

KATHERINE BOGNAR, M.A.

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SUMMARY

Empathetic and collaborative project coordinator with experience leading school-based research, stakeholder engagement, and statewide survey initiatives through periods of change and transition. Skilled at bringing together educators, community partners, and decision-makers to interpret data, identify challenges, and develop practical solutions that support student well-being and continuous improvement. Known for fostering inclusive collaboration and translating complex information into actionable insights that strengthen schools and communities.

EDUCATION

MA., Social Research and Analysis, Montclair State University May 2022
Honors: *summa cum laude*, GPA: 4.0
Research Practicum: *Advancing Equity & Social Justice in Program Evaluation*

B.S., Psychology, Minor in Communications, Fordham University May 2016
Honors: *summa cum laude*, GPA: 3.8
Honors Thesis: *The Role Internalizing Disorders Play in the Social Problems Faced by Young Children with Attention Deficit Hyperactivity Disorder*

RESEARCH EXPERIENCE

Center for Research and Evaluation on Education and Human Services **Jan 2019 – Present**
at Montclair State University

Evaluation Associate **March 2023 – Present**

- Lead the planning, implementation, and continuous improvement of large-scale statewide surveys and an evaluation project focused on youth health and educational outcomes.
- Manage day-to-day project operations, including timelines, workflows, staffing, quality assurance processes, and coordination of multiple concurrent deliverables, such as statewide reports, data dashboards, school-level reports, and stakeholder engagement activities.
- Develop and refine surveys, recruitment materials, consent procedures, and data collection systems informed by research literature, stakeholder feedback, and best practices in evaluation and survey methodology.
- Supervise, train, and mentor research assistants, graduate assistants, survey staff, and consultants; provide ongoing coaching, professional development opportunities, and oversight of data collection activities.
- Lead communication and relationship-building efforts with school administrators, prevention organizations, state agencies, community partners, and advisory committee members to support project participation, stakeholder engagement, and dissemination of findings.
- Manage Institutional Review Board (IRB) applications and modifications, ensuring compliance with human subjects protections while adapting protocols to evolving project needs.
- Analyze and synthesize qualitative and quantitative data; coordinate quality-control procedures; and prepare technical reports, executive summaries, presentations, infographics, and other dissemination products for diverse audiences.
- Present survey results and project methodologies at conferences, stakeholder meetings, county roundtables, advisory committee meetings, and client briefings.
- Coordinate and oversee the work of external partners, including statisticians, dashboard developers, graphic designers, and translators, to ensure high-quality project deliverables.

Research Assistant

Jan 2019 – Feb 2023

- Coordinated statewide school-based research and evaluation activities, managing recruitment, communication, and survey administration logistics with more than 100 middle schools and school staff, including district superintendents, school principals, and student assistance counselors.
- Supported qualitative and quantitative data collection efforts, including surveys, interviews, and focus groups with educators, administrators, parents, students, and community stakeholders.
- Contributed to the development, refinement, and implementation of survey instruments, consent procedures, administration protocols, and data collection materials for large-scale youth health and education studies.
- Analyzed and summarized qualitative and quantitative data; developed codebooks, data dictionaries, tables, figures, infographics, and reports to communicate findings to clients, schools, and community audiences.
- Assisted with IRB submissions and modifications, preparing application materials and ensuring compliance.
- Designed and implemented organizational systems, tracking tools, websites, and operational documentation that improved project coordination, data quality, and team efficiency.
- Trained, supervised, and mentored graduate assistants and data collectors; developed quality-control procedures and training materials to support standardized data collection and reporting practices.
- Collaborated with multidisciplinary teams to prepare technical reports, proposals, presentations, and public-facing materials, including slide decks, videos, and infographics.
- Supported stakeholder engagement and partnership development through advisory committees, school outreach, and collaboration with education, prevention, and public health organizations across New Jersey.
- Served in interim project management roles, coordinating project activities, facilitating stakeholder meetings, developing data collection protocols, and contributing to evaluation reports and project deliverables.

4Rs+MTP Study, Department of Psychology, Fordham University

June 2016 – Aug 2018

Research Assistant

- Supported an IES-funded school-randomized trial of an integrated social-emotional learning intervention (4Rs+MTP) in 60 NYC public elementary schools.
- Served as the research point person for 15 participating schools; prepared and organized study materials, including consent packets, survey booklets, and student assent forms; scheduled consenting visits and data collection activities in each of these schools.
- Achieved certification for reliability as an observer using the Classroom Assessment Scoring System, Upper Elementary version (CLASS-UE); conducted 75+ live observations and coded 23+ hours of recorded video of third- and fourth-grade elementary school teachers and students to assess classroom quality.
- Administered survey to classes of third- and fourth-grade student study participants in five waves of data collection; proctored and aided students as needed.
- Data entry of student surveys, classroom observation ratings, and teacher training evaluation ratings.
- Trained part-time team members in office administrative tasks and material preparation.
- Used SPSS to conduct descriptive analyses of 4Rs+MTP teacher training evaluation and student and teacher survey data, which were shared with project partners and participating schools.
- Point person for coding task focused on fidelity of implementation of 4Rs+MTP teacher coaching process; helped to train team members in how to code written components of coaching model.
- Planned and led training in how to edit videos teachers filmed of their 4Rs curriculum lesson implementation for video coding project.

Pediatric Emotion Regulation Lab, Department of Psychology, Fordham University

Nov 2014 – May 2016

Undergraduate Research Assistant

- Prepared participant questionnaire packets, entered data, and provided administrative support for the study.
- Aided in participants' cognitive evaluations and administered questionnaires to participants and their parents prior to MRI scans, and provided individualized support to the elementary-school-aged participants and address their needs during MRI scans.
- Conducted an independent analysis of the relationship between social problems and internalizing disorders in children with ADHD using study data.