Camille Ferguson

Education Development Center, Inc.
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Professional Preparation

Howard University, Washington, DC	B.S.	May 1998	Biology major/Chemistry minor
CUNY Hunter College, New York, NY	M.U.P	May 2009	Urban Planning and Affairs
Rutgers University, Newark, NJ	PhD.	Expected, May 2020	Urban Systems

Appointments

Research Associate II, Education Development Center, Inc.	2019
Adjunct Professor, Urban Affairs and Planning, CUNY Hunter College	2017
Graduate Assistant, Urban Education, Rutgers University	2012
Research Associate, Education Development Center, Inc.	2010
Research Assistant II, Education Development Center, Inc.	2008

Publications

Ferguson, C. & Moeller, B. (2019). *The Evaluation of IZone's Short-Cycle Challenge (SCEC) 4.0.* Report. New York, NY. Education Development Center| Center for Children and Technology

Ferguson, C. & Moeller, B. (2019). *iZone's Short-Cycle Evaluation Challenge 4.0 (SCEC 4.0): Impact Report: IXL PRODUCT REPORT.* Report. New York, NY. Education Development Center| Center for Children and Technology

Ferguson, C. & Moeller, B. (2019). *iZone's Short-Cycle Evaluation Challenge 4.0 (SCEC 4.0): Impact Report: FLOCABULARY PRODUCT REPORT.* Report. New York, NY. Education Development Center| Center for Children and Technology

Ferguson, C. & Moeller, B. (2019). *iZone's Short-Cycle Evaluation Challenge 4.0 (SCEC 4.0): Impact Report: ZINC READING LABS PRODUCT REPORT.* Report. New York, NY. Education Development Center| Center for Children and Technology

Light, D., Meade, T., Ferguson, C. (2012). *Rebuilding for LEARNING™ Addressing Barriers to Learning and Teaching, and Re-engaging Student: Case Study: Gainesville City Schools, Georgia.* New York, NY. Scholastic, Inc.

Ferguson, C., Meade, T., Pierson; E., Ba, H. (2010). *Investigating the Impact of the Cisco 21S Initiative on the Jefferson Parish Public School System,* Report. New York, NY. Education Development Center| Center for Children and Technology

Synergistic Activities

Ongoing: Researcher and qualitative data manager on an evaluation of the Google Code Next Program, which is focused on working with African-American and Latino youth to engage them in exploring computer science (CS), encourage them to consider CS as a possible career choice, and help them understand what they need to do to pursue a career in CS.

Ongoing: Principal investigator on a dissertation research study that attempts to understand the relationship between educational reform policy, neighborhood distress, and the stress process in

urban adolescents. This research uses a mixed methods approach to examine the influence of the implementation of educational policy on the stress process in Black and Hispanic urban adolescents. Specifically, the study employs surveys and focus groups to gain insight into the ways that an overall education reform influenced the lives of students in the Newark Public Schools district between 2011 and 2018.

2017–2019: Lead researcher on an evaluation on the New York City Department of Education's iZone Short Cycle Evaluation Challenge (SCEC 4.0). SCEC 4.0 brings together a community of schools who go through a structured protocol to evaluate technology for its impact on teaching and learning outcomes. The major goals of SCEC 4.0 are to understand the impact, if any, that specific edtech tools have on NYC students and to build school capacity to properly evaluate edtech tools so that informed purchasing decisions can be made.

2015–2016: Rutgers Newark Graduate School of the Arts and Sciences Dissertation fellow award.

2012–2015: Graduate assistant scholarship award. Assistant Researcher at the Newark Schools Research Collaborative seated in Rutgers, Newark's Graduate School of Arts and Sciences. Assistant teacher in the Rutger's Newark Department of Sociology. Graduate advisor: Alan Sadovnik, PhD. Funded by the Ford Foundation.

2009–2012: Lead researcher on an evaluation of the New York Hall of Science's NSF ITEST-funded program, the Virtual Hall of Science (VHOS). The program engaged an ethnically and economically diverse group of young people in creating a Virtual Hall of Science (VHOS) that they designed, built, and staffed while working with science and education professionals. By engaging in this work, participants were trained as exhibit designers, builders, active exhibit guides, and mentors. The program was designed for the youth participants to gain Science, Technology, Engineering, and Math (STEM) knowledge and a range of Information and Communication Technology (ICT) competencies over the course of the project.