

KATHERINE (KATE) S. HODGES, M.A.

EDUCATION

Ed.D. in Education, Culture, and Society, Rutgers University, New Brunswick, NJ,
expected graduation 2022

M.A. in Applied Child Development; Tufts University, Medford, MA, 2011; Capstone
Project: *Exporting a Constructivist Approach to Mumbai: A Tale of Square Pegs and Round
Holes*

B.A. in Child Development & Community Health, Tufts University, Medford, MA, 2009

PROFESSIONAL EXPERIENCE & YEARS IN POLICY RESEARCH

2018-Present Policy Research Project Coordinator, National Institute for Early Education Research, Rutgers
University, New Brunswick, New Jersey

- Work as part of the Yearbook team developing the annual survey, analyzing survey data and disseminate results for the annual publication. Coordinate with state-funded programs to ensure their data are accurate and ready for publication. Compile Yearbook data for outside agencies, as requested.
- Scan policies related to Infant/Toddler childcare and workforce in New Jersey and nationally
- Plan and coordinate the two-day Infant Toddler Forum that brought together key stakeholders for a discussion about NIEER's plans for an Infant and Toddler Center, December 2019.
- Provide and coordinate regional and individualized technical assistance to four cohorts of school districts in New Jersey applying for Preschool Expansion Aid (2018-2020).
- Provide rapid response technical assistance for districts implementing preschool programs as needed.
- Develop and maintain an enrollment database for New Jersey state-funded preschool programs. Manage requests for this data from outside agencies and organizations.
- Analyze large data sets.
- Evaluated over 25 Preschool classrooms in Northern New Jersey and administered the ECERS-3 assessment tool during a three-hour observation.

2016-2018 Assistant Director, Consultant, Just Us Kids, Washington, D.C.

- Developed and implemented policies for infant feeding and child evaluations. Authored updates to the Parent & Staff Handbooks. Revised the Center's Illness Policy to comply with OSSE requirements and worked with families to ensure understanding and compliance.
- Worked with classroom teachers of children ages Infant-Pre-K to develop dynamic curricula based on the monthly themes of the Smithsonian's Museum Magic curriculum. Coordinated museum and community visits and created specific curricula for use in each classroom.
- Maintained and updated staff and child health & immunization forms (reaching and maintaining 100% compliance with the DOH), created a Program-wide parent-teacher conference schedule, screened and interviewed new staff members, and managed bi-weekly payroll.

2016-2016 Lead Teacher, Smithsonian Early Enrichment Center, Washington, D.C.

- Wrote dynamic, child-centered, emergent curriculum for 13 children in a toddler/preschool classroom. Incorporated multiple weekly museum visits into developmentally appropriate curriculum topics.
- Worked daily with administration, parents, and two associate teachers to create and foster a strong home/school connection for the students.
- Coached two associate teachers and multiple floating teachers to help improve teacher-child interactions, curriculum development, and whole- and small-group management skills.

2012-2016 Contracted Contract Writer, Contracted Web Content Curation Specialist, & Contracted
Children's Media Curation Specialist, LeapFrog, Emeryville, CA.

- Researched and wrote developmentally appropriate world geography facts for an interactive child's activity center.

- Reviewed over 4,000 videos, 550 games, 700 images, and 100 TV episodes and made-for-TV movies in a three-year period. Critically assessed all content to ensure it adhered to LeapFrog's Content Appropriateness Standards and Guidelines.
- Approved and added 40+ full length videos and episodes to the LeapFrog App Store. Additionally, added over 3,000 short videos to the LeapFrog LeapSearch online Database.

2011-2015 Education Specialist, Ponte & Chau Consulting, Inc. Belmont, MA.

- Transcribed, coded, and evaluated large-scale research projects in the United States and internationally.
- Supported non-profit Yunnan Kids International in Kunming, China to develop a natural playground for a rural foster village that serves over 300 children, half of whom have a special need. Work included site design, measurements, meeting with local foster parents and officials to discuss design needs.
- Developed and implemented the Expanding Minds Program in Mumbai, India (2010)
 - Developed two, week-long, constructivist curricula: architecture and the human body. Each day provided a lesson, an interactive activity, and a summary prompt.
 - Administered an initial assessment to gauge each child's understanding of architectural and anatomic concepts and a final assessment after the curriculum was completed. Assessed the efficiency of and altered assessments when needed.
 - Upon the conclusion of the program, disseminated the data collected during assessments and discovered a dramatic increase in content knowledge

PUBLICATIONS

Journal Articles

Weisenfeld, G. G., Garver, K. A., & **Hodges, K. S.** (2020). Federal and State Efforts in the Implementation of Kindergarten Entry Assessments (2011-2018). In D. J. Ackerman & R. Lambert (Eds.), *Special Issue: Kindergarten Entry Assessments: Policies, Practices, Potential Pitfalls, and Psychometrics*. Early Education and Development.

Books

Friedman-Krauss, A. H., Barnett, W. S., Garver, K. A., **Hodges, K. S.**, Weisenfeld, G. G., & Gardiner, B. A. (in process). *The State of Preschool 2020: State Preschool Yearbook*. New Brunswick, NJ: National Institute for Early Education Research.

Friedman-Krauss, A. H., Barnett, W. S., Garver, K. A., **Hodges, K. S.**, Weisenfeld, G. G., & Gardiner, B. A. (2020). *The State of Preschool 2019: State Preschool Yearbook*. New Brunswick, NJ: National Institute for Early Education Research.

Friedman-Krauss, A. H., Barnett, W. S., Garver, K. A., **Hodges, K. S.**, Weisenfeld, G. G., & DiCrecchio, N. (2019). *The State of Preschool 2018: State Preschool Yearbook*. New Brunswick, NJ: National Institute for Early Education Research.

Data Snapshots

Hodges, K. (2020). *Pre-K and kindergarten entry assessment (KEA) alignment: 2018-2019 school year*. National Institute for Early Education Research.

Blog Posts

Hodges, K. & Barnett, S. (in process). *New Jersey's digital divide in districts with pre-K*. New Brunswick, NJ: National Institute for Early Education Research.

Hodges, K. & Garver, K. (August, 2019). *Finding hidden data treasure – 2018 update*. New Brunswick, NJ: National Institute for Early Education Research.

Hodges, K. & Garver, K. (July, 2018). *Finding hidden data treasure*. New Brunswick, NJ: National Institute for Early Education Research.

Conference and Other Professional Presentations

DiGiovanni, H., Kamenski, C., **Hodges, K.**, & Keeler, R. (2018, November). *Risks versus hazards: Outdoor play in three early education contexts*. Presentation at the National Association for the Education of Young Children Annual Conference, Washington, DC.