

CURRICULUM VITAE

Sophia Hyun Joo Hwang, PhD

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ACADEMIC APPOINTMENTS

UNIVERSITY OF MARYLAND, BALTIMORE COUNTY, Baltimore MD

2022-Present **Assistant Professor**, Community Psychology, Department of Psychology

UNIVERSITY OF CALIFORNIA, BERKELEY, Berkeley CA

2022-Present **Faculty Affiliate**, Center for Prevention Research in Social Welfare

2021-2022 **Postdoctoral Scholar**, Center for Prevention Research in Social Welfare

EDUCATION

NEW YORK UNIVERSITY, New York NY

2021 **Ph.D. in Applied Psychology** - Psychology and Social Intervention
Concentration: Quantitative Analysis
Dissertation: The Power and Potential of Supportive Relationships: Patterns, Predictors, and Outcomes in a National Sample of Early Adolescents

UNIVERSITY OF PENNSYLVANIA, Philadelphia PA

2010 **M.S.Ed. in Urban Education**
Concentration: Secondary Science

STANFORD UNIVERSITY, Stanford CA

2008 **B.A in Human Biology**, Honors
Concentration: Mental and Public Health of Underserved Communities

RESEARCH FUNDING and FELLOWSHIPS

2023-2024	Co-Investigator. <i>CalHOPE Student Support Project</i> . California Mental Health Services Authority (PI: Valerie Shapiro)	\$31,222
2023	Principal Investigator. <i>Cultivating Positive Learning Environments in Baltimore Public Schools: A Framework for Classroom Emotional Ecology</i> . UMBC's Summer Research Faculty Fellowship (SURFF)	\$6,000
2022	Co-Investigator. <i>Evaluation of Schools as Centers of Wellness</i> . Sacramento County Office of Education, California Mental Health Services Oversight and Accountability Commission (PI: Valerie Shapiro)	\$85,211
2021	Co-Principal Investigator. <i>Greater Good Science Center ToolKit for Educators Project</i> . John Templeton Foundation (PI: Valerie Shapiro)	\$45,000
2021	NYU Mitchell Leaska Dissertation Research Grant	\$5,000
2020	Principal Investigator. <i>Restoring New York City's Afterschool Workforce: Leveraging Applied Research for Public Policy Action</i> . Society for the Psychological Study of Social Issues (SPSSI) Local- and State-Level Policy Work Grant	\$2,000
2020	American Psychological Association (APA) Dissertation Research Award	\$1,000

2020	NYU Steinhardt's Office of Doctoral Studies Research and Travel Grant	\$1,500
2019	Monroe Stein Memorial Fellowship for bettering the lives of children	\$20,000
2017-2019	Institute of Education Sciences Predoctoral Interdisciplinary Research Training (IES-PIRT) Fellowship (included full tuition coverage)	\$64,000
2014-2017	NYU-PIRT Award, modeled after IES-PIRT Fellowship (included full tuition coverage)	\$96,000

HONORS and AWARDS

2023	CASEL (Collaborative for Academic, Social, and Emotional Learning) Weissberg Scholar
2022	Emory Cowen Dissertation Award for the Promotion of Wellness, presented by SCRA (\$1000)
2021	Outstanding IES Predoctoral Fellowship award nominee from NYU
2021	Chein-Lehmann Dissertation Proposal Award from NYU's PSI program (\$1000)
2020	Distinguished Teaching Award from NYU's Department of Applied Psychology
2020	Society for Research on Adolescence Emerging Scholar Student Travel Award (\$200)
2019	Society for Prevention Research Travel Award from the Diversity Network Committee (\$500)
2018	Linda & Arthur Carter Family Scholarship for excellence in conducting empirical research in NYU's Department of Applied Psychology (\$1,000)
2017	Felix M. Warburg Memorial Award for academic excellence and commitment to NYU's Department of Applied Psychology (\$2,500)
2017	Invited to <i>How do we educate to live in society? The importance of school for the development of social-emotional skills</i> . International seminar by Inter-American Development Bank (IDB), Educational Testing Service (ETS), & Chilean Agency for Quality Education in Santiago, Chile.
2016	Best doctoral poster awarded at the Research and Scholarship Showcase by the Steinhardt Graduate Student Organization and The Office of Research & Doctoral Studies (\$250)

PUBLICATIONS

(+ practice-policy partner)

Peer-Reviewed Journal Articles

Shapiro, V.B., Duane, A.M., Lee, M.X.,⁺ Jones, T. M., Metzger, A. N., Khan, S.,⁺ Harvey, C. C.,⁺ **Hwang, S. H. J.**, Malicote, B.,⁺ Nunez, A., Lee, J. McLaughlin, M., Caballero, J. A., Moore, J. E.,⁺ Williams, C.,⁺ Eva, A. L. Marriott, R., Ferreira, C.,⁺ McVeagh-Lally, P.,⁺ Kooler, J. M.⁺ & CalHOPE Research Committee (2024). "We will build together": Sowing the seeds of SEL statewide. *Journal of Social and Emotional Learning*. <https://doi.org/10.1016/j.sel.2023.100014>

Albright, J., Worley, J., Rushworth, S., Cappella, E., **Hwang, S. H. J.**, Testa, S., Duresso, B., Dallard, N., Banks, J., Du, C., Lawson, G., & Wolk C. B. (conditional accept). A community-partnered process for adapting a trauma-informed mental health teacher consultation model for a large-scale rollout in urban schools.

Hwang, S. H. J., Cappella, E., Kieffer, M. J., & Yates, M.⁺ (2021). "Let's hang out!": Understanding social ties among linguistically diverse youth in urban afterschool programs. *Social Development, 1-17*. <https://doi.org/10.1111/sode.12531>

Hwang, S. H. J., Watford, J. A., Cappella, E., Mui, S.⁺, Nix, J.⁺, & Yates, M.⁺ (2020). Fostering positive youth and staff development: Understanding the roles and experiences of the afterschool workforce. *Journal of Community Psychology, 48*(8), 2457-2473. <https://doi.org/10.1002/jcop.22425>

- Hwang, S. H. J.**, & Cappella, E. (2018). Rethinking early elementary grade retention: Examining long-term academic and psychosocial outcomes. *Journal of Research on Educational Effectiveness*, 11(4), 559-587. <https://doi.org/10.1080/19345747.2018.1496500>
- Cappella, E., **Hwang, S. H. J.**, Kieffer, M. J., & Yates, M.⁺ (2018). Classroom practices and academic outcomes in urban afterschool programs: Alleviating social-behavioral risk. *Journal of Emotional and Behavioral Disorders*, 26(1), 42-51. <https://doi.org/10.1177/1063426617739254>
- Hwang, S. H. J.**, Mollen, C. J., Kellom, K. S., Dougherty, S. L., & Noonan, K. G. (2017). Information sharing between the child welfare and behavioral health systems: Perspectives from four stakeholder groups. *Social Work in Mental Health*, 15(5), 500-523. <https://doi.org/10.1080/15332985.2016.1252825>
- Cappella, E. & **Hwang, S. H. J.** (2015). Peer contexts in schools: Avenues toward behavioral health in early adolescence. *Behavioral Medicine*, 41(3), 80-89. <https://doi.org/10.1080/08964289.2015.1034646>
- Hwang, S. H. J.**, Childers, M. E., Wang, P. W., Nam, J. Y., Keller, K. L., Hill, S. J. & Ketter, T. A. (2010). Higher prevalence of bipolar I disorder among Asian and Latino compared to Caucasian patients receiving treatment. *Asia-Pacific Psychiatry*, 2(3), 156–165. <https://doi.org/10.1111/j.1758-5872.2010.00080.x>

Non-Peer-Reviewed Book Chapters and Reports

- Cappella, E., Mondri, C. F., **Hwang, S. H. J.**, & Park, C. (accepted). Social and Emotional Learning of Elementary Aged Students. Invited chapter for the *Handbook of Social and Emotional Learning* (2nd ed.).
- Hwang, S. H. J.**, Shapiro, V. B., Eldeeb, N., Lee, J., Robitaille, J.L., & Naglieri, J. A. (2023). Assessing social and emotional competencies in educational settings: Supporting resilience in young people. In S. Goldstein & R. B. Brooks (Eds.), *Handbook of Resilience in Children* (3rd ed.). New York: Springer. https://doi.org/10.1007/978-3-031-14728-9_12
- Cappella, E., Frazier S. L., Smith E. P., & **Hwang, S. H. J.** (2020). Targeting social processes to support children with EBDs: An ecological, public health approach in out-of-school programs. In T. W. Farmer, M. Conroy, E.M.Z. Farmer, & K. Sutherland (Eds.), *Handbook of Research on Emotional & Behavioral Disorders: Interdisciplinary Developmental Perspectives on Children and Youth* (pp. 167-182). New York: Routledge.
- Hwang, S. H. J.**, Griffis, H., Song, L., & Rubin, D. (2014). Supporting the needs of students involved with the child welfare or juvenile justice system in the School District of Philadelphia. <https://policylab.chop.edu/report/supporting-students-involved-with-child-welfare>

REFEREED CONFERENCE PRESENTATIONS and POSTERS

(* student mentee; + practice-policy partner)

- Dancis, J., **Hwang, S. H. J.**, Anderson, A., Reischer, H, Renick, J., Morgan, K., Chaudry, N., Eccleston S., & Christensen K. M. (2023, June). *From Competition to Communalism: Prefiguring a Culture Shift*

- in Academia*. Presentation at the Biennial Conference of the Society for Community Research and Action, Atlanta, GA.
- Wolk, C. B., Testa, S., Weiss, M., Albright, J., Rushworth, S., Duresso, B., Cappella, E., **Hwang, S. H. J.**, Lawson, G., Dallard, N., Banks, J., Du, C., & Worley, J. (2023, June). Adapting and implementing a mental health teacher consultation model in a large urban U.S. school district. Paper presented at the 10th World Congress of Cognitive and Behavioral Therapies, Seoul, South Korea.
- Cirolia, A.* , **Hwang, S. H. J.**, Michel E.* , & Shapiro V.B. (2023, June). *Put Your Mask on First": Addressing the social emotional needs of educators*. Paper presented at the annual meeting of Society for Prevention Research, Washington D.C.
- Michel E. M.* , Cirolia, A.* , **Hwang, S. H. J.**, & Shapiro V. B. (2023, June). *Examining Sustainability within a Statewide Initiative to Implement Social-Emotional Learning: Supports and Strategies within Policy Artifacts*. Poster Presented at the annual meeting of Society for Prevention Research, Washington D.C.
- Cirolia, A.* , **Hwang, S. H. J.**, Michel, E.* , Duane, A., Lee, M. X. + , Williams, C. + , Malicote, B. + , & Shapiro, V. (2023, April). *Exploring the Leadership Structures of Social and Emotional Learning Implementation Support Teams: An Artifact Analysis*. Paper presented at the annual meeting of American Educational Research Association, Chicago, IL.
- Romano, L., Black, K., **Hwang, S.**, Miciak, J., Carlson, C., Le, B., Kieffer, M., & Francis, D. (2023, April). *Exploring Educator Perceptions of the Barriers and Facilitators to Secondary Course Taking for English Learners*. Paper presented at the annual meeting of American Educational Research Association, Chicago, IL.
- Shapiro, V., Malicote, B. + , Lee, M.X. + , Duane, A., Williams, C. + , **Hwang, S.**, Jones, T., & Cook-Harvey, C. + (2023, April). "We will build together": County-Level Implementation Support for Transformative SEL during COVID-19. In R. Jagers (Chair), *"In service of equity and excellence": Implementing Transformative Social and Emotional Learning Across Contexts*. Symposium presented at the meeting of American Educational Research Association, Chicago, IL.
- Worley, J.A., Weiss, M., Testa, S., Albright, J., Rushworth, S., Lawson, G., Cappella, E., **Hwang, S.**, Du, C., Dallard, N., & Wolk, C.B (2023, March). *Bridging Education and Mental Health: Adaptation and Implementation of the BRIDGE Model in the Philadelphia School System*. Poster presented at the Pennsylvania Department of Education Conference, Hershey, PA.
- Weiss, M., Testa, S., Worley, J., Armstrong, J.P., Jr., Washington, A., Lawson, G., Cappella, E., **Hwang, S. H. J.**, Comeau, C., Venti, A., & Wolk, C.B. (2022, November). *Adaptation and Implementation of the BRIDGE model in the Philadelphia School System*. Poster presented at the annual meeting of the Association for Behavioral and Cognitive Therapies, New York, NY.
- Testa, S., Armstrong, J. P., Jr., Washington, A., Weiss, M., Worley, J., Lawson, G., Cappella, E., **Hwang, S. H. J.**, Comeau, C., Venti, A., & Wolk, C. B. (2022, November). *Feasibility and clinician knowledge and self-efficacy in using an adapted mental health teacher consultation model in a large urban school district*. Poster presented at the annual meeting of Association for Behavioral and Cognitive Therapies, New York, NY.

Hwang, S. H. J. (Chair). (2022, May). *Improving school-based implementation contexts to advance social-emotional well-being and equity*. Symposium presented at the annual meeting of the Society for Prevention Research, Seattle, WA.

Hwang, S. H. J., Cappella, E., Kieffer, M. J., & Seidman, E. (2022, May). *The distribution, predictors, and outcomes of supportive relationships in early adolescence*. Paper presented at the annual meeting of the Society for Prevention Research, Seattle, WA.

Hwang, S. H. J., Lee, J., Shapiro V., B., Nunez, A. (2022, May). *An original tool to capture the implementation of transformative social-emotional learning in educational systems*. Paper presented at the annual meeting of the Society for Prevention Research, Seattle, WA.

Cirolia, A.*, **Hwang, S. H. J.**, Shapiro V., B., Nunez, A. (2022, May). *Capturing the statewide social-emotional learning implementation during Covid: A qualitative analysis of policy artifacts to advance equity*. Paper presented at the annual meeting of the Society for Prevention Research, Seattle, WA.

Black, K. E., Kieffer, M. J., **Hwang, S. H. J.**, & Romano, L. (2022, April). *Capturing STEM access for English Learners in New York City: Inequities between and within schools*. Paper presented at the annual meeting of the American Educational Research Association, San Diego, CA.

Hwang, S. H. J., McCormick, M., Cappella, E., O'Connor, E., & McClowry, S. (2021, September). *Sustaining environments of social-emotional learning: Variation in Effects of INSIGHTS by subsequent school climate*. Paper presented at the annual meeting of the Society for Research on Educational Effectiveness, Washington, DC.

Hwang, S. H. J. (Chair). (2020, March). *The importance of social support in adolescence: Capturing the predictors, consequences, and contexts*. Symposium accepted to the biennial meeting of the Society for Research on Adolescence (canceled due to Covid-19).

Hwang, S. H. J., Cappella, E., Kieffer, M. J., & Seidman, E. (2020, March). *Predictors of supportive relationships in a national sample of early adolescence: For whom and under what conditions*. Paper accepted to the biennial meeting of the Society for Research on Adolescence (canceled due to Covid-19).

Hwang, S. H. J., Cappella, E., Kieffer, M. J., & Yates, M.⁺ (2020, March). *“Let’s hang out!”: Cross-linguistic social ties in urban afterschool programs*. Paper accepted to the biennial meeting of the Society for Research on Adolescence (canceled due to Covid-19).

Hwang, S. H. J. & Sichel, C. E. (Co-Chairs). (2019, May). *Investigating the interpersonal in adolescence: Understanding the critical role of relationships for prevention and well-being*. Symposium presented at the annual meeting of the Society for Prevention Research, San Francisco, CA.

Hwang, S. H. J., Cappella, E., Seidman, E., & Kieffer, M. J. (2019, May). *Prevalence, nature, and impact of relational support in early adolescence*. Paper presented at the annual meeting of the Society for Prevention Research, San Francisco, CA.

Hwang, S. H. J. (Co-Chair), Sichel, C. E. (Co-Chair), Shapiro, V. B., Ozer, E. J., Corrigan, D.⁺, & Villa, B. (2019, May). *Training the next generation of prevention scientists: Cultivating and maintaining*

research-practice partnerships. Roundtable presented at the annual meeting of the Society for Prevention Research, San Francisco, CA.

Hwang, S. H. J. (Chair). (2019, March). *Empirical and theoretical perspectives to enhance social-emotional learning: Evidence from three randomized control trials*. Symposium presented at the annual meeting of the Society for Research on Educational Effectiveness, Washington, DC.

Hwang, S. H. J., Cappella, E., & Seidman, E. (2019, March). *Classroom emotional ecology: A networked, social-emotional learning perspective*. Paper presented at the annual meeting of the Society for Research on Educational Effectiveness, Washington, DC.

Hwang, S. H. J., Kieffer, M. J., & Cappella, E. (2018, April). *Measuring discussion quality in linguistically diverse afterschool settings*. Paper presented at the annual meeting of the American Educational Research Association, New York, NY.

Cappella, E., **Hwang, S. H. J.**, Kieffer, M. J., & Yates, M.⁺ (2017, April). *Intergroup peer connections in urban afterschool programs: Predictive influence of student characteristics and teaching practices*. Paper presented at the biennial meeting of the Society for Research in Child Development, Austin, TX.

Mijatovich, K.* , Cappella, E., Watford, J. A., & **Hwang, S. H. J.** (2017, April). *Afterschool staff role breadth and student support: An exploratory mixed-methods study*. Poster presented at Research and Scholarship Showcase by the Steinhardt Graduate Student Organization and The Office of Research & Doctoral Studies, New York, NY.

Hwang, S. H. J. (Chair). (2017, March). *Research to practice and back again: Examples of university, community, and policy partnerships in urban communities*. Symposium presented at the annual meeting of the Society for Research on Educational Effectiveness, Washington, DC.

Hwang, S. H. J., Cappella, E., Yates, M.⁺, & Kieffer, M. J., (2017, March). *University-community partnership and embedded efficacy trials: Putting “science to work.”* Paper presented at the annual meeting of the Society for Research on Educational Effectiveness, Washington, DC.

Watford, J. A., Cappella, E., **Hwang, S. H. J.**, & Mijatovich, K.* (2017, March). *Roles, goals, stressors, and supports for the Urban Afterschool Education Workforce: Qualitative findings from an experimental trial*. Poster presented at the annual meeting of the Society for Research on Educational Effectiveness, Washington, DC.

Hwang, S. H. J., Cappella, E., & Schwartz, K. (2016, Nov). *Using propensity score matching to measure the effect of grade retention on elementary and middle grade academic outcomes*. Paper presented at the Association for Public Policy Analysis & Management Conference, Washington, DC.

Hwang, S. H. J., Cappella, E., & Schwartz, K. (2016, April & May). *Evaluating the effect of grade retention on academic and psychosocial outcomes: Implications for research, policy, and practice*. Poster presented at Stanford University’s Education and Inequality in 21st Century America Conference, Stanford, CA, and presented at Research and Scholarship Showcase by the Steinhardt Graduate Student Organization and The Office of Research & Doctoral Studies, New York, NY.

Hwang, S. H. J., & Lieberman, L.⁺ (2011, November). *Mapping competencies to assess trainings for the public health work force*. Poster presented at the American Public Health Association 129th Annual Meeting, Washington, DC.

Hwang, S. H. J., & Paesani, S.⁺ (2011, June). *Closing the gap between knowledge and practice in trauma-informed care: Analyzing trainings for children's service providers*. Paper presented at University of Pennsylvania's Field Center for Children's Policy Practice and Research: One Child, Many Hands Conference, Philadelphia, PA.

Ketter, T. A., **Hwang, S. H. J.**, Childers, M., Wang, P.W., Nam, J.Y., Keller, K.L., & Hill, S. (2008, December). *Higher prevalence of Bipolar I disorder among Asian and Latino compared to Caucasian patients receiving treatment*. Poster presented at 47th Annual Meeting of the American College of Neuropsychopharmacology, Phoenix, AZ.

PUBLICATIONS for POLICY and PRACTICE

(+ practice-policy partner)

Original, Non-Peer-Reviewed Briefs and Blogs

Good Shepherd Services⁺ & **New York University**. (Vol 6. 2022). [Three Evidence-Informed Strategies to Foster Diverse Connections for Youth in Afterschool](#) [Practice brief].

New York University & Good Shepherd Services.⁺ (Vol 5. 2022). [The Benefit of Linguistically Diverse Connections for Afterschool Youth](#) [Research brief].

Good Shepherd Services⁺ & **New York University**. (Vol 4. 2022). [Three Ways to Strengthen the Afterschool Workforce](#) [Practice brief].

New York University & Good Shepherd Services.⁺ (Vol 3. 2022). [The Importance of Afterschool Youth Workers: Supporting Positive Youth, Staff, and Community Development](#) [Research brief].

Hwang, S. H. J., Pagan, O., Nalani, A., Watford, J.A., Rosenbach, S. (2020). Q&A: NYU Students Inform Unity Task Force on Education [NYU blog post]. <https://steinhardt.nyu.edu/ihdsc/on-the-ground/qa-nyu-students-inform-unity-task-force-education>

Good Shepherd Services⁺ & **New York University**. (Vol 2. 2019). Lessons from the Field: Three Evidence-Informed Strategies to Improve Afterschool Quality [Practice brief]. <https://goodshepherds.org/wp-content/uploads/2019/02/ACROSS-Practice-Brief.pdf>

New York University & Good Shepherd Services.⁺ (Vol 1. 2018). Afterschool classroom quality matters: Driving academic outcomes in out-of-school contexts [Research brief]. <https://goodshepherds.org/wp-content/uploads/2018/04/ACROSS-Brief-Classroom-Quality-3-28-2018.pdf>

Yates, M. ⁺, Cappella, E., & **Hwang, S. H. J.** (2019). Partnering to improve afterschool [NYU blog post]. <https://steinhardt.nyu.edu/ihdsc/on-the-ground/partnering-improve-afterschool>

Hwang, S. H. J. (2018). Social-emotional learning across the American continents [NYU blog post]. <https://steinhardt.nyu.edu/site/ihdscblog/2018/03/13/social-emotional-learning-across-the-american-continents/>

Media Coverage and Publications in Other Outlets

Yates, M. ⁺, Eagan, N. ⁺, Cappella, E., **Hwang, S. H. J.** & Kieffer, M. (2020). Using the chaordic stepping stones to advance inclusion and creativity in a partnership. *American Evaluation Association*. <https://aea365.org/blog/using-the-chaordic-stepping-stones-to-advance-inclusion-and-creativity-in-a-partnership-by-miranda-yates-nancy-eagan-elise-cappella-sophia-hwang-and-michael-kieffer/>

Education Week. (2019) “Grade Retention.” <https://www.edweek.org/teaching-learning/grade-retention/2019/01>

Cappella, E., & **Hwang, S. H. J.** (2017). The role of after-school environments in students’ academic performance. *Education Week*. <https://www.edweek.org/leadership/opinion-the-role-of-after-school-environments-in-students-academic-performance/2017/12>

MANUSCRIPTS UNDER REVIEW or IN PREPARATION

(* student mentee; ⁺ practice-policy partner)

Hwang, S. H. J., Cappella, E., Kieffer, M. J., & Seidman, E (revise and resubmit). Capturing the prevalence, patterns, and predictors of supportive relationships in early adolescence.

Hwang, S. H. J., Kieffer, M. J., & Cappella, E. (under review). The role of supportive relationships in academic competence and personal well-being: Results from a national sample of early adolescents.

Jones, T. M., Williford, A., Metzger, A., **Hwang, S. H. J.**, CalHOPE Research Committee, & Shapiro, V. B. (in preparation). County level efforts to facilitate systemic and transformative social and emotional learning in California.

Hwang, S. H. J., Greenstein, J.,* & Shapiro, V. B. (in preparation). Exploring the Implementation of School-based Multi-Tier Mental Health Supports: A Multi-Perspective Qualitative Study

Hwang, S. H. J., Cappella, E., & Seidman, E (in preparation). A framework for classroom emotional ecology: Integrating social and emotional and social network perspectives for early adolescents.

Cappella, E., McCormick, M., **Hwang, S. H. J.**, O’Connor, E. E., & McClowry, S. G. (in preparation). The role of elementary and middle school climate in longitudinal effects of early intervention.

TEACHING and INVITED PRESENTATIONS

Instructor of Record

UNIVERSITY OF MARYLAND, BALTIMORE COUNTY

2024, 2023 Introduction to Community Psychology (Undergraduate)

2023 Program Evaluation (Doctoral)

2022 Primary Prevention (Doctoral)

NEW YORK UNIVERSITY

2019 Human Growth and Development (Masters)

2018 Human Growth and Development (Masters)

Inquiries into Teaching & Learning (Undergraduate, Masters)

2017 Inquiries into Teaching & Learning (Undergraduate, Masters)

Invited Presentations and Lectures

- 2021 **Guest lecturer**, Developmental and Prevention Sciences (NYU Applied Psychology doctoral seminar). Invited by Hirokazu Yoshikawa, PhD. New York, NY
- 2021 **Guest lecturer**, Research Methods II for Social Work (CUNY Hunter masters seminar). Invited by Ali Holstein, MSW. New York, NY
- 2017 **Invited presenter** (with Miranda Yates⁺, PhD from Good Shepherd Services), Building NYC-NYU Connections: Research Partnerships for Knowledge and Action Conference. New York, NY
- 2017 **Guest lecturer**, Research and Policy for Children in the United States and United Kingdom (NYU Teaching & Learning undergraduate honors seminar). Invited by Erin O'Connor, EdD. New York, NY

TRAINING and CERTIFICATION

- Certified *Classroom Assessment Scoring System (CLASS)* Observer by Teachstone
- Attended Dr. Alison Hamilton's training on *Implementation Research: Using Qualitative Research Methods to Improve Policy and Practice* by Research Talk

CONSULTING in HIGHER EDUCATION

- 2022-Present **Consultant**, UC Berkeley's Innovations For Youth (i4Y), UC Berkeley and Sacramento County Office of Education. [CalHOPE Student Support](#) and [Schools as Centers of Wellness](#) project
- 2022-Present **Advisory Committee**, "The influence of COVID-19 on racial inequities in academic outcomes and enrollment in California" project funded by AIR
- 2020-Present **Consultant**, Penn Center for Mental Health and New York University. BRIDGE (Bridging Mental Health and Education in Urban Schools) funded by Philadelphia Department of Behavioral Health and Intellectual disability Services - Community Behavioral Health
- 2020-Present **Consultant**, New York University and University of Houston. [Center for the Success of English Learners](#) (CSEL) funded by Institute of Education Sciences
- 2014-Present **Consultant**, Good Shepherd Services and New York University. [Advancing Collaborative Research in Out-of-School Settings](#) (ACROSS)
- 2017-2018 **Consultant**, DeWitt Clinton High School and Good Shepherd Services. Community school in the Bronx, NY

EXPERIENCE OUTSIDE of HIGHER EDUCATION

- 2020 **Consultant**, Biden-Sanders Unity Task Force on Education with Hirokazu Yoshikawa, PhD
- 2011-2014 **Research Associate**, PolicyLab at The Children's Hospital of Philadelphia with David Rubin, MD and Kathleen Noonan, JD, Philadelphia PA

- 2010-2012 **Selector**, Philadelphia Teaching Fellows-TNTP, Philadelphia PA
- 2010-2011 **Stoneleigh Foundation Emerging Leader Fellow**, Health Federation of Philadelphia, Philadelphia PA
- 2008 – 2010 **9th and 10th Grade Science Teacher, Department Chair**, Charles Y. Audenried High School (physical science, biology, special education), Philadelphia PA

PROFESSIONAL and UNIVERSITY SERVICE

- 2023 Completion of Faculty Success Program by National Center for Faculty Development & Diversity (NCFDD)
- 2022-present Member of “First Year Faculty” Community Psychology affinity group
- 2016-present Ad hoc reviewer for:
 American Journal of Community Psychology
 Educational Researcher
 Journal of Early Adolescence
 Journal of Research on Educational Effectiveness
 Psychology in the Schools
 Social Development
 School Mental Health
- 2016-2018 NYU Department of Applied Psychology student representative and liaison to faculty
- 2015-2016 NYU Department of Applied Psychology Colloquium Committee
- 2014-2015 Mentor for the NYU Steinhardt’s Community College Transfer Opportunity Program
- 2014-2015 NYU Psychology & Social Intervention Program Admissions Committee

PROFESSIONAL MEMBERSHIPS

- Society for Community Research and Action (SCRA)
- Society for Prevention Research (SPR)
- American Educational Research Association (AERA)