

Kathryn P. Chapman

PERSONAL INFORMATION

Position Clinical Assistant Professor of Early Childhood Studies
School of Special Education, School Psychology, and Early Childhood Studies
Faculty Affiliate of the Anita Zucker Center for Excellence in Early Childhood
Studies (AZ CEECS)
College of Education
University of Florida
kathryncchapman@ufl.edu
715-252-0441
www.kathryncchapman.com

ORCID <http://orcid.org/0000-0001-7615-4143>

EDUCATIONAL BACKGROUND

June 2019 **Ph.D.** in Education: Educational Policy & Evaluation
Arizona State University, Tempe, Arizona
Mary Lou Fulton Teachers College
Dissertation: *Pennies for Pre-Schoolers: The Role of Foundations in Pre-School
Programs, Policies, and Research*
Committee: Dr. Jeanne M. Powers (Chair), Dr. Gustavo E. Fischman,
& Dr. Sherman Dorn
Fields of Concentration: Early Childhood Education Policy, History,
and Philanthropy

August 2013 **M.S.** in Education: Curriculum & Instruction
University of Wisconsin-Madison, Madison, Wisconsin
School of Education
Committee: Dr. Beth Graue (Chair), Dr. Adam Nelson, & Dr. Travis Wright
Fields of Concentration: Early Childhood Education and Education Policy

May 2005 **B.A.** in Education: Early Childhood Education, *summa cum laude*
Arizona State University, Tempe, Arizona
Mary Lou Fulton Teachers College
Endorsements: Bilingual Education and Structured English Immersion

PROFESSIONAL EXPERIENCE

- 2023-present Clinical Assistant Professor of Early Childhood Studies
Faculty Affiliate of the Anita Zucker Center for Excellence in Early
Childhood Studies
College of Education, University of Florida, Gainesville, Florida
- 2022-2023 Visiting Clinical Assistant Professor of Early Childhood Studies
Faculty Affiliate of the Anita Zucker Center for Excellence in Early
Childhood Studies
College of Education, University of Florida, Gainesville, Florida
- 2019-2022 Postdoctoral Scholar
Mentor: Dr. Beth Rous
College of Education, University of Kentucky, Lexington, Kentucky
- Qualitative and Quantitative Research Methodologist for projects focused on early intervention and early childhood policy
 - Instructor of Record and Teaching Intern
 - Co-Investigator and Budget Manager for the Family and Provider Perceptions of Tele-Intervention Services During the COVID-19 Pandemic Study, \$6250, University of Kentucky COVID-19 Unified Research Experts (CURE) Alliance Pilot Award, NIH-funded, 2020-2021
 - Project and Budget Manager for the Kentucky Early Intervention Services (KEIS) Rate Study, Kentucky Cabinet for Health and Family Services, \$351,998, State-funded, 2020-2022
 - Integral Planning Member of the Early Childhood and Family Policy Great Plains IDEA Consortium
 - Independent Applying the Quality Matters Rubric (APPQMR): (Statewide Systems) certification
 - SAP budget and project management training
 - Regular and substantive interaction and academic engagement training for distance learning
- 2014-2019 Research Assistant, Teaching Assistant, and Teaching Intern
Advisors: Dr. Jeanne M. Powers, Dr. Michael F. Kelley, & Dr. Sherman Dorn
Mary Lou Fulton Teachers College, Arizona State University, Tempe, Arizona
- Research Group Coordinator for an ArcGIS student-led research group, 2016-2017
 - Research Intern in the Comprehensive School Assistance Program, WestEd, Advisor: Dr. Lenay Dunn, 2015-2016

2014 (Fall)	Instructional Coach for Kindergarten Teachers Tempe Elementary School District #3, Tempe, Arizona
2013-2014	Elementary and Middle School Teacher Kindergarten (full-day, full year); Sixth, Seventh, & Eighth Grade (summer school) Tempe Elementary School District #3, Tempe, Arizona
2012-2013	Instructor and Supervisor of Undergraduate Pre-Service Teaching Students CURRIC 363: Practicum I and II in EC/ESL/Bilingual Education Program Department of Curriculum & Instruction, School of Education, University of Wisconsin-Madison, Madison, Wisconsin
2010-2012	Confidential Assistant in the Office of the Secretary Supervisor: Dr. Jacqueline Jones United States Department of Education, Washington, District of Columbia
2009-2010	Kindergarten Teacher Humke Elementary School, Nekoosa, Wisconsin
2009 (June-August)	Four-Year-Old Kindergarten (4K) Teacher Stevens Point Area Public School District, Stevens Point, Wisconsin
2009 (January-May)	Four-Year-Old Kindergarten (4K) through 12th Grade Substitute Teacher Stevens Point Area Public School District, Stevens Point, Wisconsin Rosholt School District, Rosholt, Wisconsin
2007-2008	Field Organizer and Out of State Volunteer Coordinator, Out of State Volunteer Director, and State Operations Director (Iowa) Obama for America, New Hampshire, South Carolina, Connecticut, Maine, Ohio, Pennsylvania, North Carolina, and South Dakota Barack Obama's Iowa Campaign for Change, Des Moines, Iowa
2006-2007	Kindergarten Team Leader and Teacher, and Debate Coach Pinebrook Elementary School and Freedom High School, Aldie, Virginia
2005-2006	Kindergarten Teacher and English as a Second Language Teacher for Kindergarten through 3rd Grade Pinebrook Elementary School, Aldie, Virginia

- 2005 (May-July) Infant and Toddler Teacher
Noel Learning Center, Stevens Point, Wisconsin
- 2001-2005 Preschool (Ages 3-4) Assistant Teacher
Arizona State University Child Development Lab, Arizona State University,
Tempe, Arizona

PROFESSIONAL INTERESTS

Early Childhood Care and Education

- Early intervention and early childhood education
- Philanthropic and nonprofit organization and key stakeholder investments in early childhood
- Access and equity in early childhood
- Educational leadership and early childhood
- History of childhood in the United States

Education Policy

- Early childhood education policy
- Philanthropic and nonprofit organization and key stakeholders influences on policy
- Equity and reform discourses

PUBLICATIONS

Refereed Academic Journal Articles and Invited Manuscripts

Ross, L., **Chapman, K.**, Dorn, S. J., & Casanova, C. (2023). Opting out of standardized tests at the secondary level – A geographic analysis of Colorado. *AERA Open*.
<https://doi.org/10.1177/23328584231169735>.

Sherif, V., **Chapman, K.**, & Rous, B. (2023). Underpaid but choosing to stay: Compensation inequity in Kentucky public preschool. *Journal of Education Human Resources (JEHR) Special Issue on Pushing the Boundaries of Social Justice: Theoretical and Methodological Considerations of School Finance Equity for Human Resources*, 41(1), 50-73. <https://doi.org/10.3138/jehr-2021-0067>.

Chapman, K., & Pivovarova, M. (2021). Early childhood education and child care in Arizona: Is availability alone sufficient?. *Emerging Voices in Education*, 2(1), 8-21.
<https://doi.org/10.17918/er3g-gm89>.

Powers, J. M., & **Chapman, K.** (2021). Poor kids versus bad teachers: *Vergara v. California* and the social construction of teachers. *Teachers College Record*, 123(4).
<https://www.tcrecord.org/Content.asp?contentid=23651>.

- Rous, B., Gooden, C., Hallam, R., & **Chapman, K.** (2020). Using a transition plan to promote individualized transition services. In B.S. Rous, McLaughlin, T., & Sandall, S.R. (Eds.), *Transition: Supporting Changes in Services and Settings* (DEC Recommended Practices Monograph Series No. 8, pp. 95-106). Division for Early Childhood.
- Kachorsky, D., Reid, S. F., & **Chapman, K.** (2020). Education through *TIME*: Representations of United States education on *TIME Magazine* covers. *AERA Open*, 6(3), 1-19.
<https://journals.sagepub.com/doi/full/10.1177/2332858420961110>.
- Chapman, K.**, Ross, L., & Dorn, S. J. (2020). Opting out in the empire state: A geographic analysis of opting out in New York, spring 2015 & 2016. *Teachers College Record*, 122(2).
<https://www.tcrecord.org/content.asp?contentid=23062>.
- Kilinc, S., Farrand, K., **Chapman, K.**, Kelley, M., Millinger, J., & Adams, K. (2017). Expanding opportunities to learn to support inclusion through drama-enhanced literacy practices. *British Journal of Special Education*, 44(4), 431-447.
<http://onlinelibrary.wiley.com/doi/10.1111/1467-8578.12186/full>.
- Powers, J. M., & **Chapman, K.** (2017). Protecting teachers or protecting children? Media representations of *Vergara v. California*. *International Journal of Sociology of Education—RiSE*, 6(2). <http://dx.doi.org/10.17583/rise.2017.2328>.
- Kilinc, S., **Chapman, K.**, Kelley, M., Millinger, J., & Adams, K. (2016). Teachers' reconceptualization of young children's identities and abilities through research-based drama professional development. *International Journal of Education & the Arts*, 17(22).
<http://www.ijea.org/v17n22/>.
- Amrein-Beardsley, A., Holloway-Libell, J., Cirell, A. M., Hays, A., & **Chapman, K.** (2015). "Rational" observational systems of educational accountability and reform. *Practical Assessment, Research & Evaluation*, 20(17). <https://doi.org/10.7275/td4c-tr89>.

Refereed Policy Briefs and Reports

- The Center on School Turnaround (Contributing writers: Myers, C.V., Redding, S., Hambrick Hitt, D., McCauley, C., Dunn, L., **Chapman, K.**, Ambroso, E., & Chen-Gaddini, M.). (2017). *Four domains for rapid school improvement: A systems framework* [The Center for School Turnaround at WestEd]. WestEd.
https://centeronschoolturnaround.org/wp-content/uploads/2018/04/CST_Four-Domains-Framework-Final.pdf.

Dunn, L., Scott, C., **Chapman, K.**, & Vince, S. (2016). *The missing link: How states work with districts to support school turnaround*. WestEd.
https://www.centeronschoolturnaround.org/wpcontent/uploads/2018/04/CST_Missing_Link_FINAL.pdf.

Refereed Book Chapters

Reid, S. F., Kachorsky, D., & **Chapman, K.** (2022). A multimodal content analysis of *TIME Magazine's* education covers. In F. Serafini (Ed.), *Beyond the visual: An introduction to researching multimodal phenomena*. Teachers College Press.

Book Reviews

Chapman, K. (2021). Review of *Conservative philanthropies and organizations shaping U.S. educational policy and practice*, by deMarrais, Herron, & Copple (Eds.). *Journal of Education Policy*. <https://doi.org/10.1080/02680939.2021.1940732>.

State Commissioned Research Reports and Papers

Chapman, K., Grove, J., Rous, B., Gooden, C., & Williams, C. M. (2021). Family and provider perceptions of tele-intervention services during COVID-19 [final report]. Human Development Institute, University of Kentucky.
https://d9b2004d-c34d-44a5-b954-2e3d906dd838.filesusr.com/ugd/ab6d58_66e60c89b9aa4936bea100e8285f84e9.pdf.

Sherif, V., Rous, B., & **Chapman, K.** (2020). The Kentucky public preschool workforce study. Human Development Institute, University of Kentucky.
https://d9b2004d-c34d-44a5-b954-2e3d906dd838.filesusr.com/ugd/ab6d58_26bd9546bc7042b4b1b86eb8576d26fd.pdf.

Ongoing Research

**Graduate Student*

Little, M., Drake, T., **Chapman, K.**, & Gragson, A.* An analysis of principal preparation programs and early childhood leadership. Currently writing the manuscript. Presented this research at the University Council of Educational Administration (UCEA) Annual Convention.

Liu, S.J.*, **Chapman, K.**, & Zhao, P. Home literacy environments for dual language learners: A qualitative study. Poster presentation submitted to the Division for Early Childhood (DEC) Conference to receive feedback. Currently writing the manuscript.

Chapman, K., Rous, B., Grove, J., Williams, C. M., & Gooden, C. Family and provider perceptions of tele-intervention services during the COVID-19 pandemic. Data collection and analysis completed. Currently writing the manuscript and have conducted poster presentations (one in-person and one virtual) at the Conference on Research Innovations in Early Intervention (CRIEI) and National Research Conference on Early Childhood (NRCEC).

Chapman, K. The importance of networks and partnerships in early childhood philanthropy. Data analysis completed. Currently writing the manuscript.

Chapman, K., Rous, B., Grove, J., & McCormick, K. Support systems for families of children with disabilities: An egocentric network analysis. Currently completing data analysis and writing the manuscript.

PRESENTATIONS

Refereed National and International Presentations

**Graduate Student*

Chapman, K., Liu, S.J.*, & Zhao, P. (2023). Home literacy environments for dual language learners: A qualitative study. Poster presentation accepted to the Division for Early Childhood (DEC) Conference, Minneapolis, Minnesota.

Ge, G.*, & **Chapman, K.** (2023). A scoping review of preschool teachers' perspectives of children's play. Poster presentation accepted to the Division of Early Childhood (DEC) Conference, Minneapolis, Minnesota.

Chapman, K. (2023). Who is investing in early childhood care and education in Florida and what do they support? Paper presentation accepted for the Association for Education Finance and Policy (AEFP) Annual Conference, Denver, Colorado.

Little, M., Drake, T., **Chapman, K.,** & Gragson, A. (2022). An analysis of principal preparation programs and early childhood leadership. Paper presentation for the University Council for Educational Administration (UCEA) Annual Convention, Seattle, Washington.

Chapman, K., Rous, B., Grove, J., & Williams, C. M. (2022). Family and provider perceptions of tele-intervention services in Kentucky during the COVID-19 pandemic. Poster presentation for the Administration for Children and Families' National Research Conference on Early Childhood (NRCEC), Virtual Presentation.

Chapman, K., Kachorsky, D., & Reid, S. F. (2022). Policies through *TIME*: The intersection of U.S. education and social policies as represented on *TIME magazine* covers. Poster presentation for the Association for Education Finance and Policy (AEFP) Annual Conference, Virtual Presentation.

Chapman, K. (2022). Philanthropic funding in early childhood: Is it equitable? Paper presentation for the Association for Education Finance and Policy (AEFP) Annual Conference, Denver, Colorado.

Chapman, K., Rous, B., Grove, J., & Williams, C. M. (2022). Challenges and benefits of tele-intervention in Kentucky during the COVID-19 pandemic. Poster presentation for the Conference on Research Innovations in Early Intervention (CRIEI), San Diego, California.

Chapman, K., Sherif, V., & Rous, B. (2021). The leadership beliefs and practices of U.S. early childhood administrators. Poster presentation for the Society for Research in Child Development (SRCD) Biennial Meeting, Virtual Presentation.

Chapman, K. (2021). The importance of financial networks, partnerships, and pooled funds in early childhood philanthropy. Paper presentation for the Association for Education Finance and Policy (AEFP) Annual Conference, Virtual Presentation.

Atwood, E., Butler, A., Canbolat, Y., **Chapman, K.,** Green, T., Gulosino, C., Lee, J., Lenoff, S., & Mann, B. (2020). Space, place, and geospatial thinking to inform educational research, policy, and practice. Panel presentation for the University Council for Educational Administration (UCEA) Annual Convention, Virtual Presentation.

Chapman, K. (2020). Pennies for pre-schoolers: Philanthropic foundation investment in pre-school programs, policies, and research. Paper presentation for the American Educational Research Association (AERA) Annual Meeting, San Francisco, California. [Conference canceled due to concern of COVID-19]

Chapman, K. (2020). Money and mission mismatch: The misalignment of foundation mission statements and investments in pre-school. Paper presentation for the American Educational Research Association (AERA) Annual Meeting, San Francisco, California. [Conference canceled due to concern of COVID-19]

- Rous, B., Sherif, V., & **Chapman, K.** (2020). *The Kentucky public preschool workforce study*. Poster presented as part of session Findings and Lessons from Five State Workforce Studies. Paper presentation for the 2020 Child Care and Early Education Policy Research Consortium (CCEEPRC) Meeting, Washington, District of Columbia.
https://d9b2004d-c34d-44a5-b954-2e3d906dd838.filesusr.com/ugd/ab6d58_156c3955c593451b9bf7550d5c717ea0.pdf [Conference canceled due to concern of COVID-19]
- Rous, B., Grove, J., **Chapman, K.**, & Budhwani, S. (2020). Mapping environmental impacts on infants/toddlers with disabilities. Poster presentation for the Conference on Research Innovations in Early Intervention (CRIEI), San Diego, California.
- Chapman, K.** (2019). Philanthropic foundation investment in pre-school programs, policies, and research. Paper presentation for the American Educational Research Association (AERA) Annual Meeting, Toronto, Ontario, Canada.
- Kachorsky, D., **Chapman, K.**, & Reid, S. F. (2019). Education through TIME: Representations of United States education on *TIME Magazine* covers from 1983-2018. Roundtable presentation for the American Educational Research Association (AERA) Annual Meeting, Toronto, Ontario, Canada.
- Ross, L., Ambroso, E., **Chapman, K.**, & Sweet, J. (2019). Examining the proximity effect between school shootings and academic achievement in Florida secondary schools. Paper presentation for the American Educational Research Association (AERA) Annual Meeting, Toronto, Ontario, Canada.
- Chapman, K.** (2019). The power of leveraging funds in early childhood philanthropy. Paper presentation for the Association for Education Finance and Policy (AEFP) Annual Conference, Kansas City, Missouri.
- Chapman, K.** (2018). Pennies for pre-schoolers: Philanthropy's impact on pre-school education. Roundtable presentation for the University Council for Educational Administration (UCEA) Graduate Student Summit (GSS), Houston, Texas.
- Chapman, K.** (2018). Pennies for preschoolers: Philanthropic foundation investment categories and early childhood education. Paper presentation for the American Educational Research Association (AERA) Annual Meeting, New York City, New York.
- Chapman, K.** (2018). The more we get together: An ethnographic study comparing public library programs for young children. Roundtable presentation for the American Educational Research Association (AERA) Annual Meeting, New York City, New York.

- Chapman, K.**, Ross, L., & Dorn, S. (2018). The 999 code: A geographic analysis of opting-out in New York. Roundtable presentation for the American Educational Research Association (AERA) Annual Meeting, New York City, New York.
- Ross, L., **Chapman, K.**, & Dorn, S. (2018). A geographic analysis of opting-out behavior in Colorado. Poster presentation for the Association for Education Finance and Policy (AEFP) Annual Conference, Portland, Oregon.
- Park, H., Meyer, L. E., Ostrosky, M. A., & **Chapman, K.** (2017). What happened to the snowball?: Teaching STEM through parent-child shared reading. Poster presentation for the Division for Early Childhood (DEC) of the Council for Exceptional Children Annual International Conference, Portland, Oregon.
- Chapman, K.** (2017). Why did Americans block young children from learning, and have we stopped? Paper presentation for the American Educational Research Association (AERA) Annual Meeting, San Antonio, Texas.
- Powers, J., & **Chapman, K.** (2017). Protecting teachers or protecting children? Media representations of *Vergara vs. California*. Paper presentation for the American Educational Research Association (AERA) Annual Meeting, San Antonio, Texas.
- Chapman, K.**, & Pivovarova, M. (2017). Preschool “accessibility” in Arizona: Is offering access enough to create equal educational opportunity? Roundtable presentation for the American Educational Research Association (AERA) Annual Meeting, San Antonio, Texas.
- Kilinc, S., **Chapman, K.**, Farrand, K., Kelley, M., Millinger, J., & Adams, K. (2017). Inclusive education as accessing and expanding opportunities: A drama-enhanced early childhood professional development program. Roundtable presentation for the American Educational Research Association (AERA) Annual Meeting, San Antonio, Texas.
- Bernstein, K., Farrand, K., Kilinc, S., **Chapman, K.**, Kelley, M., & Troxel, M. (2017). Language ideologies of Arizona preschool teachers (monolingual, bilingual, and Spanish-learning) in new dual language classrooms. Paper presentation for the American Educational Research Association (AERA) Annual Meeting, San Antonio, Texas.
- Chapman, K.**, & Pivovarova, M. (2017). Preschool “accessibility” in Arizona: Is offering access enough to create equal educational opportunity? Paper presentation for the Association for Education Finance and Policy (AEFP) Annual Conference, Washington, District of Columbia.

- Ross, L., **Chapman, K.**, & Dorn, S. (2017). A geographic analysis of opting-out behavior in New York from 2014-2016. Poster presentation for the Association for Education Finance and Policy (AEFP) Annual Conference, Washington, District of Columbia.
- Cirell, A. M., **Chapman, K.**, Ross, L., & Ambroso, E. (2017). Geographically correlating school shootings, school violence, and student performance in Florida, 2006-2009. Poster presentation for the Association for Education Finance and Policy (AEFP) Annual Conference, Washington, District of Columbia.
- Chapman, K.**, Kilinc, S., Kelley, M., Millinger, J., & Adams, K. (2016). The effects of a drama-enhanced professional development program on preschool teachers' knowledge and self-efficacy. Roundtable presentation for the American Educational Research Association (AERA) Annual Meeting, Washington, District of Columbia.
- Cirell, A. M., Amrein-Beardsley, A., Holloway-Libell, J., **Chapman, K.**, & Hays, A. (2016). Teacher expertise, democracy, and "rational" observational systems for teacher evaluation and accountability. Poster presentation for the American Educational Research Association (AERA) Annual Meeting, Washington, District of Columbia.
- Chapman, K.**, & Dorn, S. (2016). A geographic analysis of opting-out behavior in New York. Poster presentation for the Association for Education Finance and Policy (AEFP) Annual Conference, Denver, Colorado.
- Chapman, K.** (2016). Early childhood teacher certification in Arizona: Outcomes, implications, and consequences. Paper presentation for the Hawaii International Conference on Education (HICE), Honolulu, Hawaii.
- Kilinc, S., **Chapman, K.**, Kelley, M., Adams, K., & Millinger, J. (2016). The effects of an early childhood drama-enhanced professional development program on preschool teachers' drama facilitation, comfort, and success. Paper presentation for the Hawaii International Conference on Education (HICE), Honolulu, Hawaii.
- Kilinc, S., Kelley, M., **Chapman, K.**, Adams, K., & Millinger, J. (2015). The role of high quality early childhood drama practices on constructing inclusive learning environments. Paper presentation for the Teacher Education Division (TED) of the Council for Exceptional Children (CEC) conference, Tempe, Arizona.
- Powers, J., **Chapman, K.**, & Geiger, T. (2015). A snapshot of equity in Arizona: New findings from the 2011-12 Civil Rights Data Collection. Paper presentation for the University Council for Educational Administration (UCEA) convention, San Diego, California.

National Conference Sessions Organized and Chaired

“Beyond the doctorate: Transition from graduate student into and outside academia.” (2018).

American Educational Research Association (AERA) Annual Meeting. New York City, New York. April 13-17. Approximately 70 people attended this session.

“The transition from graduate student to assistant professor.” (2017). American Educational Research

Association (AERA) Annual Meeting. San Antonio, Texas. April 27-May 1. Approximately 100 people attended this session.

Refereed Regional and State Presentations

Rous, B., **Chapman, K.**, Grove, J., Gooden, C., & Williams, C. M. (2021). Family and provider perceptions of tele-intervention services during COVID-19. Poster presentation for the University of Kentucky Center for Clinical & Translational Science (CCTS) Spring Research Day 2021, Lexington, Kentucky.

Chapman, K., Dorn, S., & Roberts, K. (2018). (How) Will the 2018 midterm elections affect Arizona education? Panel presentation for the Arizona Educational Research Organization (AERO) Annual Meeting, Tempe, Arizona.

Ambroso, E., Ross, L., **Chapman, K.**, & Sweet, J. (2018). Examining the proximity effects between school shootings and academic achievement in Florida secondary schools. Paper presentation for the Arizona Educational Research Organization (AERO) Annual Meeting, Tempe, Arizona.

Chapman, K. (2018). Philanthropic foundation investment categories and early childhood education. Paper presentation for the 4th Annual Arizona State University (ASU) Teachers College Doctoral Council (TCDC) Research Conference, Tempe, Arizona.

Chapman, K. (2018). The more we get together: An ethnographic study comparing public library programs for young children. Paper presentation for the 4th Annual ASU Teachers College Doctoral Council (TCDC) Research Conference, Tempe, Arizona.

Chapman, K. (2017). Blocking young children from learning throughout American history: Why has this occurred and has it stopped? Paper presentation for the 3rd Annual ASU Teachers College Doctoral Council (TCDC) Research Conference, Tempe, Arizona.

Chapman, K. (2016). Early childhood teacher certification in Arizona: Outcomes, implications, and consequences. Paper presentation for the Arizona Educational Research Organization (AERO) Annual Meeting, Tempe, Arizona.

- Kilinc, S., **Chapman, K.**, Farrand, K., Bernstein, K., Kelley, M., Millinger, J., & Adams, K. (2016). Ensuring equal educational opportunities for young children through a drama-based professional development program. Paper presentation for the Arizona Educational Research Organization (AERO) Annual Meeting, Tempe, Arizona.
- Cabrera, N., **Chapman, K.**, Dorn, S., Garcia, D., & Powers, J. (2016). (How) Will the 2016 presidential election affect Arizona education? Panel presentation for the Arizona Educational Research Organization (AERO) Annual Meeting, Tempe, Arizona.
- Chapman, K.** (2016). Pennies for preschoolers: How philanthropic investment is utilized in early childhood education in the state of Arizona. Roundtable presentation for the Mary Lou Fulton Teachers College Fall 2016 Doctoral Research Forum, Glendale, Arizona.
- Chapman, K.** (2016). A geographic analysis of opting-out behavior in Minnesota and New York. Paper presentation for the 2nd Annual ASU Teachers College Doctoral Council (TCDC) Research Conference, Tempe, Arizona.
- Powers, J., **Chapman, K.**, Ernzen, J., Geiger, T., Piepgrass, N. (2014). The road to equity in Arizona: Are we lost? Paper presentation for the Arizona Educational Research Organization (AERO) Annual Meeting, Tempe, Arizona.

Invited Presentations

- Aloysius, A., **Chapman, K.**, Everson, K. M., Hammerslag, L. R., & Moreno, D. A. (April, 2020). *Getting inside the head of a postdoc*. Invited panel presentation for the Graduate Student Congress at the University of Kentucky, Lexington, Kentucky.
- Chapman, K.**, Marsh, M. M., & McCormick, K. (April, 2019). *The power of mentoring across the early childhood/child development profession: The give, the take, and the responsibilities*. Invited panel presentation for the Early Education/Child Development SIG business meeting at the American Educational Research Association (AERA) Annual Meeting, Toronto, Ontario, Canada.
- Chapman, K.** (April, 2018). *Pennies for pre-schoolers: The role of foundations in pre-school programs, policies, and research*. Invited poster presentation at the David L. Clark National Graduate Student Research Seminar, New York City, New York.
- Bullock, E., **Chapman, K.**, Cho, A., Flannigan, A., Johnson, A., Siriboe, K., & Wallace, M. (April, 2017). *Graduate student orientation: Navigating AERA's multiple offerings*. Invited panel presentation for the Graduate Student Orientation at the American Educational Research Association (AERA) Annual Meeting, San Antonio, Texas.

Scott, C., Dunn, L., & **Chapman, K.** (April, 2016). *The missing link: SEA support for district capacity*. Invited paper presentation for the School Turnaround and Reform SIG business meeting at the American Educational Research Association (AERA) Annual Meeting, Washington, District of Columbia.

Chapman, K. (February, 2016). *Protecting teachers or protecting children? Media representations of Vergara v. California*. Invited poster presentation at the Mary Lou Fulton Teachers College Doctoral Applicant Recruitment Day in Tempe, Arizona.

Kachorsky, D., & **Chapman, K.** (February, 2016). *Education in TIME: A content analysis of education as represented on TIME Magazine covers*. Invited poster presentation at the Mary Lou Fulton Teachers College Doctoral Applicant Recruitment Day in Tempe, Arizona.

Powers, J., **Chapman, K.**, & Geiger, T. (June, 2015). *A snapshot of equity in Arizona: New findings from the 2011-2012 Civil Rights Data Collection (CRDC)*. Invited paper presentation at the Helios Foundation, Phoenix, Arizona.

GRANTS

Research Grants

Study: Family and Provider Perceptions of Tele-Intervention Services During the COVID-19 Pandemic (Funded), 2020 (Spring)

Agency: University of Kentucky COVID-19 Unified Research Experts (CURE) Alliance, NIH-funded

Role: Co-Investigator and Budget Manager

Application Role: Wrote portions of the Significance, Methodology, and Future Directions sections; Coordinated submission of the application

Principal Investigator: Dr. Beth Rous

\$6,250.00 over 6 months (All to be used for incentives of survey participants)

Study: Tempe PRE Research—WestEd (Unfunded), 2018 (Summer)

Agency: Helios Foundation

Role: Lead Qualitative Data Collector and Research Associate

Application Role: Wrote the Literature Review and a portion of the Purpose of Research

Principal Investigator: Dr. Lenay Dunn

\$3,000,000.00 over 3 years

Academic Grants and Scholarships (Funded)

University of Kentucky, College of Education, Research Activity Award, 2020 (Spring) & 2021 (Spring)

University of Kentucky, College of Education, Research Publication Award, 2020 (Fall)

Arizona State University, Mary Lou Fulton Teachers College, Murray and Clara Walker Scholarship, 2019 (Spring)

Arizona State University, Mary Lou Fulton Teachers College, Educational Policy Studies Alumni Fellowship, 2018-2019

Arizona State University, Mary Lou Fulton Teachers College, Faculty Scholarship, 2018 (Fall)

Arizona State University, Graduate College Fellowship, 2018 (Spring)

Arizona State University, Mary Lou Fulton Teachers College, Danna Womack Caldwell Scholarship, 2016 (Fall)

Arizona State University, Mary Lou Fulton Teachers College, College of Education Scholarship, 2015-2016

Arizona State University, Mary Lou Fulton Teachers College, University Graduate Fellowship, 2014-2015, 2016-2017, 2018 (Spring) & 2019 (Spring)

Competitive Travel Grants (Funded)

Arizona State University, Graduate College, Workshop Travel Grant, 2018 (Fall)

Arizona State University, Graduate and Professional Students Association, Professional Development Travel Grant, 2018 (Fall)

Arizona State University, Mary Lou Fulton Teachers College, David L. Clark Seminar Travel Grant, 2018 (Spring)

Association for Education Finance and Policy (AEFP), Roe L. Johns Travel Grant, 2017 (Spring) and 2019 (Spring)

American Educational Research Association (AERA), Travel Grant, 2016 (Spring), 2017 (Spring), and 2018 (Spring)

Arizona State University, Graduate and Professional Students Association, Travel Grant, 2016 (Spring), 2017 (Spring), 2018 (Spring), and 2019 (Spring)

Arizona State University, Graduate and Professional Students Association, Group Travel Grant, 2015 (Fall), 2018 (Spring), and 2019 (Spring)

HONORS & AWARDS

National Residence Hall Honorary (Member), 2022 (Fall)
James C. Grimm Chapter, University of Florida Department of Housing and Residence Education

Early Career Researcher Award (Award Recipient), 2020 (Fall)
Arizona Educational Research Organization (AERO)

Dissertation Completion Fellowship (Award Recipient), 2018-2019
Graduate College & Mary Lou Fulton Teachers College, Arizona State University, Tempe, Arizona

David L. Clark National Graduate Student Research Seminar in Educational Administration
& Policy Research (Award Recipient), 2018 (Spring)
University Council for Educational Administration, Divisions A & L of the American Educational
Research Association (AERA), and SAGE Publications

Graduate Research and Support Program Research Award (Recipient), 2018 (Spring)
Graduate & Professional Student Association (GPSA), Graduate College, & Office of Knowledge
Enterprise Development, Arizona State University, Tempe, Arizona

UNIVERSITY TEACHING EXPERIENCE & STATE LICENSURES

University Teaching

- 2023 (Summer) Instructor of Record
EEC 3704: Supporting Early Childhood Learning and Development
Designed and implemented all aspects of this course
Online, Asynchronous Course, 66 Undergraduate Students
College of Education, University of Florida, Gainesville, Florida
- 2023 (Spring) Instructor of Record
EEC 7056: Early Childhood Care and Education Policy and Advocacy
Designed and implemented all aspects of this course
Online, Asynchronous Course, 7 Graduate Students
College of Education, University of Florida, Gainesville, Florida
- 2023 (Spring) Instructor of Record
EEC 4247: Humanities, Social Studies, and the Arts
Designed and implemented all aspects of this course
Face-to-Face Course, 10 Undergraduate Students
College of Education, University of Florida, Gainesville, Florida
- 2023 (Spring) Instructor of Record
EEC 3023: The Science of Early Childhood Development and Learning
Designed and implemented all aspects of this course
Online, Asynchronous Course, 38 Undergraduate Students
College of Education, University of Florida, Gainesville, Florida
- 2022 (Fall) Instructor of Record
EEC 3411: Foundations of Early Childhood Systems and Supports
Online, Asynchronous Course, 15 Undergraduate Students
College of Education, University of Florida, Gainesville, Florida

2022 (Fall) Instructor of Record
 EEX 7303: Inquiry in Special Education: Analysis of the Literature
 Face-to-Face Course, 6 Ph.D. Students
 College of Education, University of Florida, Gainesville, Florida

2019 (Fall) & 2020 (Fall) Instructor of Record (Academic Associate)
 EDT 502: Design and Development of Instruction
 Lead Instructor: Dr. Yi-Chun (Shelly) Hong
 Online, Asynchronous Course, 25 Masters Students
 Mary Lou Fulton Teachers College, Arizona State University, Tempe, Arizona

2019 (Fall) Teaching Intern
 EDL 751: Foundations of Inquiry
 Instructor: Dr. Beth Rous
 Online, Hybrid Synchronous and Asynchronous Course,
 20 Ph.D. and Ed.D. Students
 College of Education, University of Kentucky, Lexington, Kentucky

2018 (Summer) Co-Instructor of Record (Academic Associate)
 EDT 503: Design of Effective Communications
 Lead Instructor: Dr. Kristin Elwood
 Online, Asynchronous Course, 25 Masters Students
 Mary Lou Fulton Teachers College, Arizona State University, Tempe, Arizona

2018 (Spring) Teaching Intern
 COE 503: Introduction to Qualitative Research
 Instructor: Dr. Jeanne Powers
 Face-to-Face Course, 15 Masters and Ph.D. Students
 Mary Lou Fulton Teachers College, Arizona State University, Tempe, Arizona

2016 (Fall) Teaching Assistant
 ECS 316: Early Childhood Assessment: Evidence-Based Practices
 Instructor: Dr. Michael Kelley
 Face-to-Face Course, Two Sections of 25 (50 total) Undergraduate Students
 Mary Lou Fulton Teachers College, Arizona State University, Tempe, Arizona

2012 (Fall) & 2013 (Spring) Instructor of Record and Field Supervisor
 CURRIC 363: Practicum I and II in EC/ESL/Bilingual Education
 Face-to-Face Course, 15 Undergraduate Pre-Service Teaching Students
 Department of Curriculum & Instruction, School of Education,
 University of Wisconsin-Madison, Madison, Wisconsin

Invited and Guest Lectures

Chapman, K. (April, 2023). *Integrating the Arts Into Your Classroom*. Invited speaker presentation at the University of Florida, College of Education, Student Florida Education Association meeting, Gainesville, Florida.

Chapman, K. (January, 2023). *Early Childhood Education Policy and Politics*. Invited speaker presentation at North Carolina State University, Education Leadership, Policy, and Human Development Department, College of Education, Course - ELP 795: Special Topics Seminar on Early Childhood Education Leadership and Policy, Virtual Presentation, Raleigh, North Carolina.

Chapman, K. (December, 2022). *The Long-Term Effect of Being a Resident Assistant: My Journey From Res Life to University Faculty With a Few Twists Along the Way*. Invited speaker presentation at University of Florida, Department of Housing and Residence Education, James C. Grimm Chapter, National Residence Hall Honorary Meeting, Gainesville, Florida.

Chapman, K., & Salinas, S. M. (March, 2021). *Literature Reviews and Tools for Reviewing Articles*. Invited speaker presentation at Texas A&M University - Corpus Christi, Department of Curriculum, Instruction, & Learning Sciences, College of Education & Human Development, Course - ECDI 6356: Writing for Publication in Higher Education, Virtual Presentation, Corpus Christi, Texas.

Birdwell, B., **Chapman, K.,** Perrine, L., & Reid, S. F. (November, 2020). *Using Children's/Adolescent Literature in the Classroom - Teacher Panel*. Invited panel presentation at Texas A&M University - Corpus Christi, Department of Curriculum, Instruction, & Learning Sciences, College of Education & Human Development, Course - READ 3380: Children's and Adolescents' Literature, Virtual Presentation, Corpus Christi, Texas.

Chapman, K. (September, 2019). *Methodological discussion seminar: Interviewing – developing protocols and best practices for conducting interviews*. Invited guest lecturer at Arizona State University, Mary Lou Fulton Teachers College, Tempe, Arizona.

Brown, B., **Chapman, K.,** Jung, K., Petefish, A., & Seely, T. (September, 2017). *Beyond Barrett: What I wish I knew, advice for freshmen*. Invited panel presentation at Arizona State University, Barrett, the Honors College, Tempe, Arizona.

Aitken, A., Brazelton, D., **Chapman, K.,** Kachorsky, D., Perrine, L., & Reid, S. F. (April, 2017). *Children's literature use by former teachers*. Invited panel presentation at Arizona State University, Teacher Education Department, Mary Lou Fulton Teachers College, Course - RDG 291: Children's Literature, Tempe, Arizona.

Chapman, K., Diaz, S., Felix, E., & Flores, T. (November, 2016). *AERA student panel: Becoming part of scholarly communities through service*. Invited panel presentation at University of Wisconsin – Madison, Rehabilitation Psychology & Special Education Department, Course - 871: Foundations of Special Education, Madison, Wisconsin.

Teaching Licensures

Arizona Standard Professional Early Childhood Education (Birth through Age 8 or Grade 3) Teacher Certificate, 2020-2032

Wisconsin Teacher - Provisional (Regular Education, Early Childhood - Middle Childhood) License, 2021-2024

OTHER ACADEMIC ACTIVITIES

Doctoral Degree Committees In Process—Other Departments/Universities

Member

1. Schneider, Brooke (Ed.D.), Educational Leadership and Innovation, Mary Lou Fulton Teachers College, Arizona State University

SERVICE & CONSULTING

National Service

Junior Member-at-Large, Early Education/Child Development Special Interest Group, AERA, 2023-2025

Reviewer, *Teacher Education and Special Education*, 2022-Present

Reviewer for the Program Committee, AEFPP, 2022-2023

Co-Host of Shut Up & Write with Dr. Dani Kachorsky, Weekly organized meetings through Texas A&M University--Corpus Christi, 2021-2022

Reviewer, *Journal of Early Intervention*, 2021-Present

Reviewer, *Journal of Education Policy*, 2020-Present

Reviewer, *International Journal of Child Care and Education Policy*, 2020-Present

Reviewer, *American Journal of Education*, 2019-Present

Reviewer, *Children and Youth Services Review*, 2019-Present

Reviewer, *Teachers College Record*, 2019-Present

Co-Chair, Philanthropy and Education Special Interest Group, AERA, 2020-2021

Program Co-Chair, Philanthropy and Education Special Interest Group, AERA, 2019-2020

Graduate Student Chair, Philanthropy and Education Special Interest Group, AERA, 2018-2019

Graduate Student Representative, Early Education/Child Development Special Interest Group, AERA, 2017-2018

Community Service Liaison, Graduate Student Council, AERA, 2016-2018

Reviewer, AERA Conference Proposals, 2016-Present

Secretary-Historian, Graduate Student Council, AERA, 2015-2016
Reviewer, *Current Issues in Education*, 2015-Present
Reviewer, *AERA Open*, 2014-Present
Reviewer, *Education Policy Analysis Archives*, 2014-Present
Reviewer, *Journal of Research in Childhood Education*, 2014-Present

Regional or State Service

Representative, Technology and Distance Education Committee, 2022-present
College of Education, University of Florida, Gainesville, Florida
Faculty Lead, Show Up & Write, Weekly organized meetings through the University of Florida College of Education, 2022 (Fall)
College of Education, University of Florida, Gainesville, Florida
Department Representative, College of Education Name Change Taskforce, 2020-2022
College of Education, University of Kentucky, Lexington, Kentucky
Representative, Online and Professional Development Taskforce, 2020 (Spring)
College of Education, University of Kentucky, Lexington, Kentucky
Student Representative, University Academic Program Review, Arizona Board of Regents, 2019 (March)
Mary Lou Fulton Teachers College, Arizona State University, Tempe, Arizona
Graduate Student Representative, Educational Policy & Evaluation Program Committee, 2018-2019
Mary Lou Fulton Teachers College, Arizona State University, Tempe, Arizona
Historian, ASU Teachers College Doctoral Council, 2016-2017
Mary Lou Fulton Teachers College, Arizona State University, Tempe, Arizona

Consultation

Consultant for Data Collection and Analysis, 2017 (Fall)
Tempe PRE preschool, Tempe, Arizona

PROFESSIONAL ORGANIZATIONS

Member, American Educational Research Association (AERA)
Division F, History & Historiography
Division L, Educational Policy & Politics
Early Education & Child Development Special Interest Group
Philanthropy and Education Special Interest Group
Sociology of Education Special Interest Group
Member, Association for Education Finance and Policy (AEFP)
Member, Association for Public Policy Analysis and Management (APPAM)
Member, Association for Research on Nonprofit Organizations and Voluntary Action (ARNOVA)

Member, University Council for Educational Administration (UCEA)