
- Educated clients about government benefit systems

PROFESSIONAL DEVELOPMENT AND CERTIFICATIONS

NY Consortium of Evaluators, Latinidad: Cultural Heritage, History and Evaluation, 2020

Network for College Success, National Freshman Success Institute, 2020

The Professor is In, How to Publish your Academic Book, 2020

The Foundation Center, Proposal Writing, 2010

American Evaluation Association, Summer Evaluation Institute, 2008

Entrena, Peace Corps Training, Dominican Republic, 1999

MEMBERSHIPS

American Educational Research Association (AERA), 2012-present

Association for Education Finance and Policy (AEFP), 2019-present

Association for Public Policy Analysis and Management (APPAM), 2020-present

Fondo Quisqueya, 2001-present

Friends of the D.R., 2001-present

Kappa Delta Pi, 2006-present

New York Consortium of Evaluators, 2020-present

Phi Delta Kappa, 2009-present

Returned Peace Corps Volunteers of New York, 2001-present

Society for Research on Educational Effectiveness (SREE), 2020-present

SKILLS

Computer: Microsoft Office Suite, STATA, R, SPSS, Dragon NaturallySpeaking, NVivo, Dedoose, Qualtrics, Zoom, Google Meet, Cisco Webex, Microsoft Teams

Language: Spanish (fluent)

ETS/ACTFL Spanish Language Rating: Advanced High

Korean (basic)