

MLDS Center External Research Application

External Research Applicants are required to submit a Research Proposal Summary using this form. The summary covers the most frequently asked questions from the MLDS Governing Board, Research and Policy Advisory Board (RPB), and MLDS Center Staff.

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Research Applicant Name

Angela Henneberger

Organization

MLDS Center and University of Maryland School of Social Work

Phone Number

410-706-6341

Researcher Information

Please provide information about the Research Applicant's background, other relevant research, and related interests.

Research Applicant Background and Qualifications

Dr. Angela K. Henneberger, Ph.D., is Principal Investigator and Director of Research of the MLDSC. She is a Research Assistant Professor at the University of Maryland School of Social Work. Dr. Henneberger's research applies advanced quantitative methods to examine the academic, social, emotional, and behavioral development of children and adolescents, with a specific focus on at risk students. Dr. Henneberger received her Ph.D. from the University of Virginia, where she was awarded an Institute of Education Sciences (IES) predoctoral fellowship. She completed a postdoctoral fellowship at the Pennsylvania State University in the Prevention and Methodology Training (PAMT) program.

Does your project include additional Research Applicants?

- Yes. If so, please upload CV for all Research Applicants.
- No

Proposed Project

Project Title

Poverty and Long-Term College and Career Outcomes: Exploring Individual and School Level Protective Effects

Abstract or Brief Description

Poverty has been linked to a number of negative educational outcomes, including lower test scores, lower rates of high school graduation and college enrollment, and lower workforce wages. Prior work using data from the Maryland Longitudinal Data System (MLDS) found that after controlling for student race and school racial composition, individual student poverty was related to worse outcomes, and that school concentrated poverty was related to worse outcomes above and beyond the role of individual student level poverty. There are two critical next steps in this study, described in detail in this proposal. First, use of eligibility for free and reduced price meals (FARMS) to measure poverty is becoming increasingly problematic. This study will compare the use of FARMS to measure school concentrated poverty with the use of data from the Census Bureau at the school-level. Second, the examination of risk and protective factors for students living in poverty is critical for the implementation of targeted services to ensure the most benefit for students and schools. This study will address both of these critical questions to inform policy and practice in Maryland.

Research Project Question

Select one or more MLDS Research Agenda Questions

- 1. What is the impact of early childhood education experiences and programs on children's school readiness and K-12 outcomes?
- 2. Are Maryland students academically prepared to enter postsecondary institutions and complete their programs in a timely manner?
- 3. What percentage of Maryland high school exiters go on to enroll in Maryland postsecondary education?
- 4. What percentage of Maryland high school exiters entering college are assessed to need to take developmental courses and in what content areas?
- 5. Which financial aid programs are most effective in improving access and success (i.e., retention and graduation) for Maryland students?
- 6. Assess the need for inclusion of online education data.
- 7. How likely are students placed in developmental courses to persist in postsecondary education and transfer and/or graduate?
- 8. Are community college students able to transfer within the state to 4-year institutions successfully and without loss of credit?
- 9. What are the differences in performance, retention, and graduation, including time to degree, of students who initially matriculate at a Maryland community college and transfer to a Maryland 4-year institution versus those who initially matriculate at a Maryland 4-year?
- 10. What are the differences in performance, retention and graduation, including time to degree, of students beginning in dual enrollment programs, at 2-year institutions and at 4-year institutions?

- 11. What are the characteristics of 2-year institutions that are allowing students to persist most effectively and either graduate or transfer?
- 12. Which 4-year institutions are graduating students most effectively and in the timeliest fashion?
- 13. What happens to students who start at community colleges and do not go on to 4-year institutions?
- 14. What are the educational and labor market outcomes for individuals who use federal and state resources to obtain training at community colleges or other postsecondary institutions?
- 15. What economic value do noncredit community college credentials have in the workplace?
- 16. Are exiters of Maryland colleges successful in the workforce?
- 17. Assess STEM post-graduate student state and regional job acceptance and retention.
- 18. Assess training and retention of early childhood workforce in Maryland.
- 19. What are the workforce outcomes for Maryland students who earn a high school diploma (via high school graduation or GED®) but do not transition to postsecondary education or training?
- 20. What are the workforce outcomes for Maryland high school students who complete Career Technical Education coursework, who either enter the workforce directly or also obtain postsecondary education or training?
- 21. What are the workforce outcomes of Maryland high school non-completers?

Explanation of Cross-Sector

This research is cross-sector by incorporating data from Maryland high school students, data on college enrollments, and workforce earnings.

Please describe how the proposed research will inform choices to improve student and workforce outcomes in the State of Maryland. Consider including implications such as broadening the participation of underrepresented groups (e.g. gender, ethnicity, geographic, etc.), enhancing the infrastructure for research and education, and benefiting and/or informing educational policy and practice.

Benefit to the State of Maryland

This study provides a benefit to the State of Maryland in two main ways. First, the use of FARMS as an indicator of student poverty is becoming increasingly problematic, due to the increased participation of districts and schools in the Community Eligibility Provision (CEP), which identifies entire school populations as FARMS-eligible. This study will begin to provide information on the utility of using data from the Census Bureau to measure school-level poverty. Second, the findings of this study will provide implications for where additional services may be best used for at-risk students (i.e., for which individual students in which types of schools?).

Estimated Timeline for the Proposed Project

One year, Start date Spring 2019

Available Resources

Please provide information on funding for this project.

Is this project supported through grant funds? *

- Yes, grant funds have already been secured for this project.
- Yes, I have applied to receive grant funds for this project.
- Yes, I plan to apply for grant funds for this project.
- No ,there are no grant funds and no plans to apply for grant funds in support of this project.

Grant Funding

If you replied "Yes" above, please complete the following information about the grant funding.

Provide the name of the grantor:

Spencer Foundation

Provide information on the RFP or the grant program description. A link to the RFP or grant program may be included below.

<https://www.spencer.org/small-research-grants>

RFP or Grant Program Information

Spencer Foundatio...

Provide the amount of funds sought/awarded:

\$50,000

Provide the date you applied or plan to apply for the grant:

November 1, 2018

Do you need (or anticipate needing) the Center to provide a letter of support for your grant application?

Yes

No

Other: _____

If you have not yet been awarded a grant, do you intend to do this project if grant funds cannot be secured?

Yes

No

Please describe any other type of funding you may be using to support this project.

Proposed Center Output and Further Development

Please provide a description of the proposed Center Output to be completed as part of this work. Additionally, please provide your plans for further development of the Center output. Be sure to include possible

publications and presentations in your description. Further developed work occurs after System access is terminated and may only use aggregate, de-identified data that was developed as part of the Center output.

Description of the proposed Center Output

Research series, research report

Plans for further development

We plan to submit results to academic conferences (e.g., Society for Child Development, Society for Research on Adolescence, Society for Prevention Science, American Educational Research Association) and academic journals (e.g., Applied Developmental Science, Journal of Children and Poverty, Social Work Research).

Supporting Documents

Curriculum Vitae for Research Applicants

[_Henneberger_CV_...](#)

[BRose CV 8-18 - A...](#)

[Mushonga CV 201...](#)

Formal Research Proposal

[Spencer_Poverty_E...](#)

Data Request Template

[Henneberger_Data...](#)

IRB Approval and Completed Trainings

This form was created inside of Maryland.gov.

Google Forms

Poverty and Long-Term College and Career Outcomes: Exploring Individual and School Level Protective Effects

Spencer Foundation
Small Grants Program (\$50,000)
Duration: One year
Due date: November 1, 2018

Principal Investigator: Dr. Angela K. Henneberger, Research Director, MLDS Center

Co-Principal Investigator: Dr. Bess Rose, Statistician, MLDS Center

Co-Investigator: Dr. Dawnsha Mushonga, Postdoctoral Fellow, MLDS Center

August 27, 2018

Abstract

Poverty has been linked to a number of negative educational outcomes, including lower test scores, lower rates of high school graduation and college enrollment, and lower workforce wages. Prior work using data from the Maryland Longitudinal Data System (MLDS) found that after controlling for student race and school racial composition, individual student poverty was related to worse outcomes, and that school concentrated poverty was related to worse outcomes above and beyond the role of individual student level poverty. There are two critical next steps in this study, described in detail in this proposal. First, use of eligibility for free and reduced price meals (FARMS) to measure poverty is becoming increasingly problematic. This study will compare the use of FARMS to measure school concentrated poverty with the use of data from the Census Bureau at the school-level. Second, the examination of risk and protective factors for students living in poverty is critical for the implementation of targeted services to ensure the most benefit for students and schools. This study will address both of these critical questions to inform policy and practice in Maryland.

Significance and Background

The question of the relative impact of student and school poverty is a critical one for policy makers. Understanding the mechanisms for how poverty affects children is necessary for the appropriate direction of funding and programs. Currently, Maryland's funding formula for allocating funds to districts provides additional funds for higher-poverty schools, as each low-income student "counts" extra in the per-pupil funding formula. Currently under consideration by the Maryland Commission for Innovation and Excellence in Education (Kirwan Commission) is a recommendation to provide additional funding for schools with high concentrations of students living in poverty. Research from the MLDS Center was used in conceptualizing these recommendations, and our prior work indicated that above and beyond the role of race, individual student poverty was related to worse outcomes, and that school concentrated poverty was related to worse outcomes above and beyond the role of individual student level poverty.

Two critical policy questions that arise when considering this recommendation are:

- (1) How will policy makers measure school concentrated poverty as the current measure, student eligibility for free and reduced price meals (FARMS), becomes increasingly invalid and unreliable?
- (2) How would additional funds best be spent to improve the long-term academic and career outcomes of students living in poverty? Which students would benefit the most from additional services? What types of additional services would best benefit students living in poverty?

This study will capitalize on statewide linked longitudinal administrative data from the Maryland Longitudinal Data System (MLDS) to begin to shed light on these critical policy questions. Use of the MLDS data is advantageous because studies on the developmental effects of poverty typically rely on survey measures, which may suffer from small sample sizes, nonresponse bias, and attrition (Michelmore & Dynarski, 2017). Additionally, few prior studies have linked poverty and protective effects to long-term college and career outcomes (see Michelmore & Dynarski, 2017), and this is a critical next step for research.

Recent data from the National Center for Children in Poverty (NCCP) indicate that about 15 million children—21% of all children—in the United States live in families with incomes below the federal poverty threshold (NCCP, 2017). Poverty has been linked to poor physical health, poor academic achievement, poor social and emotional functioning, and higher levels of sexual activity, teenage pregnancy, internalizing, and externalizing problems (Leventhal & Brooks-Gunn, 2000; McLoyd, 1998). Additionally, children who are exposed to persistent poverty have more detrimental outcomes than children exposed to transitory poverty (McLoyd, 1998). There remains a need to better understand the contextual factors that contribute to the relation between persistent child poverty and negative outcomes. One such contextual factor is the school-level of concentrated poverty, occurring as a result of residential segregation by poverty level (Crosnoe, 2009; Bischoff & Reardon, 2013). Residential neighborhoods, and consequently schools, are becoming increasingly more segregated by poverty level over time, yet the research on school economic segregation is limited (Reardon & Owens, 2014). Research points to the lack of available institutional resources, such as high quality learning environments and after school programs, and relational resources, such as high quality teachers and high

achieving student populations, in schools with concentrated levels of poverty (Jencks & Mayer, 1990; Leventhal & Brooks-Gunn, 2000).

Decades of research in education science point to the negative associations between school-level concentrated poverty and student outcomes. The education provided by the school reflects the available resources, curriculum, and student body composition of the school (Borman & Dowling, 2010). Student body composition, in terms of race/ethnicity and poverty, has a significant impact on individual student outcomes (Borman & Dowling, 2010; Caldas & Bankston, 1997). This relationship is consistently seen in prior research, despite variations in structure of the studies and how the socioeconomic composition of a school, or school-level poverty, is measured. One common approach is to use the percentage of students who participate in the federal free/reduced priced lunch program as a measure of school poverty (Caldas & Bankston, 1997; Schultz, 1993). Caldas & Bankston (1997) used this measure, as well as a school-level indicator of average family social status, to determine that both school-level indicators of poverty have a significant effect on individual academic achievement on tenth grade achievement tests. Borman & Dowling (2010) used mean family income and mean parental education as indicators of school-level poverty. It was found that both indicators have a significant effect on ninth grade verbal achievement scores (Borman & Dowling, 2010). Rumberger and Palardy's (2005) study of achievement growth from 8th to 12th grade used the mean student poverty composite variable to indicate school-level SES. Rates of student growth in academic achievement, measured as scores on achievement tests in four subjects, are positively associated with school-level poverty (Rumberger & Palardy, 2005).

However, some children are resilient, experiencing positive outcomes despite growing up in environments characterized by persistent poverty (Garmezy, 1993), highlighting the need to better understand the protective factors contributing to resilience in the face of persistent poverty. Identifying risk and protective factors for students living in poverty is critical for determining how to best target services and which services to implement (Fraser, Richman, & Galinsky, 1999). Prior research on risk and protective factors for students living in poverty has largely focused on the neighborhood context (Brooks-Gunn, 1997) and limited work has examined risk and protective factors that relate to long-term academic and career outcomes for students living in poverty (Michelmore & Dynarski, 2017).

Research Questions

- (1) Do results on the relation between student and school-level concentrated poverty on long-term academic and career outcomes differ when using data from the Census to measure school-level poverty when compared to using aggregate student eligibility for FAFSA?
- (2) What are the critical risk and protective factors associated with long-term academic and career outcomes for students living in poverty?

Research Design and Methods

Design. The Maryland Longitudinal Data System (MLDS) is Maryland's statewide repository for individual-level education and workforce data that are longitudinally linked across three state agencies: (1) the Maryland State Department of Education (MSDE); (2) the Maryland Higher Education Commission (MHEC); and (3) the Department of Labor, Licensing and Regulation (DLLR). Data are linked using students' social security number (SSN), state assigned student identification (SASID) number (for education data), name, date of birth, and demographics. Greater than 95% of student high school records can be linked to either a higher education or a workforce record. The MLDS currently houses data from academic years 2007-08 through 2017-18, and there are close to 7 million distinct student and employee records. Using the MLDS provides the opportunity to examine long-term outcomes for students beginning in 3rd grade.

Population. The cohort of Maryland public school students who were in 3rd grade in 2007-08 (the earliest year of data available in the MLDS) will be used for this study. Using this cohort enables examination of poverty and risk and protective factors across development from elementary school into middle school into high school and enables the examination of long-term outcomes in high school, college, and the workforce (through 2017-18).

Measures.

Student poverty will be measured using a yes/no indicator for students' eligibility for the National School Lunch Program, also referred to as FARMS, in each school the student attended between 3rd-12th grades. Students were eligible for free meals if their household income was at or below 130% of the federal poverty level; students were eligible for reduced-price meals if their household income was between 130 and 185% of the federal poverty level (United States Department of Agriculture [USDA], 2017). For the current 2017-18 year, the free meal threshold for a family of four was \$31,980; and the reduced-price meal threshold for the same family size was \$45,510. Each student's *duration* of poverty will be calculated by dividing the number of school enrollment records in which the student is FARMS eligible by the the total number of school enrollment records from 3rd to 12th grade (2007-08 through 2017-18) for that student. Students who were FARMS-eligible in 100 percent of their school enrollment will be considered *persistently* in poverty. Using FARMS data to measure individual-level poverty is limited due to classification error, decreasing participation in FARMS in higher grades, and dichotomization (yes/no) (see Harwell & LeBeau, 2010). Here, we use duration and persistence of poverty to help ameliorate some of those issues.

School concentrated poverty will be measured in three ways for this study. Each measure will be calculated for each school year for each Maryland public school.

- *Percent of students in poverty.* First, we will use the number of students eligible for FARMS and divide by the total population of the school to determine the percentage of students within the school who experienced poverty.
- *Persistent poverty.* Second, we will aggregate the number of students within each school who were persistently, usually, sometimes, and never in poverty and divide by the total

population of the school to determine the percentage of students within the school who experienced poverty at each level.

- *School neighborhood poverty.* Third, we will use estimates of neighborhood (tract or block-level) socioeconomic indicators (e.g., ratio of income to poverty level in the past 12 months, median household income in the past 12 months) from the U.S. Census Bureau, 2008-2012 American Community Survey (five-year estimates) of the neighborhoods in which schools are located. This is an imperfect measure, particularly considering that some schools accept students district-wide rather than geographically. However, since we do not have access to students' home addresses, it remains our best option for a proxy of the household incomes of students enrolled in a school and also enables us to account for variations in geographic cost of living.

High school graduation will be measured using administrative records from MSDE to determine attainment of a regular high school diploma from a Maryland public high school.

College enrollment will be measured using administrative records from MHEC for Maryland 2-year and 4-year public and private colleges and the National Student Clearinghouse (NSC) for out-of-state colleges.

Workforce wages will be measured using administrative records from DLLR. A quarterly wage is provided for each quarter in which an individual worked for a company in Maryland that is eligible for unemployment insurance (UI). Wages will be summed across quarters within a year to create yearly earnings.

Risk and protective factors

A number of risk and protective factors will be included for examination in this study. Examples are listed below, but a final list of risk and protective factors will be created in collaboration with MLDS Center stakeholders.

Student-level:

- Demographics (race, ethnicity, gender)
- Special services participation (English language learner (ELL), special education, homeless, migrant)
- Academic achievement (Maryland School Assessment scores in reading and mathematics, grades 3-8, 2008-2014; High School Assessment scores in English and Algebra through 2014; PARCC English/Language Arts Grades 10 and 11, Algebra I, and Algebra II 2015-2018)
- Academic engagement (attendance or chronic absenteeism)
- Student mobility
- Grade level retention

School-level:

- School type: traditional, special education, charter, alternative, vocational
- Grade span grouping: elementary, middle, high, elementary/middle, middle/high
- Pupil/teacher ratio
- Student support services staff at school (e.g., counselors; school psychologists; school social workers)
- Proportion of minority teachers
- Proportion of male teachers
- Teacher turnover
- Teacher experience
- Student characteristics aggregated to the school-level

Analytic plan. The data will be extracted from the MLDS into an analytic dataset and checked for missing values and outliers. Normality, linearity, and multi-collinearity will be assessed at the individual and school levels. A multi-level modeling approach (Raudenbush & Bryk, 2002; Snijders, 2011) will be used with students (level 1) nested within schools (level 2). Multi-level random effects models will be used for continuous outcomes, including workforce earnings, and multi-level logistic random effects models will be used for binary outcomes, including high school graduation, college enrollment, and college degree attainment. Multiple membership and cross classification will be accounted for in the multi-level models to correctly account for the elementary, middle and high schools which students attended, allowing for students to attend more than one elementary school and more than one middle school and more than one high school (see Beretvas, 2008; Chung & Beretvas, 2012; Goldstein et al., 2007). All models will include student demographic variables as control variables at level 1 and school-level demographic variables as control variables at level 2. Especially important to note is the inclusion of individual-level race/ethnicity and school-level race/ethnicity due to the disproportionately high number of racial/ethnic minorities living in poverty in the United States (Reardon, 2016). The multilevel models will include student risk and protective factors at level 1 and school risk and protective factors at level 2.

MLDS Research Agenda

This proposal is responsive to the following questions on the MLDS Center research agenda:

- *Are Maryland students academically prepared to enter postsecondary institutions and complete their programs in a timely manner?*
- *What are the workforce outcomes for Maryland students who earn a high school diploma (via high school graduation or GED®) but do not transition to postsecondary education or training?*

Evaluation of a state or federal education program

This work evaluates Maryland public high schools (e.g., their ability to educate students in poverty and prepare students for college and career).

Cross-sector

This research is cross-sector by incorporating data from Maryland high school students, data on college enrollments, and workforce earnings.

Benefit to the State of Maryland

This study provides a benefit to the State of Maryland in two main ways. First, the use of FARMS as an indicator of student poverty is becoming increasingly problematic, due to the increased participation of districts and schools in the Community Eligibility Provision (CEP), which identifies entire school populations as FARMS-eligible. This study will begin to provide information on the utility of using data from the Census Bureau to measure school-level poverty. Second, the findings of this study will provide implications for where additional services may be best used for at-risk students (i.e., for which individual students in which types of schools?).

Available Resources

As a team, we have substantial capacity to complete this work, including strong pre-existing relationships with agency partners and a strong working relationship with the Department of Legislative Services and the Kirwan Commission. The investigators on this project have ample experience with developmental science, education policy, and advanced statistical analyses. We have access to doctoral students and sufficient work space to complete the work at the School of Social Work. Funding from the Spencer Foundation will provide effort support for the PI, Co-PI, and Co-I and for a part-time doctoral student to work on the project.

Center Product and Further Development

- **MLDS Center products.** This project is expected to result in the following MLDS Center products:
 - (1) Research series presentation(s)
 - (2) Research report(s).Center products will focus on the measurement of poverty at the school level and on the risk and protective factors associated with long-term academic and career outcomes for students living in poverty.
- **Further development.** We plan to submit results to academic conferences (e.g., Society for Child Development, Society for Research on Adolescence, Society for Prevention Science, American Educational Research Association) and academic journals (e.g., *Applied Developmental Science, Journal of Children and Poverty, Social Work Research*).

References

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Harwell, M., & LeBeau, B. (2010). Student eligibility for a free lunch as an SES measure in education research. *Educational Researcher*, 39(2), 120-131.

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Small Research Grants Program Statement

The Small Research Grants program is intended to support education research projects with budgets of \$50,000 or less. In keeping with the Spencer Foundation's mission, this program aims to fund academic work that will contribute to the improvement of education, broadly conceived.

Historically, the work we have funded through these grants has spanned, a range of topics and disciplines, including education, psychology, sociology, economics, history, and anthropology, and they employ a wide range of research methods. The following examples of recently funded small grants illustrate the diversity of what we support:

- an experimental study of how college students use visual representations in solving math problems
- a study exploring the process of racial and rural identity formation among African American high-school students who attend de facto segregated schools in the rural South
- a mixed-methods study focusing on the different types of knowledge novice and experienced teachers draw on in teaching for reading comprehension

The majority of small grant proposals that are funded by the Foundation are "field-initiated" in the sense that they are not submitted in response to a Request for Proposal (RFP). In the past, we have requested that proposals within the Small Grants program be submitted within one of the areas of inquiry listed below. The Foundation does not use this information in the review process, but captures it in the application to better understand the variety of research that is proposed. The areas are broadly organized as follows:

Field-Initiated: Proposals in this area are those that fall under the Spencer Foundation's general mission of funding research on education, but don't appear to fit in one of the areas mentioned below. Although the areas below are broad, there are many projects that don't have a strong focus in any of them; those should be tagged with Field-Initiated as the research area in the online application.

The Relation between Education and Social Opportunity: This area would include projects that seek to shed light on the role education can play in reducing economic and social inequalities -- as well as, sometimes, reinforcing them -- and to find ways to more fully realize education's potential to promote more equal opportunity. Proposals where the primary aim is to examine the ways in which differences in social and educational experiences (such as quality and character of schooling or the number of years in school) translate into differences including employment, earnings, and civic and academic outcomes would be included in this area.

Teaching, Learning, and Instructional Resources: Studies in this area would be those that will lead to better understanding and improvements in the intellectual, material, and organizational resources that contribute to successful teaching and learning. They may investigate questions that are grounded directly in teaching practice, as well as research about important aspects of child and adult learning processes and contexts that hold promise for guiding informed policymaking.

The New Civics: This area represents the broader Foundation belief that cultivating knowledge and new ideas about civic education will ultimately improve students' lives and enrich society. The designation "new" refers to an expanded understanding of civic education and its relationship to civic action. Thus, proposals with this focus would deepen our understanding of influences on civic action, attend to social inequalities in civic education, and have the potential to shape future research and practice in these fields.

Organizational Learning in Schools, School Systems, and Higher Education Systems: Research in this area would contribute to strengthening the capacity of schools and education systems to operate as learning organizations. Because the capacity and motivation for organizational learning depend as well on the larger institutional structures within which schools and systems operate, research on, among other things, the roles of school boards, governments and unions; the role of markets and competition in the funding of schools; and the perceptions, concerns, and opportunities for voice among parents and the broader public would fall under this area.

Purposes and Values of Education: Proposals in this area would be interested in advancing analytical, historical, and empirical work that probes effectively and creatively into deeply challenging and permanently important issues which can contribute toward social decision-making that moves education along constructive paths.

Review Criteria

The review process for small grant proposals is thorough and careful. After an initial staff review, the strongest proposals are sent to successful established external reviewers. Based on their ratings and staff recommendations, a limited number of proposals are funded. We currently receive over 800 proposals per year, and have been able to fund roughly 10% of them.

Common reasons for declining proposals prior to external review include the following:

- ***The project has a limited or inadequate conceptual or theoretical framework.*** Because the Foundation's goal in supporting research is to advance understanding of education as a means of improvement, it is essential that proposals make clear the ways in which the proposed research will contribute to or

challenge current understandings of education, and the possible connections of findings to educational improvement.

- ***The project has a limited or inadequate discussion of research design and methods.*** The kinds of details needed in a proposal depend on the type of research involved, but without sufficient information about research setting, data collection, sample size and characteristics, and analytic methods, reviewers cannot judge the probability that a study will yield valuable findings. It is important to provide a clear and strong connection between the research design, the study's conceptual framework and research questions.
- ***The primary purpose of the proposed project is not research.*** Because the Foundation's mission is to support educational research, we do not fund projects that do not have research as their central purpose. This means that we do not fund, among other types of projects, projects that primarily involve writing a book based on data-gathering and analysis that would be largely completed at the start of the grant or projects that are primarily devoted to developing and/or implementing a particular educational program or curriculum.
- ***The proposed research is an evaluation study with the primary aim of assessing whether or not a given program worked.*** Successful program evaluation projects at Spencer are those designed to explore the processes, mechanisms, and conditions that lead to particular outcomes, so that researchers not primarily interested in the given program could still benefit from the study's findings.

External reviews weigh heavily in our decision to fund or not fund a given proposal. However, given large numbers of proposals in each application cycle, we often have to make choices, based on the expected quality and contribution of proposed studies, within a pool of promising submissions. Reviewers are expected to comment on the following:

- significance of research questions
- appropriateness of research design
- adequacy of budget and time-line
- potential of the principal investigator(s) to conduct a study of high quality
- overall recommendation

Include any notes below that would be helpful for executing your query. For example, if you are looking for data on college enrollments, and a student has two enrollments, do you want data on both or do you want to preference one enrollment record.

Notes: The exact nature of the data requested will be determined based on the nature of the risk and protective factors identified through stakeholder meetings in the coming months. A query will not need to be executed by the MLDS data and IT teams, as the PI (Dr. Henneberger) and the Co-PI (Dr. Rose) will both have full access to the MLDS. The postdoctoral fellow (Dr. Mushonga) and any graduate students under their supervision will perform all work necessary to extract, merge, and clean data for this project.

Angela K. Henneberger

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Education

Ph.D. 2012 University of Virginia, Educational Psychology: Applied Developmental Science
Dissertation: The Ecology of Peer Influence: From Negative to Positive

B.S. 2006 University of Maryland, Psychology and Criminology & Criminal Justice

Experience in Higher Education

2016—Present	Director of Research Maryland Longitudinal Data System Center
2015—Present	Research Assistant Professor University of Maryland, School of Social Work (SSW)
2013—2014	Postdoctoral Fellow, Prevention and Methodology Training Program Pennsylvania State University, The Prevention Research Center and The Methodology Center
2012—2013	Postdoctoral Fellow, Youth-Nex University of Virginia, Curry School of Education
2009—2012	Mentor, Summer Undergraduate Research Program University of Virginia, Curry School of Education
2008—2012	Predoctoral Fellow, Virginia Education Sciences Training Program University of Virginia, Curry School of Education
2006—2008	Research Associate University of Pittsburgh, Department of Psychiatry
2005—2006	Research Assistant University of Maryland, Center for Addictions, Personality, and Emotion Research
2004—2005	Undergraduate Teaching Assistant, Introduction to Psychology University of Maryland

2004—2006 Research Assistant
University of Maryland, Laboratory of Emotion, Social Processes, and
Psychopathology

Courses Taught:

Spring 2017	Human Behavior and the Social Environment (SSW; Master's)
Spring 2016	Human Behavior and the Social Environment (SSW; Master's)
Spring 2011	Adolescent Development (University of Virginia; Doctoral)

Experience in Other than Higher Education

2015—2017	JBS International, Program Evaluation Subject Matter Expert
2015—2016	Baltimore’s Promise, Consultant for Landscape Analysis and Asset Maps
2014	Edvance Research, Inc., Aspire High School Success Initiative, Grant Proposal Review Consultant
2012	Center for the Advanced Study of Teaching and Learning, University of Virginia, Mixed Methods Consultant and Program Evaluator
2009	Center for Rural Development and Poverty Alleviation, University of Virginia, Quantitative Statistical Consultant
2006	Child Trends, Youth Development Research Area, Intern
2006	Brook Lane Health Services, Hagerstown, MD, Tutor for high school students diagnosed with an emotional disability

Honors Received

2013—2014	Postdoctoral Fellowship, Pennsylvania State University
2012—2013	Postdoctoral Fellowship, University of Virginia
2012	Outstanding Doctoral Student Award Nominee, University of Virginia
2011	Early Career Preventionist Network Award, Society for Prevention Research
2008—2012	Predoctoral Fellowship, University of Virginia
2006	Magna Cum Laude, University of Maryland

Research Support

Principal Investigator:

2017—2020 Maryland Longitudinal Data System Center (MLDSC). State of Maryland.
(SSW sub-contract for \$1.6 million).

2017—2019 School-Based Prevention and Intervention Science. University of Maryland School of Social Work, \$100,000 to support a postdoctoral fellow.

2017—2019 Exploring Peer Selection in Adolescence: Examining Prevention Program Content and Adolescent Perspectives, University of Maryland School of Social Work, \$30,500.

Co-Principal Investigator:

2019—2021 Quantity, Quality, and Diversity in Teaching: Collaborations to Examine the Teacher Pipeline in Maryland, Institute of Education Sciences, \$400,000 (submission planned for August 2018; SSW sub-contract for \$37,000).

Co-Investigator:

2016—2017 Maryland Longitudinal Data System Center (MLDSC). State of Maryland. (SSW sub-contract for \$318,000).

2015—2018 Expanding MLDS Data Access and Research Capacity with Synthetic Data. Maryland State Department of Education and the Institute of Education Sciences, \$2.6 million.

2015—2016 Maryland Longitudinal Data System Center (MLDSC). State of Maryland, \$1.7 million (SSW sub-contract for \$350,000).

Fellowships:

2013—2014 Prevention and Methodology Training Postdoctoral Fellowship. National Institute on Drug Abuse (PI: Mark Greenberg).

2008—2012 Virginia Education Sciences Training Predoctoral Fellowship. Institute of Education Sciences (PI: Robert Pianta).

Publications

Articles in Refereed Journals:

Henneberger, A. K., Gest, S. D., & Zadzora, K. (in press). Preventing adolescent substance use: A content analysis of peer processes targeted within universal school-based programs. *Journal of Primary Prevention*.

Henneberger, A. K., Coffman, D. L., & Gest, S. D. (2017). The effect of having aggressive friends on aggressive behavior in childhood: Using propensity scores to strengthen causal inference. *Social Development*, 26(2), 295-309.

Henneberger, A. K., Varga, S. M., Moudy, A., & Tolan, P. H. (2016). Family functioning and high risk adolescents' aggressive behavior: Examining effects by ethnicity. *Journal of Youth and Adolescence*, 45 (1), 145-155. NIHMSID: 643768

Deutsch, N. L., Reitz-Krueger, C., **Henneberger, A. K.**, Futch, V., & Lawrence, E. C. (2016). "It gave me ways to solve problems and ways to talk to people": Outcomes from a combined group and one-on-one mentoring program for early adolescent girls. *Journal of Adolescent Research*. Advance online publication. doi: 10.1177/0743558416630813.

Henneberger, A. K., Tolan, P. H., Hipwell, A. E., & Keenan, K. (2014). Delinquency in adolescent girls: Using a confluence approach to understand the influences of parents and peers. *Criminal Justice and Behavior*, 41 (11), 1327-1337. doi: 10.1177/0093854814538624 PMCID: PMC4235527

Henneberger, A. K., Oudekerk, B. A., Reppucci, N. D., & Odgers, C. L. (2014). Differential subtypes of offending among adolescent girls predict health and criminality in adulthood. *Criminal Justice and Behavior*, 41 (2), 181-195. doi: 10.1177/0093854813500957

Keenan, K., Hipwell A. E., Babinski, D. E., Bortner, J., **Henneberger, A.**, Hinze, A. E., Klostermann, S., Rischall, M., & Sapotichne, B. (2013). Examining the developmental interface of cortisol and depression symptoms in young adolescent girls. *Psychoneuroendocrinology*, 38 (10), 2291-2299. doi: 10.1016/j.psyneuen.2013.04.017 PMCID: PMC3776001

Henneberger, A. K., Durkee, M. I., Truong, N. N., Atkins, A. M., & Tolan, P. H. (2013). The longitudinal relationship between peer violence and popularity and delinquency in adolescent boys: Examining effects by family functioning. *Journal of Youth and Adolescence*, 42, 1651-1660. doi: 10.1007/s10964-012-9859-3 PMCID: PMC4122220

Henneberger, A. K., Deutsch, N. L., Lawrence, E. C., & Sovik-Johnston, A. (2013). The Young Women Leaders Program: A mentoring program targeted toward adolescent girls. *School Mental Health*, 5, 132-143. doi: 10.1007/s12310-012-9093-x

Deutsch, N. L., Wiggins, A. Y., **Henneberger, A. K.**, & Lawrence, E. C. (2012). Combining mentoring with structured group activities: A potential after-school context for fostering relationships between girls and mentors. *The Journal of Early Adolescence*, 33(1), 44-76. doi: 10.1177/0272431612458037

Leyton-Armakan, J., Lawrence, E., Deutsch, N., Williams, J. L., & **Henneberger, A.** (2012). Effective youth mentors: The relationship between initial characteristics of college women mentors and mentee satisfaction and outcome. *Journal of Community Psychology*, 40(8), 906-920. doi: 10.1002/jcop.21491

Keenan, K., Hipwell, A. E., Feng, X., Rischall, M., **Henneberger, A.**, & Klostermann, S. (2010). Lack of assertion, peer victimization and risk for depression in girls: Testing a diathesis-

stress model. *Journal of Adolescent Health*, 47(5), 526-528. doi: 10.1016/j.Jadohealth.2010.03.01 PMCID: PMC2965047

Feng, X., Keenan, K., Hipwell, A. E., **Henneberger, A. K.**, Rischall, M. S., Butch, J., Coyne, C., & Boeldt, D., Hinze, A., & Babinski, D. (2009). Longitudinal associations between emotion regulation and depression in preadolescent girls: Moderation by the caregiving environment. *Developmental Psychology*, 45(3), 798-808. doi: 10.1037/a0014617
PMCID: PMC2679182

Keenan, K., Hipwell, A., Feng, X., Hinze, A. E., Babinski, D., Hinze, A., Rischall, M. & **Henneberger, A.** (2008). Subthreshold symptoms of depression in preadolescent girls are stable and predictive of depressive disorders. *American Academy of Child and Adolescent Psychiatry*, 47(12), 1433-1442. doi: 10.1097/CHI.0b013e3181886ab PMCID: PMC2694956

Articles Under Review in Refereed Journals:

Henneberger, A.K., Witzen, H., & Preston, A. (2018). What is the causal effect of dual enrollment in improving long-term college and workforce outcomes and do effects vary for under-represented students? Manuscript submitted for publication.

Henneberger, A.K. & Mushonga, D. (2018). Why peer processes matter: Promoting healthy youth development across contexts through racial/ethnic socialization. Manuscript submitted for publication.

Henneberger, A.K., Futch, V.A., Lovegrove, P., Hafen, C.A., Maier, M., Larsen, R., & Tolan, P.H. (2018). Peer substance use norms and substance use in adolescence: The moderating role of internal assets. Manuscript submitted for publication.

Bloomfield, A., Rose, B. A., Preston, A. M., & **Henneberger, A. K.** (2018). Brain drain in Maryland: Exploring student movement from high school to postsecondary education and the workforce. Manuscript submitted for publication.

Bonnery, D., Feng, Y., **Henneberger, A.K.**, Johnson, T., Rose, B., Shaw, T., Stapleton, L.M., Woolley, M.E., & Zheng, Y. (2018). The promise and limitations of synthetic data as a strategy to expand access to state-level multi-agency longitudinal data. Manuscript submitted for publication.

Mushonga, D.R. & **Henneberger, A.K.** (2018). Protective factors associated with positive mental health among traditional and non-traditional black college students. Manuscript submitted for publication.

Uretsky, M., Shipe, S., & **Henneberger, A.K.** (2018). Examining the student level and school level predictors of needing remedial coursework in community colleges. Manuscript submitted for publication.

Articles in Progress for Refereed Journals:

Henneberger, A.K., Mushonga, D., & Quito, E. (2018). Peer selection and adolescent substance use: A review of the social network analytic research. Manuscript in progress.

Henneberger, A.K., Mushonga, D., & Quito, E. (2018). Targeting peer selection in universal school based prevention programs: Current approaches and future directions. Manuscript in progress.

Henneberger, A.K., Rose, B., Zheng, Y., Feng, Y., Johnson, T., & Stapleton, L.M. (2018). Prevalence of multiple membership in a statewide longitudinal data system. Manuscript in progress.

Henneberger, A.K., Mushonga, D., & Quito, E. (2018). I Am College Ready Solutions: A qualitative study of a peer mentoring program to improve college and career outcomes. Manuscript in progress.

Henneberger, A.K. Rose, B., Mushonga, D., & Preston, A. (2018). Student and school-level poverty: What are the long-term consequences for college and workforce outcomes? Manuscript in progress.

Mushonga, D.R. & **Henneberger, A.K.** (2018). Promoting positive mental health in college students: Do protective effects vary for white and Black college students? Manuscript in progress.

Book Chapters:

Henneberger, A.K. (2017). Friends and peers. In K. Peppler (Ed.), *The encyclopedia of out-of-school learning*. Thousand Oaks, CA: Sage Publications.

Deutsch, N. L., Lawrence, E., & **Henneberger, A.** (2013). Social class. In D. DuBois & M. Karcher (Eds.), *The handbook of youth mentoring* (2nd ed.), pp. 175-189. Thousand Oaks, CA: Sage Publications.

Policy Reports:

Henneberger, A.K., Rose, B., Mushonga, D., & Preston, A. (2018). Student and school-level concentrated poverty in Maryland: What are the long-term consequences for high school, college, and workforce outcomes? Baltimore, MD: Maryland Longitudinal Data System Center.

Henneberger, A.K., Uretsky, M., Preston, A., & Shipe, S. (2018). Predicting the need for remedial coursework in Maryland community colleges: The importance of the high school context. Baltimore, MD: Maryland Longitudinal Data System Center.

Henneberger, A.K., Witzen, H., & Preston, A. (2018). Dual enrollment in Maryland: What are the causal effects on college and workforce outcomes and do effects vary by student subgroup? Baltimore, MD: Maryland Longitudinal Data System Center.

Bloomfield, A., Rose, B. A., Preston, A. M., & **Henneberger, A. K.** (2018). Brain drain in Maryland: Exploring student movement from high school to postsecondary education and the workforce. Baltimore, MD: Maryland Longitudinal Data System Center.

Shaw, T.V., Klumpner, S., & **Henneberger, A.K.** (2017). Workforce outcomes in Maryland for students who do not attend college: Patterns among students who earn a high school diploma, certificate of completion, diploma via GED, and high school non-completers. Baltimore, MD: Maryland Longitudinal Data System Center.

Henneberger, A. K., Cohen, M.K., Shipe, S.L., & Shaw, T.V. (2016). Dual Enrollment in Maryland: A Report to the General Assembly and Governor Larry Hogan. Baltimore, MD: Maryland Longitudinal Data System Center.

Henneberger, A. K., Uretsky, M. C., Klumpner, S., & Woolley, M. E. (2016). Remedial Coursework in Maryland: Examining Trends, High School Predictors, and College Outcomes. Baltimore, MD: Maryland Longitudinal Data System Center.

Uretsky, M.C., **Henneberger, A.K.**, & Woolley, M.E. (2016). High School Persisters: An Examination of College and Workforce Outcomes. Baltimore, MD: Maryland Longitudinal Data System Center.

Klein, E. L., Zheng, X., Sunderman, G. L., **Henneberger, A. K.**, Stapleton, L. M., & Woolley, M. E. (2016). Preparation and Retention of the Early Childhood Care and Education Workforce in Maryland. Baltimore, MD: Maryland Longitudinal Data System Center.

Zheng, X., Stapleton, L. M., **Henneberger, A. K.**, & Woolley, M. E. (2016). Assessing the Workforce Outcomes of Maryland Science, Technology, Engineering, and Math (STEM) Postsecondary Graduates. Baltimore, MD: Maryland Longitudinal Data System Center.

Henneberger, A. K., Shaw, T. V., Uretsky, M.C. & Woolley, M. E. (2015). Dual Enrollment in Maryland: A Report to the General Assembly and Governor Lawrence J. Hogan. Baltimore, MD: Maryland Longitudinal Data System Center.

Presentations

International Refereed Paper Presentations:

Henneberger, A.K., Witzen, H., & Preston, A. (2018, May). Facilitating prevention science in education settings: An example using statewide linked longitudinal data from Maryland's education system and the workforce. In **A.K. Henneberger** (Chair), *Leveraging linked state administrative data to optimize prevention science*. Paper presented at the annual meeting of the Society for Prevention Research, Washington, DC.

Henneberger, A.K., Witzen, H., & Preston, A. (2018, April). Easing the transition from high school to college: Using statewide longitudinal data to evaluate dual enrollment programs. In **A.K. Henneberger** (Chair), *Leveraging secondary data analysis to strengthen education interventions, practice, and policy for adolescents*. Paper presented at the biennial meeting of the Society for Research on Adolescence, Minneapolis, Minnesota.

Uretsky, M., **Henneberger, A.K.**, & Woolley, M. (2018, January). Graduates, dropouts, and persisters: A novel approach to understanding the correlates and consequences of on-time graduation. Oral paper presented at the annual meeting of the Society for Social Work and Research, Washington, DC.

Henneberger, A.K., Klumpner, S., Uretsky, M., & Woolley, M. (2016, March). Successful transition from high school to postsecondary: Targeting policy and practice to prevent the need for remedial coursework. In **A.K. Henneberger** (Chair), *Successful transitions for at risk adolescents: Using research to inform education, child welfare, and juvenile justice policy*. Paper presented at the biennial meeting of the Society for Research on Adolescence, Baltimore, Maryland.

Henneberger, A.K., Zheng, Y., & Coffman, D.L. (2015, March). Alcohol use as a mechanism for criminal justice involvement from adolescence into adulthood: Strengthening causal interpretations. In **A.K. Henneberger** (Chair), *Advanced longitudinal methods for the study of adolescent development: Developmental applications and practical challenges*. Paper presented at the biennial meeting of the Society for Research on Child Development, Philadelphia, Pennsylvania.

Henneberger, A.K., Gest, S.D., & Zadzora, K. (2014, May). Peer processes targeted within universal school-based substance use prevention programs. In S.D. Gest (Chair), *Applications of social network analysis to substance use prevention program development, program impact evaluation, and diffusion analysis*. Paper presented at the annual meeting of the Society for Prevention Research, Washington, DC.

Henneberger, A.K., Gest, S. D., & Coffman, D. L. (2014, May). Peer socialization of aggressive behavior in elementary school: Using propensity scores to strengthen causal inference. In **A. K. Henneberger** (Chair), *Preventing risky behavior across development: Applying innovative longitudinal methods to strengthen prevention science*. Paper presented at the annual meeting of the Society for Prevention Research, Washington, DC.

Henneberger, A. K., Gest, S. D., & Coffman, D. L. (2014, March). Peer influence on aggressive behavior in early adolescence: Strengthening causal inference. In **A. K. Henneberger** (Chair), *The development of risky behavior in adolescence: Applying innovative longitudinal methods to strengthen research and practice*. Paper presented at the biennial meeting of the Society for Research on Adolescence, Austin, Texas.

Henneberger, A. K., Lovegrove, P., Futch, V., Maier, M., Larsen, R., & Hafen, C. as part of the team Youth-Nex Promotion Scientists. (2012, May). *De-polarizing prevention and promotion: Positive youth development and substance use in adolescence*. Paper presented at the Society for Prevention Research Sloboda and Bukoski Cup Competition, Washington, DC.

Henneberger, A. K., Keenan, K., Tolan, P. H., & Hipwell, A. (2012, March). Delinquency in adolescent girls: Testing a confluence approach. In N. L. Deutsch (Chair), *Peers, parents, and "others": Sources and outcomes of social support in adolescence*. Paper presented at the biennial meeting of the Society for Research on Adolescence, Vancouver, BC.

Henneberger, A. K., Lovegrove, P., Deutsch, N. L., & Futch, V. (2012, March). First line social support in adolescence. In N. L. Deutsch (Chair), *Peers, Parents, and "Others": Sources and Outcomes of Social Support in Adolescence*. Paper presented at the biennial meeting of the Society for Research on Adolescence, Vancouver, BC.

Deutsch, N. L., Williams, J. L., **Henneberger, A. K.**, Lawrence, E., & Futch, F. (2012, March). Young women leaders: Outcomes of a group and one-on-one mentoring intervention for girls. In P. H. Tolan (Chair), *Early adolescence: Developmental opportunity for prevention of social and behavior problems*. Paper presented at the biennial meeting of the Society for Research on Adolescence, Vancouver, BC.

Henneberger, A. K., Lovegrove, P., Jamil, F., Maier, M., & Clarke, E. as part of the team Youth-Nex Prevention Scientists. (2011, May). *Can examination of victimization help to direct prevention of suicide? A mediation model*. Paper presented at the Society for Prevention Research Sloboda and Bukoski Cup competition, Washington, DC.

Henneberger, A. K., Oudekerk, B. A., Odgers, C. L., Reppucci, N. D., & Moretti, M. M. (2011, February). *Subtypes of female offenders in adolescence: Testing the predictive validity*. In N. D. Reppucci (Chair), *Mapping heterogeneity and the transition to young adulthood among high risk girls*. Paper presented at the American Psychology-Law Society International Congress on Psychology and Law, Miami, FL.

Deutsch, N. L., **Henneberger, A.**, Wiggins, A. Y., & Lawrence, E. (2010, March). Fostering connection: mentoring groups as a context for relational development for adolescent girls and their mentors. In N. L. Deutsch (Chair), *Strength in numbers: The potential of group mentoring as an intervention for adolescents*. Paper presented at the biennial meeting of the Society for Research on Adolescence, Philadelphia, PA.

Local Refereed Paper Presentations:

Henneberger, A.K. (2018, June). *Program evaluation in the absence of randomization: How can propensity score methods help?* Presented at the Maryland Connections Summit, Towson, MD.

Rose, B., **Henneberger, A.K.**, & Mushonga, D. (2018, June). *Making the most of FARMS data to explore effects of student and school poverty*. Presented at the Maryland Connections Summit, Towson, MD.

Henneberger, A.K. & Preston, A. (2017, August). *Dual enrollment in Maryland: Using propensity scores to strengthen program evaluation with state longitudinal data*. Presented at the 2017 meeting of the National Center for Education Statistics Stats-DC Data Conference.

Henneberger, A.K. (2016, November). *Remedial coursework in Maryland colleges: Examining high school predictors and college outcomes*. Presented at the meeting of the Maryland Association for Institutional Research annual conference, Baltimore, MD.

Henneberger, A.K., Klumpner, S., Uretsky, M., & Woolley, M.E. (2016, June). *High school predictors of needing remedial coursework in college*. Presented at the Maryland State Department of Education Data Summit, Ellicott City, MD.

Klumpner, S., Shaw, T., & **Henneberger, A.K.** (2016, June). *Workforce outcomes in Maryland: Patterns among students by achievement level*. Presented at the Maryland State Department of Education Data Summit, Ellicott City, MD.

Uretsky, M.C., **Henneberger, A.K.**, & Woolley, M.E. (2016, June). *Correlates and consequences of on-time graduation*. Presented at the Maryland State Department of Education Data Summit, Ellicott City, MD.

Zheng, X., Woolley, M.E., **Henneberger, A.K.**, & Stapleton, L. (2016, June). *Characteristics of employment outcomes of postsecondary STEM graduates in Maryland*. Presented at the Maryland State Department of Education Data Summit, Ellicott City, MD.

Henneberger, A.K., Tolan, P.H., & Deutsch, N.L. (2012, January). *Beyond pathology: A positive youth development approach to peer influence*. Presented at the annual meeting of the Curry Research Conference, Charlottesville, VA.

Deutsch, N. L., **Henneberger, A. K.**, & Wiggins, A. Y. (2010, January). *Mixed methods madness: The theory and practice of combining quantitative and qualitative data*. Presented at the annual meeting of the Curry Research Conference, Charlottesville, VA.

International Refereed Poster Presentations:

Henneberger, A.K., Futch Ehrlich, V.A., Hafen, C.A., Maier, M.F., Lovegrove, P.J., Larsen, R.A., & Tolan, P. (2016, March). *Peer substance use norms and substance use in adolescence: The moderating role of internal assets*. Poster presented at the biennial meeting of the Society for Research on Adolescence, Baltimore, Maryland.

Henneberger, A.K. & Gest, S.D. (2015, May). *Targeting multiple sources of peer influence in prevention programs: A social network analytic approach*. Poster presented at the annual meeting of the Society for Prevention Research, Washington, DC.

Henneberger, A.K. & Gest, S.D. (2015, March). *Peer influence on children's academic achievement and prosocial behavior: Examining multiple sources of influence*. Poster presented at the biennial meeting of the Society for Research on Child Development, Philadelphia, Pennsylvania.

Henneberger, A. K., Coffman, D. L., & Gest, S. D. (2014, March). *The causal effect of peer socialization on prosocial behavior in early adolescence*. Poster presented at the biennial meeting of the Society for Research on Adolescence, Austin, Texas.

Henneberger, A. K., Varga, S., Moudy, A., & Tolan, P. H. (2013, May). *Targeting family-focused prevention: Examining the effect of demographic characteristics on the longitudinal relation between family functioning and aggression by high risk adolescents*. Poster presented at the annual meeting of the Society for Prevention Research, San Francisco, CA.

Henneberger, A. K., Durkee, M. I., Atkins, A., Truong, N., & Tolan, P. H. (2013, March). *Examining the moderating effects of family functioning on the relation between peer violence and popularity on boys' delinquency*. Poster presented at the biennial meeting of the Society for Research in Child Development, Seattle, WA.

Moudy, A., Varga, S. M., **Henneberger, A. K.**, & Tolan, P. H. (2011, July). *Longitudinal relation between parental monitoring and physical aggression in adolescents: Moderation by family characteristics*. Poster presented at the annual meeting of the Leadership Alliance National Symposium, Greenwich, CT.

Varga, S. M., Moudy, A., **Henneberger, A. K.**, & Tolan, P. H. (2011, July). *Longitudinal relation of family cohesion and physical aggression in adolescents: Moderation by socioeconomic status and ethnicity*. Poster presented at the annual meeting of the Leadership Alliance National Symposium, Greenwich, CT.

Henneberger, A. K., Durkee, M. I., Truong, N. N., Atkins, A. M., & Tolan, P. H. (2011, May). *Longitudinal effects of peer violence and popularity on delinquency in adolescent males: Moderation by family functioning*. Poster presented at the annual meeting of the Society for Prevention Research, Washington, DC. **Winner:** Early Career Preventionist Network Student Poster Contest.

Germain, L. J., **Henneberger, A. K.**, Lawrence, E. C., & Deutsch, N. L. (2011, April). *Risky reports: A comparison of multiple methods of labeling academic "risk" in adolescent girls*. Poster presented at the annual meeting of the American Educational Research Association, New Orleans, LA.

Atkins, A. M., Truong, N. N., **Henneberger, A. K.**, Durkee, M. I., & Tolan, P. H. (2010, July). *Longitudinal effects of family characteristics and peer delinquency on adolescent male*

delinquency. Poster presented at the annual meeting of The Leadership Alliance National Conference, East Brunswick, NJ.

Truong, N. N., Atkins, A. M., **Henneberger, A. K.**, Durkee, M. I., & Tolan, P. H. (2010, July). *Longitudinal effect of family type and popularity on adolescent male delinquency.* . Poster presented at the annual meeting of The Leadership Alliance National Conference, East Brunswick, NJ.

Henneberger, A. K. & Deutsch, N. L. (2010, June). *Promoting the social development of adolescent girls: Moderation of program effects by initial risk status.* Poster presented at the annual meeting of the Institute for Education Sciences, National Harbor, MD.

Henneberger, A. K. & Deutsch, N. L. (2010, March). *Relationship development in the context of a small mentoring group.* Poster presented at the biennial meeting of the Society for Research on Adolescence, Philadelphia, PA.

Klostermann, S., **Henneberger, A.**, Rischall, M., & Keenan, K. (2008, November). *Preadolescent precursors of suicidality in girls.* Poster presented at the annual meeting of the Association for Behavioral and Cognitive Therapies, Orlando, FL.

Klostermann, S., Rischall, M., **Henneberger, A.**, & Keenan, K. (2008, May). *Psychosocial moderators of the effect of maternal depression on preadolescent depression.* Poster presented at the annual meeting of the Association for Psychological Science, Chicago, IL.

Feng, X., Keenan, K., Hipwell, A. E., Butch, J., **Henneberger, A. K.**, & Rischall, M. S. (2008, March). *Depression in preadolescent girls: Associations with emotionality, emotion regulation, and parenting.* Paper presented at the biennial meeting of the Society for Research on Adolescence, Chicago, IL.

Henneberger, A. K., Rischall, M. S., & Keenan, K. (2007, November). *Comorbidity of depression and anxiety symptoms in preadolescent girls.* Poster presented at the annual meeting of the Association for Behavioral and Cognitive Therapies, Philadelphia, PA.

Henneberger, A. K., Rischall, M. S., & Keenan, K. (2007, August). *Parent child interactions and depression in preadolescent girls.* Poster presented at the annual meeting of the American Psychological Association, San Francisco, CA.

Mann, M. C., **Henneberger, A. K.**, Thompson, R. T., & Blanchard, J. J. (2007, May). *Understanding affect in social anhedonia: An examination of facial expression and language.* Poster presented at the annual meeting of the Association for Psychological Science, Washington, DC.

Rischall, M. S., **Henneberger, A. K.**, Hinze, A. K., & Keenan, K. (2007, May). *Comorbidity of depression and conduct disorder symptoms in preadolescent girls.* Poster presented at the annual meeting of the Association for Psychological Science, Washington, DC.

Carreño, J. T., **Henneberger, A.**, Lank, A., Calahan, M., Leung, W., Lieth, J., Cohen, A., & Blanchard, J. J. (2006, May). *Dimensions of schizotypy and the expression of emotion: An examination of sex differences*. Poster presented at the annual meeting of the Association for Psychological Science, New York, NY.

Carreño, J. T., **Henneberger, A. K.**, & Blanchard, J. J. (2005, May). *Racial differences in schizophrenia-spectrum disorder characteristics within social anhedonics*. Poster presented at the annual meeting of the Association for Psychological Science, Los Angeles, CA.

Mann, M., **Henneberger, A.**, Thompson, R., & Blanchard, J. (2005, October). *Verbal and nonverbal expressions as indicators of social and emotional functioning among social anhedonics*. Poster presented at the annual meeting of the Society for Research in Psychopathology, Coral Gables, FL.

Invited Presentations:

Henneberger, A.K. & Rose, B.A. (2018, August). *Poverty and long-term educational outcomes: Variation by level of school poverty, student poverty, and local school system*. Invited presentation for the Commission on Innovation and Excellence in Education, Annapolis, MD.

Henneberger, A.K. & Rose, B.A. (2018, July). *The role of concentrated poverty and race in long-term academic outcomes*. Invited presentation for the Commission on Innovation and Excellence in Education, Annapolis, MD.

Rose, B.A., Mushonga, D.R., & **Henneberger, A.K.** (2018, May). *Poverty and student outcomes: Disentangling the effects of student and school poverty*. Invited presentation for the MLDS research series, University of Maryland School of Social Work.

Henneberger, A.K. (2018, March). *Using propensity score methods with administrative data: An example from the Maryland Longitudinal Data System*. Invited presentation for the Morgan State Center for Excellence in Teaching and Learning, Morgan State University.

Henneberger, A.K. & Witzen, H. (2017, October). *Applying causal inference techniques to strengthen dual enrollment program evaluation research in Maryland*. Invited presentation for the MLDS research series, University of Maryland School of Social Work.

Henneberger, A.K. (2017, February). *Dual enrollment in Maryland: Highlights from the 2016 dual enrollment report*. Invited presentation for the MLDS research series, University of Maryland School of Social Work.

Shaw, T.V., Klumpner, S., & **Henneberger A.** (2016, December). *Workforce outcomes in Maryland: Patterns among students by achievement type*. Invited presentation for the MLDS research series, University of Maryland School of Social Work.

Henneberger, A.K. (2016, October). *Remedial coursework in Maryland colleges: Examining high school predictors and college outcomes*. Invited presentation for the MLDS research series, University of Maryland School of Social Work.

Henneberger, A.K. (2016, February). *Dual enrollment in Maryland: Using data from the Maryland Longitudinal Data System to examine trends, demographics, and outcomes*. Invited presentation for the MLDS research series, University of Maryland School of Social Work.

Professional Activities

Professional Associations:

Society for Prevention Research
Society for Research on Adolescence
Society for Research on Child Development
American Educational Research Association
Society for Research on Educational Effectiveness
Society for the Teaching of Psychology
Longitudinal Data Use Research Alliance

Advisory Boards:

2018—Current	Methods for Leveraging Big Data in Prevention Science Taskforce Society for Prevention Research
2015—2016	Early Career Preventionists Network (ECPN) Steering Committee; Society for Prevention Research

Manuscript Reviews:

American Journal of Preventive Medicine; Children and Youth Services Review; Criminal Justice and Behavior; Educational Research; International Journal of Psychology; Journal of Adolescence; Journal of Social and Personal Relationships; Journal of Primary Prevention; Journal of Educational and Developmental Psychology; Prevention Science

Conference Abstract Review:

Society for Prevention Research; Abstract & Research, Policy, and Practice Thematic Review
Society for Research on Child Development; Development and Psychopathology Panel
American Educational Research Association; Out of School Time SIG
American Educational Research Association; Adolescence and Youth Development SIG
Society for Research on Adolescence; Gender and Sexuality Panel
Curry Research Conference, University of Virginia

Service

School of Social Work Service:

2017—Present Contractual and Fixed Term Faculty Review Committee
2015—2018 Social Committee

Community Service:

2015—2017 Baltimore's Promise Data Analysis Workgroup, Baltimore, MD
2013—2014 Rotary Club of State College, State College, PA
2013—2014 Rotary Youth Leadership Awards Committee, State College, PA
2008—2012 Big Brothers Big Sisters of the Central Blue Ridge, Charlottesville, VA
Big sister to a high school student; Fundraising committee
2010—2012 American Association of University Women (AAUW), Charlottesville, VA, Founding Member; Director of Communications and Outreach; Elect Her Campaign
2009—2012 National Eating Disorders Association Fundraising Committee, Charlottesville, VA
2008—2009 Charlottesville/Albemarle Commission on Children and Families reading development program, Charlottesville, VA

Advanced Statistics and Methodological Trainings Attended

2016 Synthetic Data: Balancing Confidentiality and Quality in Public Use Files, Bureau of Labor Statistics
2015 Hierarchical Linear Models for Causal Inference, Carnegie Foundation at Stanford University
2015 Survival Analysis, Event History Modeling, and Duration Analysis, Berkeley, CA, ICPSR
2014 Cross-Classified and Multiple Membership Models, University of Maryland College Park
2014 SIENA for Statistical Analysis of Social Networks: An Advanced Course, Pennsylvania State University
2013 Intensive Longitudinal Data Analysis, Pennsylvania State University
2013 Social Network Analysis: A Second Course, Ann Arbor, MI, ICPSR
2013 Social Network Analysis: An Introduction, Ann Arbor, MI, ICPSR
2013 Missing data analysis workshop, San Francisco, CA, Society for Prevention Research
2012 Social Network Analysis, Tampa, FL, Society for Research on Child Development
2012 Growth Mixture Modeling Workshop, Tampa, FL, Society for Research on Child Development
2011 What Works Clearing House Certification Training, Charlottesville, VA
2011 Missing Data Analysis, Charlottesville, VA, Institute of Education Sciences
2011 Mixed Methods, Charlottesville, VA, Institute of Education Sciences
2011 Growth Modeling, Miami, FL, Institute of Education Sciences

2010

Cluster-Randomized Control Trials, Charlottesville, VA, Institute of
Education Sciences

2009

Data Management, Charlottesville, VA, Institute of Education Sciences

BESS A. ROSE
CURRICULUM VITAE

School of Social Work, University of Maryland, Baltimore
525 West Redwood Street
Baltimore, MD 21201
Bess.Rose@ssw.umaryland.edu
(410) 706-3612
(443) 845-6003

EDUCATION

Ed.D. Johns Hopkins University School of Education, 2016
Teacher Development and Leadership
Dissertation chair: Marc Stein
Dissertation title: The Effect of School Mobility and Concurrent Changes on Students' Academic Performance

M.Ed. Western Governors University, 2009
Measurement and Evaluation
Capstone: Instructional design and formative and summative evaluation of "How to Create a Logic Model" course for state education program managers

M.A. State University of New York at Buffalo, 2001
Comparative Literature
Fields: Critical Theory, Autobiography, and 20th Century American Literature

B.A. The Johns Hopkins University, 1991
Sociology, cum laude

EXPERIENCE

Statistician, School of Social Work, University of Maryland, Baltimore, 2017–present

- Researcher for the Maryland Longitudinal Data System Center
- Statistical and analytic support for School of Social Work faculty and graduate students

Senior Study Director, Westat, 2014–2017

- Analytic Support for Policy and Program Analyses in PK-16 Education (U.S. Department of Education)
- Data Quality Initiative Technical Assistance (U.S. Department of Education)
- Education Feedback Study (Bill and Melinda Gates Foundation)
- Evaluability Assessment for the Robert Wood Johnson Foundation's Vulnerable Populations Portfolio (Robert Wood Johnson Foundation)
- Evaluation of the Leadership and Community Capacity-Building Projects 2008-2015 (Appalachian Regional Commission)

- Regional Educational Laboratory Peer Review (U.S. Department of Education)

IES Pre-Doctoral Research Trainee, Johns Hopkins School of Education, 2009–2014

- Study of Student Mobility in Baltimore City Public Schools, 2013–2014
- What Makes Schools Work Study, Department of Teacher Development and Leadership, 2010–2013
- PBIS Variations Study, Department of Mental Health, Johns Hopkins University Bloomberg School of Public Health, 2009–2010

Consultant (Rose Solutions), Technical Assistance in Research and Evaluation for Maryland State Department of Education (MSDE)

- 21st Century Community Learning Centers, 2009–2012
- Title I, 2009–2010

Coordinator, Research & Evaluation, Division of Student, Family, and School Support, MSDE, 2008–2009

Specialist, Research & Evaluation, Division of Student, Family, and School Support, MSDE, 2003–2008

Research Assistant, Research Study on Non-Promotional Transfers, Division of Planning, Results, and Information Management, MSDE, 2001–2003

Research Assistant, Reproductive Health Study, Division of Environmental Health Engineering, The Johns Hopkins University School of Public Health and Hygiene, 1992–1993

Research Assistant, Beginning School Study, Department of Sociology, The Johns Hopkins University, 1989–1992

CERTIFICATES

IES Certificate in Education Sciences, Johns Hopkins University Predoctoral Interdisciplinary Research Training Program in the Education Sciences, 2016

School, Family, and Community Collaboration Leadership, Johns Hopkins School of Education, 2013

TRAINING

Cross-Classified and Multiple Membership Models, Tasha Beretvas, University of Texas at Austin, 2014

Analysis of Incomplete Multilevel Data, Stephen Raudenbush, University of Chicago, and Yongyun Shin, Virginia Commonwealth University, 2012

OTHER PROFESSIONAL EXPERIENCE

Technical Writing Advisor, Graduate Programs in Education, Goucher College, 2004–2011
Research Assistant/Intern, National Summer Learning Association, 2010
Graduate Assistant, Student Advisement and Services, SUNY at Buffalo, 1998–2000
Instructor, English and Comparative Literature Departments, SUNY at Buffalo, 1993–1998

FELLOWSHIPS

Johns Hopkins University Predoctoral Interdisciplinary Research Training Program, Institute of Education Sciences, 2010–2016 (PI: Karl Alexander)

Presidential Fellowship, State University of New York at Buffalo, 1993–1998

PUBLICATIONS

Rose, B.A. (2016). *The effect of school mobility and concurrent changes on students' academic performance*. Doctoral dissertation, Johns Hopkins University, Baltimore, MD.

Rose, Bess A., & Stein, Marc L. (2014). Mechanisms for teacher outreach to parents in charter and traditional public schools. *Journal of School Choice: International Research and Reform*, 8, 589–617.

Rose, Bess, & Bradshaw, Catherine P. (2013). The link between student mobility and academics. In J. Hattie & E. M. Anderman (Eds.), *International guide to student achievement* (pp. 155–157). New York and London: Routledge.

Rose, Bess A. (2011). Book review [Timothy J. Bartik, Investing in Kids: Early Childhood Programs and Local Economic Development]. *Journal of Children and Poverty*, 17, 207–209.

MSDE. (2005). *Report on bullying and harassment in Maryland's public schools*. Baltimore, MD: Author.

RESEARCH PRESENTATIONS

Rose, Bess A., Mushonga, Dawnsha R., & Henneberger, Angela K. (2018, May). *The relationship between poverty and long-term student outcomes: Disentangling the effects of individual and school poverty*. Paper presented at the Research Series of the Maryland Longitudinal Data System Center, Baltimore, MD.

Rose, Bess A. (2017, May). *Application of cross-classified multiple membership growth curve modeling in a study of the effect of school mobility on students' academic performance*. Paper presented at the M3 Conference, University of Connecticut, Storrs, CT.

Rose, Bess A. (2014, November). *Using cross-classified multiple membership growth curve modeling in non-hierarchical multilevel data structures: The effect of school mobility and concurrent changes on students' academic achievement*. Poster presented at the Advances in Multilevel Modeling Conference, University of Maryland, College Park, MD.

Rose, Bess A. (2014, April). Variation in the effect of mobility: Reasons for school changes. Poster presented at the American Educational Research Association Annual Meeting, Philadelphia.

Rose, Bess A. (2013, September). Examining variation in effects of student mobility using cross-classified, multiple membership modeling. Paper presented at the Society for Research on Educational Effectiveness Fall 2013 Conference, Washington, DC.

Rose, Bess A., & Stein, Marc L. (2012, April). Mechanisms for teacher outreach to parents in charter and traditional public schools. Paper presented at the American Educational Research Association Annual Meeting, Vancouver. (Presenting co-author)

Stein, Marc L., & Rose, Bess A. (2011, March). Choosing more school? Extended time policies and student achievement across seasons in charter and traditional public schools. Paper presented at the Society for Research on Educational Effectiveness Spring 2011 Conference, Washington, DC. (Non-presenting co-author)

Stein, Marc L., & Rose, Bess A. (2011, April). Choosing more school? Extended time policies and student achievement. Paper presented at the American Educational Research Association Annual Meeting, New Orleans, LA. (Non-presenting co-author)

Rogers, Larry, & Rose, Bess A. (2006, April). Student mobility, social class, and academic performance. Paper presented at the American Educational Research Association, San Francisco, CA. (Co-presentation)

OTHER PROFESSIONAL PRESENTATIONS

August 2018. Poverty and Long-Term Educational Outcomes: Variation by Level of School Poverty, Student Poverty, and Local School System (co-presentation with Angela Henneberger). Presentation to the Commission on Innovation and Excellence in Education (Kirwan Commission), Annapolis, MD.

July 2018. The Role of Concentrated Poverty and Race in Long-Term Academic Outcomes (co-presentation with Angela Henneberger). Presentation to the Commission on Innovation and Excellence in Education (Kirwan Commission), Annapolis, MD.

October 2013. When People Move: Using Cross-Classified and Multiple Membership Growth Curve Modeling in Non-Hierarchical Multilevel Data Structures. Demonstration at the American Evaluation Association conference, Washington, DC.

October 2012. The RFP Process: A Dialog Between Evaluation Providers and the Organizations that Contract for Those Services. Panel presentation at the American Evaluation Association conference, Minneapolis, MN.

March 2012. Goals, Objectives and Milestones. 21st Century Community Learning Centers Pre-Proposal Webinar, Baltimore, MD.

March 2012. Evaluation & Dissemination. 21st Century Community Learning Centers Pre-Proposal Conference, Lanham, MD.

March 2010. Using Data for Program Planning & Improvement. 21st Century Community Learning Centers Pre-Proposal Conference, Columbia, MD.

December 2008. Changes to Data Submissions. Maryland State Department of Education Web Data Collection System Regional Meetings (multiple locations in MD).

October 2008. Education for Homeless Children and Youth: Trends in the Data 2004–2008. Homeless Education Coordinators Fall Technical Assistance Meeting, Baltimore, MD.

November 2007. Estimating Relationships Between Program Implementation and Academic and Behavioral Outcomes: An Evaluation of Three Models of Character Education in Maryland. Maryland State Department of Education, Baltimore, MD.

November 2007. How to Evaluate Character Education (co-presentation with Paula McCoach). Character Education Partnership National Forum, Arlington, VA.

November 2007. Education for Homeless Children and Youth: Trends in the Data 2004–2007. Homeless Education Coordinators Fall Technical Assistance Meeting, Baltimore, MD.

September 2007. Evaluating Your Character Education Program. Maryland Partnerships in Character Education Conference, Baltimore, MD.

March 2007. Partnerships in Character Education: Panel Discussion. Maryland Partnerships in Character Education Conference: Growing Together: Integrating Character Education for Student Achievement, Baltimore, MD.

October 2005. How Do I Know What Works? Research Tools for Building Cultures of Character (co-presentation with Jacqueline Ringgold Jones). Character Education Partnership National Forum, Atlanta, GA.

September 2004. How to Evaluate Your Character Education Program. Maryland Character Education Showcase, Baltimore, MD.

PROFESSIONAL AFFILIATIONS

American Educational Research Association
American Evaluation Association
Association for Public Policy Analysis & Management
Society for Research on Educational Effectiveness

SERVICE

Editorial Advisory Board, *Journal of Children & Poverty*, 2011–present
Grant reviewer, U.S. Department of Education, Investing in Innovation (i3) grants (evaluation component), 2016
Reviewer, American Educational Research Association, Division H, 2013
Reviewer, American Educational Research Association, Family, School, Community Partnerships Special Interest Group, 2013
Reviewer, American Evaluation Association, Cluster Multi-Site Multi-Level Evaluation Topical Interest Group, 2013
Grant reviewer, MSDE, Maryland's 21st Century Community Learning Centers, 2006–2012
Reviewer, *The High School Journal*, 2011

DAWNSHA R. MUSHONGA, PhD, LCPC, NCC, ACS

University of Maryland, School of Social Work

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Office: 410-706-7610 • Email: Dmushonga@ssw.umaryland.edu

EDUCATION

2017	MORGAN STATE UNIVERSITY <i>Doctor of Philosophy</i> Concentration: Social Work Dissertation Title: The Relationship between Identity-Related Constructs and Positive Mental Health in Black College Students Dissertation Chair: Sandra Chipungu, PhD	Baltimore, MD
2006	WESTERN KENTUCKY UNIVERSITY <i>Master of Arts in Education</i> Major: Mental Health Counseling Concentration: Marriage and Family Therapy	Bowling Green, KY
2003	WESTERN KENTUCKY UNIVERSITY <i>Bachelor of Arts</i> Majors: Psychology & Sociology	Bowling Green, KY

CURRENT LICENSURE AND CERTIFICATIONS

LCPC Approved Clinical Supervisor (MD)	#523	December 2012
Licensed Clinical Professional Counselor (MD)	LCPC # 4199	October 2011
Licensed Professional Counselor (GA)	LPC # 006114	September 2010
Licensed Professional Counselor (MS)	LPC #1392	August 2008
National Certified Counselor (NCC)	NBCC #216081	August 2006

PUBLICATIONS/ PRESENTATIONS/ RESEARCH INTERESTS

Publications

Rasheem, S., Alleman, A., **Mushonga, D.**, Toney, D., & Vakalahi, H. F. (2018). Mentor-shape: Exploring the mentoring relationships of Black female doctoral students. *Mentoring & Tutoring: Partnership in Learning*, DOI: 10.1080/13611267.2018.1445443.

Manuscripts under Review:

Mushonga, D., Rasheem, S., & Toney, D. (under review). *And Still I Rise: A Qualitative Study Examining Resilience Factors Contributing to Posttraumatic Growth in African American Women.*

Manuscripts in Progress:

Mushonga, D. *Positive mental health in Black college students: An exploration of identity-related constructs.*

Henneberger, A. K. & **Mushonga, D.** *Adolescent peer relationships: Considerations for social work practitioners in education.*

Henneberger, A. K., Rose, B., & **Mushonga, D.** *Growing Up in Poverty: Leveraging Statewide Linked Administrative Data to Examine Long-Term College and Workforce Outcomes.*

Henneberger, A. K., **Mushonga, D.**, & Quito, E. *Peer selection and adolescent substance use: A review of social network analytic research.*

Henneberger, A. K., **Mushonga, D.**, & Quito, E. *Targeting Peer Selection in Universal School Based Substance Use Prevention Programs: Current Approaches and Future Directions.*

Mushonga, S. M. & **Mushonga, D.** *Justice in the Workplace: Linking social justice to work outcomes.*

Invited Presentation(s):

Mushonga, D. (2018, March). *Protective Factors in Black College Students.* Council for Social Work Education, Minority Fellowship Program, Alexandria, VA.

Presentations

Mushonga, D. (2017, October). *Predictors of Positive Mental Health in Black College Students.* Council on Social Work Education, Dallas, TX.

Toney, D., S. Rasheem, A. Alleman, D. Mushonga (2017, October). *Mentor-shape: Exploring the Mentoring Relationships of Black Women in Doctoral Programs.* Council on Social Work Education, Dallas, TX.

Toney, D., Mushonga, D., & Rasheem, S. (2015, October). *Resilience Factors of African American Women Who Have Experienced Trauma.* Council on Social Work Education, Denver, CO.

Research Interests

- Mental Health

- Positive Youth Development
- Mentoring Outcomes
- Minorities and At-Risk Populations
- Social Justice

GRANTS

GRANT SUPPORT

2017 \$500 Dissertation Grant, Morgan State Graduate Student Association (MSGSA), Morgan State University, Baltimore, MD

GRANT(S) SUBMITTED

2017 Health Disparities Research Loan Repayment Program (LRP), National Institutes of Health (NIH)

PROFESSIONAL EMPLOYMENT

2017- UNIVERSITY OF MARYLAND Baltimore, MD
Postdoctoral Fellow, School of Social Work

- Collaborate on empirical manuscripts related to peer processes and the promotion of positive youth development for submission to leading journals
- Conduct extensive literature reviews and data analysis for quantitative and qualitative studies
- Assist in developing grant proposals to secure funding for identified projects

2016- MORGAN STATE UNIVERSITY Baltimore, MD
2017 *Graduate Assistant- PhD Chair, School of Social Work*

- Provided administrative assistance to the department chair
- Assisted with preparing and compiling materials for presentations and meetings
- Provided support for retention and recruitment of doctoral students

2013- UNIVERSITY OF MARYLAND MEDICAL CENTER Baltimore, MD
2014 *Licensed Clinical Professional Counselor- Substance Abuse Outpatient Clinic*

- Provided direct services to clients including individual and group counseling, crisis intervention, and referrals as necessary.
- Conducted biopsychosocial evaluations and treatment planning with clients.
- Contributed to weekly treatment team staffing with colleagues to implement the most effective therapeutic interventions with clients.
- Provided case management services and maintained clinical records regarding client's progress.

2011- GOOD SHEPHERD SERVICES Halethorpe, MD
2013 *School Therapist*

- Provided individual and group therapy to adolescents on a weekly basis, in addition to crisis intervention services.
- Participated in the treatment planning process and coordinated IEP services for students, as well as involving guardians.
- Coordinated case management services and maintained clinical records to assist in achieving optimum mental health within the school setting.

2011-	MHM SERVICES	Valdosta, GA
2011	<i>Mental Health Counselor- Valdosta State Prison</i>	
	<ul style="list-style-type: none"> • Provided individual and group counseling sessions to chemically-dependent and/or dually diagnosed inmates, as well as actively participated in regularly scheduled meetings regarding the multidisciplinary treatment needs of inmates on caseload. • Provided crisis intervention services to inmates by using appropriate therapeutic techniques and methodologies. • Completed required documentation such as therapy notes, psychosocial assessments, suicide risk evaluations, treatment plans, sexual allegation packets, involuntary medication evaluations, and pre-release plans in a timely manner. • Coordinated after-care services through appropriate referrals for community services to ensure continuity of care upon inmates' release. 	
2010-	PATHWAY TO HOPE COUNSELING SERVICES, INC.	Valdosta, GA
2011	<i>Mental Health Therapist</i>	
	<ul style="list-style-type: none"> • Provided individual, family, and group therapy to clients on a weekly basis in the home and community settings. • Completed intake sessions, psychosocial assessments, MICPs, therapy notes, and treatment plans to address clients' presenting issues. • Modified treatment activities and approaches as needed in order to comply with changes in clients' status. 	
2010-	HINDS BEHAVIORAL HEALTH SERVICES	Jackson, MS
2010	<i>School-Based Therapist</i>	
	<ul style="list-style-type: none"> • Provided individual, family, and group therapy to children/adolescents and their families on a weekly basis in the home and school settings, in addition to school-based services. • Conducted intake sessions, crisis intervention, psychosocial assessments, and implements treatment and behavior plans for children and adolescents based on presenting issues. • Documented individual therapy notes and other required documentation in a timely manner, in addition to provision training workshops. 	
2006-	YOUTH VILLAGES	Jackson, MS
2009	<i>Regional Supervisor</i>	
	<ul style="list-style-type: none"> • Coordinated clinical services to children and families in two programs (Foster Care and Intensive In-Home Services) as it is related to the function of the clinical team. • Managed and supervised all employees assigned to clinical teams within the region, managed clinical care, case management and customer relations. • Provided effective leadership to clinical staff through timely performance reviews and 	

challenging development plans.

- Developed and revised standard operational and working practices and observed workers to ensure compliance with standards.
- Maintained budget and financial records related to regional activities by reviewing reports and resolving problems to ensure minimum costs and prevent delays.

2004- COMMUNITY ALTERNATIVES OF KENTUCKY (CAKY) Bowling Green, KY

2006 *Support Coordinator*

- Ensured coordination of services and quality of life for individuals with mental disabilities.
- Developed and implement Individual Support Plans, as well as goals and objectives for clients.
- Monitored progress on clients' daily goals and making necessary provisions as needed.
- Supervised personnel to achieve service, clinical, and financial objectives within general resource and reimbursement models.
- Ensured compliance with state regulatory requirements through quality assurance activities.

2005- BARREN RIVER AREA SAFE SPACE, INC. (BRASS, INC.) Bowling Green, KY

2006 *Family Advocate*

- Facilitated individual and group sessions in accordance with Victim Service Standards.
- Compiled and reported statistical information on residents as required by funding resources.
- Established appropriate Service Plan and means of implementation with each resident.
- Provided crisis intervention and completed intake and exit processes.
- Provided individual and group counseling services to abused women and children.
- Handled crisis call procedures at shelter.
- Assisted clients with treatment plans and monitored progress.

2003- RIVENDELL BEHAVIORAL HEALTH SERVICES Bowling Green, KY

2004 *Mental Health Associate*

- Provided assistance to at-risk children and youth in daily activities to improve their mental health and behaviors.
- Monitored and documented the progress of individuals in an acute setting and ensuring their safety.
- Organized and assisted therapists in conducting group counseling services for youth.

2002- COMMUNITY ALTERNATIVES OF KENTUCKY (CAKY) Bowling Green, KY

2003 *Residential Service Provider (RSP)*

- Provided assistance to individuals with mental challenges in daily activities within residential settings.
- Monitored individuals in reaching daily objectives to become more independent.
- Administered prescribed medications to clients in compliance with doctor's orders.

TEACHING EXPERIENCE

2016- MORGAN STATE UNIVERSITY Baltimore, MD

2017 *Teaching Assistant*
Instructor: Dana Wilson, PhD
Course: Social Policy and Social Welfare (SOWK 329). This undergraduate course introduces and familiarizes students with the concept of social welfare as a broad field consisting of a variety of programs, policies, laws, institutions, and systems designed to provide for the general well-being of the entire population, particularly minorities.

- Facilitated lectures and class discussions
- Prepared materials and resources for class instruction
- Assisted with grading assignments and exams
- Evaluated student performance and provided feedback and support to students

Teaching Interests

- Children and Families
- Mental Health
- Diversity and Issues of Social and Economic Justice
- Social Policy and Social Welfare
- Statistics and Research Methods
- Introduction to Social Work
- Human Behavior in the Social Environment

COMMUNITY SERVICE AND VOLUNTEER EXPERIENCE

2015 NATIONAL BLACK GRADUATE STUDENT ASSOCIATION Jacksonville, FL
Conference Volunteer

2015 COUNCIL ON SOCIAL WORK EDUCATION (CSWE) Denver, CO
Conference Volunteer

2015 SOCIAL WORK STUDENT ADVOCACY DAY Washington, D.C.
Student Participant

2016 COUNCIL ON SOCIAL WORK EDUCATION (CSWE) Atlanta, GA
Conference Volunteer

2016- GLENMAR ELEMENTARY SCHOOL Middle River, MD
2017 *Volunteer*

TRAININGS

2017	BLACKBOARD TRAINING <i>Morgan State University- Office of Information Technology</i>	Baltimore, MD
2017	PANAPTO RECORD AND GO TRAINING <i>Morgan State University- Office of Information Technology</i>	Baltimore, MD
2016	RESULTS- BASED ACCOUNTABILITY TRAINING <i>Morgan State University- School of Social Work</i>	Baltimore, MD
2013	TRAUMA-FOCUSED CBT TRAINING COURSE <i>Medical University of South Carolina</i>	Online
2010	MOTIVATIONAL INTERVIEWING <i>Valdosta State Prison</i>	Valdosta, GA

PROFESSIONAL MEMBERSHIPS AND AFFILIATIONS

- Society for Social Work Research (SSWR)
- Licensed Clinical Professional Counselors of MD (LCPCM)
- National Certified Counselors (NCC)
- National Society for Leadership and Success (NSLS)
- The Network for Social Work Management (NSWM)
- Gamma Beta Phi Honor Society