

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

---

### EDUCATION

Ed.D. in Education, Culture, and Society, Rutgers University, New Brunswick, NJ, expected graduation 2023

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

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

- Work on 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, policymakers, and researchers, as requested.
- Scan policies related to Infant/Toddler childcare and workforce in New Jersey and nationally
- Provide and coordinate regional and individualized technical assistance to school districts in New Jersey applying for Preschool Expansion Aid.
- 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.
- Oversaw the implementation of the Teaching Strategies GOLD assessment system in infant-Pre-K classrooms.
- 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

Friedman-Krauss, A. H., Barnett, W. S., Garver, K. A., **Hodges, K. S.**, Weisenfeld, G. G., & Gardiner, B. A. (2022). *The State of Preschool 2021: State Preschool Yearbook*. National Institute for Early Education Research.

Hodges, K. & Gardiner, B. (2022, March) NIEER New Jersey infant/toddler professional development scan. *Technical report*. National Institute for Early Education Research.

Connors-Tadros, L., Northey, K., Frede, E., **Hodges, K.**, & Jost, T. (2021). Effective state offices of early learning: structural features, enabling conditions, and key functions in four states. *Research Report*. National Institute for Early Education Research.

Hodges, K., Jost, T., & Northey, K. (2021). "A Case Study of the Effectiveness of the New Jersey Department of Education, Division of Early Childhood Education." In L. Connors-Tadros, K. Northey, E. Frede, K. Hodges & T Jost, Effective state offices of early learning: structural features, enabling conditions, and key functions in four states (pp. 61-80). *Research Report*. National Institute for Early Education Research.

Frede, E., Northey, K., & **Hodges, K.** (2021). "A Case Study of the Effectiveness of the West Virginia Department of Education's Office of Early & Elementary Learning Services." In L. Connors-Tadros, K. Northey, E. Frede, K. Hodges & T Jost, Effective state offices of early learning: structural features,

enabling conditions, and key functions in four states (pp. 81-103). *Research Report*. 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. (2021). *The State of Preschool 2020: State Preschool Yearbook*. National Institute for Early Education Research.

Hodges, K. (2021, January). *New Jersey's digital divide in districts with state-funded pre-K*. New Brunswick, NJ: National Institute for Early Education Research.

Hodges, K. (2021). *Early childhood education in New Jersey: A 20-year history*. National Institute for Early Education Research. <https://nieer.org/early-childhood-education-in-new-jersey-a-20-year-history>

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.

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*. National Institute for Early Education Research.

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

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

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

### **Conference and Other Professional Presentations**

Northey, K. & **Hodges, K.** (2022, April 21-26). *Setting the course for sustainable pre-K systems: Lessons from four states* [Paper presentation]. American Educational Research Association (AERA) Annual Conference, virtual.

Hodges, K., Northey, K., Cooper, B. J., & DellaMea, M. (2021, October). *Effective State Office of Early Learning: Moving beyond structure to organizational capacity, enabling conditions, and functions*. Presentation at the Preschool Development Grant Birth to Five (PDG B-5) Technical Assistance Center Annual Convening, virtual.

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.