Megan Kuhfeld

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EDUCATION

September 2011-present — **University of California, Los Angeles (UCLA)** — Los Angeles, CA
Ph.D. in Advanced Quantitative Methods in Education Research, Graduate School of Education and Information Sciences: *in progress.*

August 2005-May 2009 — **Duke University** — Durham, NC
Bachelor of Science in Psychology and Minor in Statistical Sciences
GPA 3.650, Psychology GPA 3.86

August 2007-December 2007 — **University of Sevilla** — Seville, Spain
• Took liberal arts classes in Spanish

AWARDS

April 2009 — **Winfred Quinton Holton Prize for Educational Research**
• One of two Duke undergraduates to win an award for outstanding innovative or investigative work dealing with education for senior thesis

November 2008-May 2009 — **Jacqueline Morris Memorial Fellowship**
• One of four undergraduates to receive a $500 in research support for senior thesis research project from Sanford's Center for Child and Family Policy.

Spring 2007-May 2009 — **Psi Chi National Honors Society**
• Member of National Honor Society in Psychology

June 2007-August 2007 — **Vertical Integration Program Grant**
• Selected for participation in summer program designed to provide honors students in Psychology with research training and experience. Program included biweekly seminar and 30 hours a week working as a research assistant for Harris Cooper, Ph.D., and starting senior thesis project.

RESEARCH EXPERIENCE

June 2009-present — **Senior Research Assistant in Education at Child Trends**
Principle Investigators: Laura Lippman and Lina Guzman, Ph.D, Child Trends
• Developed questionnaires and response scales, cognitively tested surveys, performed, literature reviews, data analysis, and wrote research briefs.

June 2008-May 2009 — **Senior Thesis Research Project**
Advisor: Harris Cooper, Ph.D., Duke Department of Psychology and Neuroscience
Examined the effects of changing high school start times to begin later in the morning through online surveys sent to key school officials at districts in which high school start times have been changed in the last 10 years. Measured and analyzed data on staff and community perceptions of new start times, changes in students' sleep patterns and alertness, and effects of district functioning.

January 2008-May 2009 — **Research Assistant in Cooper Lab**
PI**:** Harris Cooper, Ph.D., Duke Department of Psychology and Neuroscience
Project: Meta analysis of the effects of full-day v. half-day kindergarten
Responsibilities: Literature review to identify articles, requested articles from databases and other libraries, assisted in developing coding scheme, and coded articles.

January 2007-June 2007 — **Research Assistant in the Sanford School of Public Policy at Duke University**
PI: Ken Dodge, Ph.D., Director of Sanford Center for Child and Family Policy
Project: Kindergarten Home-visit Project
Responsibilities: Scheduled and conducted interviews with parents by phone and teachers in person, entered data, and coordinated second round of data collection consisting of follow-up mail surveys.

PUBLICATIONS

Boccanfuso, C., Lippman, L., & Kuhfeld, M. (forthcoming). *Making the case for the importance of school climate. for improving student success.* Washington, DC: Safe and Supportive Schools Technical Assistance Center.

Lippman, L., Boccanfuso, C., Darling-Churchill, K., Kuhfeld, M. (under review). *How do charter schools compare? Volume 1: Student, Staff, School, and System Indicators*. Washington, DC: U.S. Department of Education.

Boccanfuso, C. & Kuhfeld, M. (2011). *Multiple responses, promising results: Evidence-based, nonpunitive alternatives to zero tolerance*. Washington DC: Child Trends.

Kuhfeld, M., Ballard, F., Bronte-Tinkew, J., Whitney, C., Burkhauser, M., Mbwana, K., & Lilja, E. (2009). *The Program for Agreement and Cooperation in Contested Custody Cases 2007-2009 Implementation and Outcomes Evaluation Report.* Available from www.apapracticecentral.org/update/2009/11-23/pac-summary.pdf

Hair, E.C., Moore, K.A., Kuhfeld, M., & Sidorowicz, K. (2009) *Parent and Family Religiosity During Adolescence: The Influence on Risky Behaviors during the Transition to Adulthood*. Child Trends: Washington D.C. Available from www.childtrends.org/...//Child_Trends-2009_10_29_FR_HeritageConf.pdf

Kuhfeld, M. & Cooper, H. (2009) Do Later High School Start Times Benefit or Create Problems for Families and Schools? A Survey of U.S. School Districts that Changed Their Start Times. Honors Thesis: Duke University.

PRESENTATIONS

Kuhfeld, M. (April 15, 2009) "Do later start times positively or negatively affect schools and families?" Poster presented at Duke Visible Thinking, Duke University, Durham, NC.

PROFESSIONAL ACTIVITIES/MEMBERSHIPS

January 2010-present **American Educational Research Association**

ADDITIONAL TRAINING

May 2010 **Joint Program in Statistical Methods**, "Item Response Theory"

ADDITIONAL INFORMATION

Software Skill –

Office: MS Word, Excel, PowerPoint, Access, Endnotes

*Statistica*l: SAS, SPSS, STATA,

Language Skill – conversational Spanish