

Cynthia L. Blitz, Ph.D.

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Dr. Blitz is a recognized leader in advancing evidence-based practices that bridge the gap between research and practice. Her work is grounded in leveraging community and practitioner knowledge, fostering multisector collaborations, and institutionalizing decision-making routines that are informed by rigorous research evidence. Under her leadership, the Center for Effective School Practices (CESP) has established itself as a premier applied research and evaluation unit, dedicated to developing and implementing high-impact translational research on educational initiatives. In addition to serving as a primary evaluator for large-scale projects, CESP functions as a hub for innovation, fostering partnerships among school districts, institutions of higher education, government agencies, and community organizations. Through these collaborations, the Center designs, implements, and evaluates strategies and tools that enhance stakeholder capacity and drive systemic improvement. CESP is completely self-funded and sustainable and continues to grow by aligning research with policy and practice, cultivating meaningful partnerships with diverse stakeholders, and leading efforts to address problems of practice.

EDUCATION AND TRAINING

Ph.D. in Social Welfare, University of Pennsylvania, 2001

Dissertation: Welfare Reform and Behavioral Health: The Impact of Medicaid Policy Changes on Substance Abuse Treatment in Philadelphia (1994–1999)

NRSA Postdoctoral Fellow, Institute for Health, Health Care Policy, and Aging Research, 2001-2003

Dissertation Fellowship Grant, Health Care Financing Administration (HCFA), Department of Health and Human Services, 2000-2001| \$35,000

Predocctoral Research Fellow, Center for Mental Health Services and Policy Research, Department of Psychiatry, University of Pennsylvania, 1997-2001

MA in Applied Anthropology, American University, 1995

BA in Political Science/French, Washington University in St. Louis, 1992

PROFESSIONAL EXPERIENCE

Graduate School of Education, Rutgers University, New Brunswick, NJ

Research Professor & Executive Director, Center for Effective School Practices (CESP; 2012–Present)

- Secure and manage a multi-million-dollar funding portfolio through federal, state, and philanthropic grants, ensuring the financial stability of CESP as a self-sustaining nationally recognized research center. [\$20 million. [In August 2024, the university ranked CESP as highly effective indicating that our efforts have contributed to a scholarly and inclusive academy that makes RU all the richer. It also states that effective leadership has allowed the Center to thrive and demonstrates a commendable commitment to applied research, collaborations and initiatives in education]

- Develop and implement a dynamic, industry-aligned applied research agenda to address pressing educational policy and practice issues that inform state and national policy discussions on teacher workforce development, competency-based learning, instructional innovation, career readiness, school improvement, and education policy analysis.
- Forge strategic partnerships with key stakeholders, including local, state and federal education agencies, K12 school districts and institutions of higher education, and industry leaders to drive policy and systemic improvements in teaching and learning.
- Collaborate with schools, districts, nonprofits, and other institutions to design and implement evidence-based educational programs and policy initiatives.
- Supervised the Alternate Route Certification Program (2012–2021), expanding non-traditional teachers' pathways to address critical statewide workforce shortages.

Graduate School of Education, Rutgers University, New Brunswick, NJ

Assistant to Associate Research Professor, 2008-2012

- Designed and led high-impact research on education policy, teacher effectiveness, instructional leadership, student learning, and school improvement strategies, shaping state and federal education initiatives.
- Provided methodological and technical expertise to faculty, graduate students, and staff in research conceptualization and design to secure external grants in applied education research, program evaluation, and workforce development initiatives, resulting in increased institutional research capacity.
- Conducted large-scale program policy-driven program evaluations, analyzing the impact of professional development initiatives on workforce preparedness and instructional quality, school accountability systems, curriculum reforms, and teacher training programs on student learning outcomes.
- Collaborated with state policymakers and education leaders to develop research-based recommendations on school turnaround strategies, evaluation systems, and instructional best practices.

Center for Mental Health Services and Criminal Justice Research (CMHS&CJR), Institute for Health, Health Care Policy, and Aging Research (IHHPAR), Rutgers University, New Brunswick, NJ

Associate Director, 2003–2008

- Led day-to-day operations of a federally funded (NIH) Research Center examining the intersection of mental health, criminal justice, and public policy, informing reform efforts on behavioral health supports.
- Designed and conducted studies on inmate mental health services and physical and sexual victimization.
- Supervised interdisciplinary research teams conducting fieldwork in federal and state correctional facilities, ensuring compliance with IRB and human subjects research protocols given the complexities of conducting research in correctional facilities.
- Developed high-level partnerships with state corrections, mental health, and human services agencies to support evidence-based policy and practice.
- Managed federally funded research projects, including grant development, data collection, statistical analysis, and dissemination of findings.
- Designed and conducted program evaluations to assess mental health interventions in prison settings.

Predoctoral & Postdoctoral Research Experience

Postdoctoral Research Fellow, Mental Health Training Program, Institute of Health, Healthcare Policy, and Aging Research (IHHCPAR), Rutgers University, 2001–2003

- Examined the intersection of education, health policy, and social services, developing policy-relevant findings on mental health, employment readiness, and access to support programs.
- Developed and validated a survey instrument to assess employment challenges and inform vocational rehabilitation strategies.
- Utilized national survey datasets (e.g., National Health Interview Survey Disability Supplement) to examine work disability trends, economic mobility barriers, and policy implications.
- Created evidence-based tools for policymakers and practitioners to integrate public health data with education and workforce policies.
- Investigated the unintended (secondary) outcomes of health and education policies, highlighting use patterns in service accessibility.

Center for Mental Health Policy & Services Research, University of Pennsylvania, Philadelphia, PA

Predoctoral Research Fellow, 1997-2001

- Developed proposals for NIH funding on healthcare access, Medicaid policy, and mental illness.
- Conducted longitudinal analyses of Medicaid administrative claims data (10+ years), applying advanced statistical modeling to assess health and behavioral health care utilization.
- Led a research initiative on psychiatric emergency room decision-making, developing a conceptual framework cited in policy discourse.
- Performed event history analysis of mammography screening using CDC's BRFSS survey data, contributing to research on preventive healthcare disparities.

Teaching Experience

School of Social Work, University of Pennsylvania, PA

Adjunct Assistant Professor of Social Work, 1998-2001

- Designed and delivered graduate-level coursework on educational research methods, policy evaluation, and the role of social services in K-12 education.
- Advised and mentored graduate students pursuing careers in education policy, program administration, and public sector leadership.

Courses Taught

Qualitative Research in Social Work (SW 781)

Introduction to Social Work Research (SW 715)

School of Human Service Professions, Widener University, PA

Adjunct Assistant Professor of Social Work, 1997-2000

- Developed and taught policy-focused courses on program evaluation, education reform, and school-based intervention strategies
- Led student research projects aligned with pressing education policy challenges, helping to develop data-driven solutions for school improvement efforts

Courses Taught:

Social Work Research (SW 520)

Practice Research (Program Evaluation & Single Subject Design) (SW 621)

Part-Time Research Positions**Center for the Study of Youth Policy, University of Pennsylvania, Philadelphia, PA**

Research Assistant, 1996-1997

- Coordinated all aspects of a research study on suicide ideation among juvenile detainees. Responsibilities included recruitment of subjects, training of interviewers, maintenance of the database, and data analysis.
- Conducted a statewide study on juvenile justice and education policy intersections, analyzing how school discipline policies influence long-term academic and career outcomes.
- Developed research methodologies for evaluating school-based mental health services, contributing to policy discussions on student well-being and behavioral intervention models.

Center for Urban Health Policy and Research, Albert Einstein Medical Center, Philadelphia, PA

Research Associate, 1996

- Conducted qualitative research on the impact of traumatic brain injuries, interviewing family members and clinicians to assess patient experiences.
- Assisted with studies on healthcare diversity, breast cancer treatment decision-making, and facial disfigurement.

Abt Associates, Inc., Baltimore, MD

Research Consultant, 1995-1996

- Performed literature reviews, content analysis, hospital record reviews, and focus groups to support policy and clinical recommendations.
- Conducted rapid ethnographic assessments of nursing home surveyors' decisions on quality of life and care, shaping federal oversight strategies.
- Performed content and demographic analyses of survey protocols and enforcement regulations for nursing facilities.
- Compiled reports for Congress on nursing home regulation, influencing policy discussions on elder care standards.

FUNDED RESEARCH AND PROJECT EXPERIENCE**MPI, National Institutes of Health (NIH) R01 Non-Clinical, 2023-2028.**

Investigation of Professional Coaching as an Intervention to Support the Success of Biomedical Ph.D. Students. Using hypothesis-driven research, the Rutgers team is examining the impact of individualized coaching on biomedical Ph.D. students in terms of short-term outcomes (e.g., self-efficacy, resilience, reduced anxiety, depression) and sustained positive effects (degree persistence, goal attainment, ease in career transitions, and tangible scholarly outputs).

External Evaluator, Arc of Ocean County and NJ Commission for the Blind and Visually Impaired, 2022-2027

The Employment, Development, Guidance, and Engagement (EDGE) program, a partnership between The Arc, Ocean County Chapter, and the New Jersey Commission for the Blind and Visually Impaired (CBVI). The EDGE initiative aims to empower blind and visually impaired students by facilitating their transition into independent living and career development. The EDGE program is structured into two distinct phases: EDGE 1.0, which is geared towards high school students and includes a series of Saturday workshops focusing on interpersonal development, college preparation, financial literacy, and more; and EDGE 2.0, designed for college students, offering online classes and dedicated college advisors to help students assimilate into college life in a career-focused manner. Both phases are strengthened by the invaluable insights and guidance from former EDGE enrollees who now serve as staff and mentors, providing a unique perspective to current participants. In our evaluative capacity, we closely collaborate with the EDGE program's stakeholders to assess its efficacy and impact. This comprehensive evaluation involves detailed reviews of program implementation, mentor and staff engagements, student achievements, and overall outcomes.

External Evaluator, Council for Opportunity in Education (COE), NBCUniversal and Comcast Internet Essentials, 2022-2023.

Jurassic World Curriculum Evaluation. COE, NBCUniversal, and Comcast. Partnered to support STEM Clubs in connection with the release of Jurassic World: Dominion. As part of this experience, participating pre-college programs piloted STEM-based curricula introducing five focus areas central to the film and theme park experience: genetics/DNA, paleontology, animatronics, velocicoaster engineering, and computer science/industrial light and magic. The evaluation focused on the curricula developed, program implementation, and student outcomes including STEM career interest and knowledge of careers, STEM self-efficacy, and skill acquisition.

Principal Investigator, US Department of Education (USDOE) EIR, 2021–2027.

Extending the CS Pipeline: Enhancing Rigor and Relevance in Middle School Computer Science. Through this Education, Innovation, & Research (EIR) multi-million-dollar grant, Dr. Blitz and the CESP team, in collaboration with partner schools, and industry and education experts, are developing and implementing a TA Framework that involves tailored, purposeful professional learning in the integration and expansion of middle school computer science, with a focus on universal access to computer science education.

External Evaluator, National Institutes of Health (NIH) T32 Training Grant, 2021–2027.

Initiative for Maximizing Student Development (IMSD). As the external evaluator on this training grant, Dr. Blitz works closely with the project's senior leadership, student advisors/mentors, and trainees to ensure the program best suits the individual needs of each scholar and meets the progress and reporting milestones as prescribed by the NIH. This "360-degree" evaluative approach is consistent with the Kirkpatrick evaluation model and works through various data collection methods, including semi-structured interviews, document reviews, and focus groups.

Principal Investigator, New Jersey Department of Education, 2021-2022.

Rutgers Computer Science Education Professional Learning Hub. This grant award funded a professional learning hub to provide educators access to differentiated and sustained CS education professional learning opportunities. The CESP team further built the capacity in New Jersey to provide high-quality, rigorous, and engaging CSE that

emphasizes computational thinking and interdisciplinary problem-solving to all its students across the K-12 spectrum.

External Evaluator, George Street Playhouse, 2021.

Dr. Blitz and her team actively collaborated with the George Street Playhouse staff, teaching artists, and board on the comprehensive assessment of the Theatre at the Core Residency program. The focus was on gaining a deep understanding of this arts integration program including its structure, processes, and elements to discern the benefit of different components on building teacher capacity and ultimately impacting student learning and skill development to build upon these successes.

Internal Evaluator, National Institutes of Health (NIH) Clinical and Translational Science (CTSA), 2019–2031.

New Jersey Alliance for Clinical and Translational Science (NJACTS). In the capacity of internal evaluator for the New Jersey CTSA hub, Dr. Blitz and the CESP evaluation team work within a large-scale project in partnership with healthcare providers and clinical researchers across Rutgers Health, New Jersey Institute of Technology (NJIT), and Princeton University to ensure the creation and reporting of meaningful metrics, along with disseminating evaluative findings to the NJACTS and broader research communities. Additionally, Dr. Blitz spearheaded the evaluation of the TL1 training program for pre-and post-doctoral fellows in clinical translation science to ensure program satisfaction and meaningful development of program participants.

Principal Investigator, National Science Foundation (NSF), 2019–2022.

Addressing Issues of Equity and Engagement in Computer Science: The CS Teaching & Learning Collaboratory (CS-TLC). Building on an established research practice partnership (RPP), this project sought to better understand the facilitators and barriers to providing rigorous and engaging computer science (CS) courses to all students and to provide high-quality professional development that is tailored to teachers and schools with different levels of knowledge, capacity, and competencies regarding CS education. The overall intent of the project was to increase the number of school districts in the region with the capacity to deliver such courses and to strengthen the CS program in districts/schools already possessing this capacity.

Co-Investigator, William T. Grant Foundation, 2019-2022.

Active Surveillance of Policy Ecosystems and Networks (ASPEN) to Enhance Brokering of Research Evidence into State Policymaking. The primary goal of project ASPEN was to work collaboratively with an established patient advocacy organization (PAO), the National Alliance on Mental Illness New Jersey (NAMI NJ), to produce and disseminate research that is relevant to the implementation of universal screening for adolescent depression in NJ's public schools. The specific objectives of the project were to (1) produce research that is directly relevant to key aspects of implementing universal screening for depression in schools; (2) establish a mechanism (a knowledge portal) for brokering this research to policymakers and other actors active in the youth mental health policy field; and (3) enhance NAMI NJ's capacity to broker research effectively by providing science and strategic communication training.

Expert Advisor/Consultant, National Science Foundation (NSF), 2019-2022.

SCOLP- Developing the Science Comprehensive Online Platform for Rural Science Teacher Development.

This exploratory project in the DRK12 teaching strand focused on middle school teachers working in rural communities in southwestern Kansas serving students with high needs (i.e., living in poverty, English learners,

culturally diverse, migrant). The goals were to develop and assess the effectiveness of online professional development as compared to more traditional face-to-face modalities in supporting change in teacher conceptual understanding and self-efficacy about utilizing Next Generation Science Standards. The expert advisors provided an external check on the quality of the project and research effort and participated as thought partners.

Co-Principal Investigator, National Science Foundation (NSF) ITEST, 2018–2022.

iStronG (Inclusive, Strong, and Green): A Student-Centered Systems Thinking, Place-Based, and Technology Driven Curriculum. During the four-year project period, researchers and curriculum developers refined a systems thinking and place-based curriculum (which has been and continues to be used by federal Upward Bound programs). iStronG involved 1) curriculum development, 2) implementation of iStronG curriculum during six-week summer programs, and 3) development and implementation of training and college access professions (Upward Bound program staff) who would be teaching and working with students. Four Upward Bound programs from different locations across the country, participated in this project, and the no-cost extension year focused on the continued recruitment and scaling of the curriculum.

Co-Principal Investigator (unfunded AI institute proposal), Continued Collaborator, National Science Foundation (NSF) and Internal Rutgers Support, 2018-2021.

This collaboration with artificial intelligence faculty at Rutgers and numerous universities across the country involved the development of several proposals including an NSF proposal for an AI Institute (Artificial Intelligence for Dynamic, Resilient Engineered Environments (DARE)). The proposed education program within the Institute proposal was extensive and focused on students beginning in K12 through graduate school and continued education. Reviewers were impressed with the quality of the education section and mentioned that it was a major strength of the proposal. Other faculty involved in this submission from within and outside the RU community have continued to seek guidance and support on these types of initiatives from Dr. Blitz.

Project Team Member, 100KIN10 Grand Challenges, Work Environment Catalyst, 2018-2021.

Job-Embedded Professional Development Programs for Rural Schools. Job-embedded professional development capitalizes on teachers' opportunity to learn in schools situated in the context of practice. This form of professional development is more challenging in rural schools because of limited personnel, budgetary constraints, and geographic isolation. The lack of opportunities to connect with and learn from peers takes away one of the greatest professional learning opportunities teachers have - each other. This project team from multiple universities (Fort Hays State University, University of Texas at Austin, eMINTS National Center – an outreach unit of the University of Missouri, and Rutgers University) and rural school districts (including Southern Tioga Public School District) examined successes and challenges in implementing programs and identified strategies for sustaining partnerships with school districts.

External Evaluator (PI, Subcontract for Rutgers, CESP; NJIT served as prime), National Science Foundation (NSF). INCLUDES, 2018-2021.

Leadership and iSTEAM for Females in Elementary School (LiFE): An Integrated Approach to Increase the Number of Women Pursuing Careers in STEM, investigated mechanisms to increase the numbers of women interested in and pursuing STEM pathways. Process and outcome evaluation-related research activities were used to improve program implementation and to assess the effects of the program on teacher beliefs and perceptions, student engagement, and group processes. To foster effective practices, the evaluation team integrated into many areas of

the project to gather data and inform the project team about needs and effective practices to share successes and improve effectiveness.

Co-Investigator and Collaborator, New Jersey Department of Human Services and Rutgers Internal Support, 2018-2020.

Worked with faculty from Rutgers School of Public Health on health education course development, assessment, and improvement. Projects included a concussion education and awareness curriculum for public school student-athletes ages 14+; statewide poster contests for public primary and secondary school students focused on improving knowledge and awareness of concussion symptoms; return-to-learn and play protocols; and proper technique and personal protective equipment gear. Another project focused on safer, healthier practices in cosmetology education (SHPCE) by scaling an existing online asynchronous training on cosmetology safety and health (S&H).

Principal Investigator, National Science Foundation (NSF), 2018–2019.

The CS Teaching and Learning Collaboratory (CS-TLC): Building Capacity, Rigor, and Equity in Computer Science Education planning grant sought to engage individuals and entities who were members of an existing research alliance (RA, from RELMA) in formative evaluation and planning activities focused on CS. The goal of these activities was to identify and analyze major facilitators and barriers to providing rigorous and engaging CS courses to all students, as well as effective strategies to provide high-quality PD that is tailored to teachers and schools with different levels of knowledge, capacity, and competencies regarding CS education.

Internal Evaluator, Douglas College, Rutgers, 2018-2019.

Big 10 Academic Alliance Advancing Women in STEM Initiative. Served as internal evaluator as this project began to track implementation and document processes. Participating partners included Ohio State University, University of Illinois Urbana–Champaign, University of Michigan, Michigan State University, University of Maryland, University of Minnesota, Pennsylvania State University, University of Wisconsin-Madison, and Rutgers University. This initiative leveraged each institution’s resources and expertise related to the recruitment and successful retention of women in the STEM fields at the undergraduate student, graduate student/postdoctoral fellow, and faculty levels. Dr. Blitz and team provided research consultation and coordination and worked closely with the team at Douglass College on survey development and implementation as well as all aspects of related research and education.

Principal Investigator, Patient-Centered Outcomes Research Institute (PCORI), 2017–2018. *Improving the Provision of Mental Health Care for Patients with End-Stage Renal Disease and Their Caregivers.* Patients suffering from end-stage renal disease and their caregivers have vital decisions to make regarding treatment and care. The overwhelming amount of information available publicly along with the information they receive from their health care providers makes decision-making a tremendous undertaking. This project was intended to better understand the experience of these patients and caregivers as well as their healthcare providers in acquiring, receiving, and communicating information about treatment options and decision-making. The work involved meeting with patients and caregivers along with providers in group settings and individually, observing educational sessions at the dialysis unit and well as patient-physician encounters, and a thorough review of relevant information publicly available.

Principal Investigator, Parker Life, Center for Research Excellence, 2016–2017.

Developed and managed research and evaluation projects in collaboration with the strategic planning team for advancing the well-being of the aging population (including workforce development, focused purposeful outcomes-driven research, technology development, external education, and technical assistance).

Co-Developer and Leader, *Our Classroom*, Center for Effective School Practices, Rutgers Graduate School of Education, Summers 2016 and 2017.

Our Classroom was an academic enrichment program for middle and high school students. Classes were geared towards differentiated, dynamic, and flexible learning opportunities for students to enhance and accelerate their content-based knowledge and connect the knowledge they acquire to the real world. *Our Classroom* courses required students to think about issues both critically and creatively while also collaborating with their peers and communicating their ideas in a team setting. Skills emphasized in the *Our Classroom* program targeted life skills including flexibility, initiative, social skills, productivity, and leadership.

Principal Investigator, NJ Department of Education, 2014-2016.

The New Jersey Early Learning Training Academy was a large, statewide professional development initiative to create and deliver research-based training and technical assistance to early childhood educators and key stakeholders throughout the state of NJ. NJ-ELTA focused on health and safety, curriculum and learning environment, family and community engagement, and workforce development training using a regional train-the-trainer model.

Principal Investigator, District Funded, 2013-2016.

Improving Learning for All Students: The Utility and Efficacy of Linking Student Assessment Data and Teacher Observation Data in the Context of Professional Learning. Partnered with the leadership of a large suburban school district in NJ to connect student assessment data more efficiently and cost-effectively with teacher observation data to identify and address teachers' professional learning needs. Facilitated the creation of a logic model of possible links between teacher and student performance assisted with the design of teacher observation protocols and provided technical assistance with modeling and interpreting associations between measures of teacher and student performance.

Principal Investigator, NJ Department of Education, 2013-2015.

Using Formative Assessments to Improve Teaching and Learning. Collaborated with school districts to improve practice using formative assessments for English learners by producing relevant, easy-to-use, and engaging tools. Provided job-embedded and research-based onsite coaching and professional learning that focused on building the capacity of teachers to make meaningful changes to their practice and lessons. Worked with district administrators on the use of data visualization such as infographics and decision trees for dissemination of student and teacher data to the larger community.

Principal Investigator, NJ Department of Education, 2013.

Common Core Academy. Developed, coordinated, and implemented a large-scale week-long professional learning event that provided an opportunity for more than 230 NJ. teachers and administrators from across the state to be trained on the practical application of the Common Core State Standards. An online sharing and

collaboration platform was integral to the event, and iPads were provided to each participant to allow for sustainable engagement with this community to share best practices and reflections.

Principal Investigator (Subcontract for Rutgers, CESP), RELMA, 2012–2017.

Served as Research Alliance (RA) Task Lead as part of RELMA's Senior Leadership Team working with regional stakeholders from teachers to government officials to develop, maintain, and grow meaningful partnerships that engage them in the process of using research evidence in educational practice and decision making. Monitored and facilitated the progress of all of RELMA's RA to maintain focus on the overarching mission of the RA task of addressing education stakeholders' needs in the following areas: Early Childhood Education, HBCU College Completion, Longitudinal Data Use, Principal Effectiveness, Professional Learning, Teacher Evaluation, Rural Education, and School Completion and Engagement, as well as engaging LEAs and SEAs in this work. This monitoring included active participation in RA meetings, communication with stakeholders to ensure the REL was meeting their needs, collaborating with the RELMA team to develop and coordinate the cross-RA meeting, presenting at Governing Board meetings and soliciting input from the members, and ensuring the leadership team was focused on the overarching mission of the RA task. Also served as Coordinator for the Professional Learning Research Alliance (PLRA) which focused on critical needs and issues around systems, processes, and procedures for creating sustainable PLCs, models and measures for assessing the return on investment from PD, and strategies for tailoring professional learning for teachers and schools. Additionally, led research and evaluation efforts on several large-scale projects focusing on the implementation of PLCs and their impact at the district, school, teacher, and student levels. In addition, conducted a technical assistance project that focused on the profiling of PD practices in NJ districts.

Co-Principal Investigator, NJ Department of Education, 2012-2013.

External Assessment of Teacher Evaluation Pilot (EE4NJ). Collaborated with other Rutgers faculty and the New Jersey Department of Education to design an external evaluation study for the pilot implementation of new systems for teacher evaluation, which informed the statewide roll-out. Was responsible for developing instruments, collecting data (e.g., facilitating focus groups, administering surveys), analyzing both transcript and survey data, preparing manuscripts for publication, and reporting and communicating with department officials.

Principal Investigator, NJ Department of Education, 2010-2012.

Improving Partnerships and Active Collaboration for Teaching (IMPACT). Partnered with educators from high-needs school districts to implement research-based educational strategies to improve student achievement in the NJ Core Content Curriculum areas, as well as provided ongoing evidence-based professional development and on-site coaching.

PUBLICATIONS

Blitz, C.L., Amiel, D.J., & Duncan, T.G. (2025). Cohort dynamics and longitudinal trends in high school computer science participation. [Manuscript submitted for publication]. *Education Sciences*.

Amiel, D.J., & Blitz, C.L. (2025). The middle-to-high school transition: Key factors shaping 9th-grade computer science enrollment. [Manuscript submitted for publication]. *The International Journal of Computer Science Education in Schools (IJCSES)*.

- Blitz, C., Trees, F., Amiel, D., & Detrick, D. (2025). A university-led computer science education summit: Meeting the moment with actionable, relevant, and timely explorations. *Proceedings of the 19th Annual International Technology, Education and Development Conference (INTED2025), XX*. <https://doi.org/10.21125/inted.2025>
- Amiel, D., Blitz, C., & Clough, T. (2025). Building elementary computer science educators' capacity: A workshop to improve content and pedagogical knowledge. *Technology & Engineering Education (TEE)*, 2(3):13-18. ISSN 2994-7111.
- Extending the CS pipeline: Enhancing rigor and relevance in middle school computer science. (2024, July). *Education Innovation and Research Innovation Insights Newsletter*, 22.
- Blitz, C., & Amiel, D. (2024). Virtual leadership summit design and impact: Advancing K-12 computer science education. *Proceedings of the 17th Annual International Conference of Education, Research and Innovation (ICERI2024)*, 3052-3056. <https://doi.org/10.21125/iceri.2024.0794>
- Blitz, C.L., Yanovitzky, I., & Amiel, D. (2023). Community-engaged pedagogy by design: Practical strategies for promoting transformative learning. *Proceedings of the 15th International Conference on Education and New Learning Technologies (EDULEARN23)*, 5270-5275. <https://doi.org/10.21125/edulearn.2023.1382>
- Blitz, C. L., & Amiel, D. (2023). Building computer science education capacity in middle schools: A university-district partnership. *Proceedings of the 15th International Conference on Education and New Learning Technologies (EDULEARN23)*, 5922-5930. <https://doi.org/10.21125/edulearn.2023.1547>
- Amiel, D., & Blitz, C. (2022). Computer science teacher capacity: The need for expanded understanding. *International Journal of Computer Science Education in Schools*, 5(4), 38–47. <https://doi.org/10.21585/ijcses.v5i4.151>
- Martin, N., Leigleter, E., Blitz, C., Smith, R., & Kendrick, M. (2021). Exploring job-embedded professional learning in rural schools. *100K in 10 Grand Challenges*, White Paper. Accessed 01/31/2025, <https://grandchallenges.100kin10.org/progress/job-embedded-professional-development-programs-for-rural-schools>
- Blitz, C., Allen, V., & Amiel, D. (2021). Recruiting diverse learners to high school computer science. *Proceedings of the 52nd ACM Technical Symposium on Computer Science Education (SIGCSE21)*, 1247. <https://doi.org/10.1145/3408877.3439565>
- Blitz, C., Allen, V., Galanos, R., Evans, T., Norfles, N., & Trees, F. (2021). *RPP spotlight: Rutgers computer science teaching and learning collaboratory (CS-TLC)*. Amherst, MA: RPPforCS (NSF CSforAll). Accessed 01/31/2025, https://cesp.rutgers.edu/sites/default/files/RPP%20CS%20Spotlight_TLC%20New%20Brunswick-Final920%5B73%5D.pdf
- Blitz, C.L. & Amiel, D. (2020). Partnership and progress. The computer science teaching & learning

collaboratory. *Computer Science Newsletter*, International Society for Technology in Education (ISTE).

Yanovitzky, I., & Blitz, C. (2020). Improving use of research evidence: Insights from communication science. *NNERPP Extra*, 2(2), 10-13. Accessed 01/31/2025, <https://nnerppextra.rice.edu/ure-communication-science/>

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Meister, G., & Blitz, C.L. (2015). The promise of partnerships: Researchers join forces with educators to solve problems of practice of partnerships. *Learning Forward Magazine*, June Edition. Accessed 01/31/2025, <https://learningforward.org/journal/june-2016-issue/the-promise-of-partnerships/>

Blitz, C. L. (2013). *Can online learning communities achieve the goals of traditional professional learning communities? What the literature says*. (REL 2013-003). Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Mid-Atlantic. Accessed 01/31/2025, <https://files.eric.ed.gov/fulltext/ED544210.pdf>

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PRESENTATIONS

Amiel, D., Blitz, C., & Allen, V. (2025, July 8-11). *Evaluating & selecting CS curricula: Tools & strategies for informed, equitable decisions* [Paper presentation]. CSTA 2025 Annual Conference, Cleveland, OH.

Duncan, T.G., Blitz, C.L., Yel, N., & Amiel, D.J. (2025, April 23-27). *Technology course-taking in high school: Insights for underrepresented populations* [Paper presentation]. Annual Meeting of the American Educational Research Association (AERA), Denver, CO.

Blitz, C., Trees, F., Amiel, D., & Detrick, D. (2025, March 3-5). *A university-led computer science education summit: Meeting the moment with actionable, relevant, and timely explorations* [Paper presentation]. 19th Annual International Technology, Education and Development Conference (INTED2025), Valencia, Spain.

Trees, F., Blitz, C.L., & Amiel, D.J. (2024, December 13). *Integrating curricular resources into CS classrooms* [Paper presentation]. New Jersey Computer Science Summit, New Brunswick, NJ.

Blitz, C., & Amiel, D. (2024, November 11-13). *Virtual leadership summit design and impact: Advancing K-12 computer science education* [Paper presentation]. 17th Annual International Conference of Education, Research and Innovation (ICERI2024), Seville, Spain.

Duncan, T., & Blitz, C. (2024, June 27). *Extending the CS pipeline: Enhancing rigor and relevance in middle school CS* [Webinar]. Education Innovation and Research (EIR) STEM-CS Community of Practice, virtual.

Blitz, C.L., Yanovitzky, I., & Amiel, D. (2023, July 3-5). *Community-engaged pedagogy by design: Practical strategies for promoting transformative learning* [Paper presentation]. 15th International Conference on Education and New Learning Technologies (EDULEARN23), virtual.

Blitz, C. L., & Amiel, D. (2023, July 3-5). *Building computer science education capacity in middle schools: A university-district partnership* [Paper presentation]. 15th International Conference on Education and New Learning Technologies (EDULEARN23), virtual.

Yanovitzky, I., & Blitz, C.L. (2022, December 11-14). *Enabling responsive and adaptive implementation of evidence-based health policies by assessing implementation readiness of key stakeholders* [Paper presentation]. 15th Annual Conference on the Science of Dissemination and Implementation, (Re)Building Better Systems: Being Proactive, Nimble, and Responsive, co-hosted by the National Institutes of Health (NIH) and Academy Health, Washington, D.C.

Blitz, C., Amiel, D., Allen, V., & Incantalupo, M. (2021, July 14-16). *Navigating and selecting tools for distance education* [Paper presentation]. 2021 Computer Science Teachers Association Annual Conference (CSTA), virtual.

Amiel, D. & Blitz, C. (2021, May 23-27). *An immersive virtual experience to drive change in computer science education* [Paper presentation]. 2021 Conference on Research in Equitable and Sustained Participation in Engineering, Computing, and Technology (RESPECT), virtual.

Blitz, C., Allen, V., & Amiel, D. (2021, March 13-20). *Recruiting diverse learners to high school computer Science* [Paper presentation]. 52nd ACM Technical Symposium on Computer Science Education, virtual.

Blitz, C.L., Allen, V., Amiel, D. (2020, October 26-31). *Kindling the flame: Evaluating broadening participation efforts in computer science education* [Poster presentation]. American Evaluation Association 2020 AEA Annual Conference, virtual.

- Blitz, C.L., Allen, V., Amiel, D. (2020, June 25). *Recruiting diverse learners to computer science* [Paper presentation]. 2020 Pennsylvania Computer Science for All Summit. Harrisburg, PA.
- Blitz, C.L., Allen, V., Amiel, D. (2020, June 25). *A researcher practitioner partnership (RPP): The CS teaching & learning collaboratory* [Paper presentation]. 2020 Pennsylvania Computer Science for All Summit. Harrisburg, PA.
- Blitz, C.L. and Trees, F. (2020, May). *Partnership & progress: CS teaching & learning collaboratory*. 2020 STEM for All Video Showcase: Learning from Research & Practice (public choice awardee).
- Blitz, C.L., Gonzalez LN, Fakeh MF, Shendell DG. (2019, November 2-6). *New online course for new and young workers on occupational safety, health, wage and hour laws, and soft skills* [Poster presentation]. Annual Meeting of American Public Health Association, Philadelphia, PA.
- Blitz, C. (2019, October 16). *From here to there: Beyond the common metrics* [Invited speaker]. New Jersey Alliance for Clinical and Translational Science Annual Retreat, New Brunswick, NJ.
- Blitz, C.L. (2019, June 6). *Advancing women in STEM: Assessment and evaluation of programs* [Invited speaker]. 2019 Undergraduate Women in STEM Summit, New Brunswick, NJ.
- Blitz, C.L. (2019, June 27-28). *A case study of a CS research practice partnership (RPP)* [Paper presentation]. 2019 Pennsylvania Computer Science for All Summit, Harrisburg, PA.
- Blitz, C.L., & Trees, F. (2019, May). *Addressing issues of equity and engagement in CS through an RPP*. 2019 STEM for All Video Showcase: Innovations in STEM Education (public choice awardee).
- Blitz, C.L., Nguyen, T., & Trees, F. (2019, February 27-March 2). *CS-TLC: Connecting CS educators for equity and engagement* [Paper presentation]. 2019 Special Interest Group on Computer Education (SIGCSE). Minneapolis, MN.
- Zacharchak, G., & Blitz, C.L. (2018, March 16). *Student engagement as effective means to knowledge transfer and retention* [Paper presentation]. Pittsburgh Regional Faculty Symposium. Pittsburgh, PA.
- Blitz, C.L. (2017, October 13). *Building and measuring effective internal and external collaborations to advance rural education* [Paper presentation]. 2017 National Forum to Advance Rural Education. National Rural Education Association, Columbus, OH.
- Blitz, C.L., & Yanovitzky, I. (2016, December 14-15). *The capacity-opportunity-motivation (COM) model of data use in teams* [Poster presentation]. Academy Health 9th Annual Conference on the Science of Dissemination and Implementation. Washington, DC.
- Blitz, C.L. & Salinas, M. (2016, October 24-29). *Dissemination by design: Making dissemination an integral component of evaluation* [Paper presentation]. Evaluation 2016 Conference, Atlanta, GA.

- Kozak, M.G., & Blitz, C.L. (2016, May 17-19). *Tailored implementation and evaluation tools for assessing & supporting district initiatives* [Paper presentation]. 34th Annual NJASA/NJAPSA Spring Leadership Conference. Atlantic City, NJ.
- Blitz, C.L. (2015, December 5-9). *Online and hybrid models of professional learning communities* [Paper presentation]. Learning Forward 2015 Annual Conference. Washington, DC.
- Kuchar, M., Blitz, C.L., & Jewett, E. (2015, October 27-29). *Professional development collaborative: Meeting the challenges of assessments* [Paper presentation]. New Jersey School Boards Association Workshop 2015. Atlantic City, NJ.
- Shcherbakov, A, Blitz, C.L., & Kirova, D. (2015, April 16-20). *Predicting the self-efficacy of school leaders: Trust matters* [Paper presentation]. American Education Research Association (AERA) Annual Meeting. Chicago, IL.
- Kuchar, M., Auriemma, F.V., Blitz, C.L., & Jewett, E. (2015, January 28-29). *Using research to increase teacher efficacy: Outcomes from 3-year EE4NJ pilot* [Paper presentation]. 2015 Middle States Regional Forum. Baltimore, MD.
- Blitz, C.L., Kirova, D., & Shcherbakov, A. (2014, April 3-7). *Relationship between teachers' professional efficacy beliefs and their assessment of new teacher evaluation* [Paper presentation]. AERA Annual Meeting. Philadelphia, PA.
- Blitz, C.L., Firestone, W.A., & Kirova, D. (2013, October 14-19). *Process evaluation of a teacher evaluation initiative* [Paper presentation]. 27th Annual Conference of the American Evaluation Association. Washington, DC.
- Blitz, C. (2002, June 23-25). *Impact of recent welfare reform measures on patterns of Medicaid eligibility: A longitudinal study* [Paper presentation]. Academy for Health Services Research and Health Policy Annual Research Meeting. Pre- and Postdoctoral Papers. Washington, DC.
- Blitz, C. (2002, July 1). *Impact of recent welfare reform: Measures on patterns of Medicaid Eligibility: A longitudinal study* [Paper presentation]. NRSA Trainees Research Conference. Washington, DC.
- Yanovitzky, I., and Blitz, C. (2000, November 12-16). *Utilization of breast cancer screening by women 40 years and older: The effects of media attention* [Poster presentation]. 128th American Public Health Association Annual Meeting and Exposition. Boston, MA.
- Blitz, C., and Yanovitzky, I. (2000, November 12-16). *The effect of media coverage and physician advice on mammography utilization by women 40 years and older* [Poster presentation]. 128th American Public Health Association Annual Meeting and Exposition. Boston, MA.

Blitz, C. (1998, November 15-19). *African American and Caucasian women with breast cancer: A secondary data analysis of the Philadelphia Medicaid population* [Paper presentation]. 126th American Public Health Association Annual Meeting and Exposition. Washington, DC.

Blitz, C. (1996, November 20-24). *An inquiry into the shared domains of Anthropology and Psychiatry* [Paper presentation]. American Anthropological Association Annual Meeting. San Francisco, CA.

Blitz, C. (1996, March 18-22). *Quest for an individualized gendered identity: A woman's life narrative as process*. Society for Applied Anthropology Annual Meeting. Baltimore, MD.

SERVICE

University Collaborations

- Partnered with the Computer Science Department to organize and deliver seven annual Computer Science Summits, providing state educators with valuable insights into emerging trends, curriculum development, and best practices in CS education.
- Collaborated with leadership at Douglass College to conceptualize and develop the first Big Ten Women's College Agenda, a pioneering initiative aimed at fostering leadership, academic excellence, and professional opportunities for women across the Big Ten academic community.
- Organized and led the NJACTS Evaluation Workshop, providing critical training and insights into evaluation methodologies, impact assessment, and best practices for program effectiveness.

University Service

Search Committee Member

- Director of Communications and Marketing
- Senior Director of Finance and Administration
- Human Resources Manager

Chairs and Senior Directors Steering Committee, Member

Evaluation Consulting and Support

- Many departments and Principal Investigators (PIs) seek evaluation support, and I take time to discuss project goals, provide guidance, and assess feasibility at no cost, ensuring that research initiatives are well-structured and impactful.

Professional Service

Federal Grant Review Panels

- Reviewer, National Science Foundation (NSF) CSforALL and DRK12
- Panelist, National Institutes of Health (NIH), Social and Behavioral Sciences Study Section

Journal Reviewer

- Child and Adolescent Mental Health, Computers and Education, Health and Social Work, International Journal of Law and Society, Journal of Research in Technology of Education, Journal of Social Policy, Journal of Youth and Adolescence, New Directions in Evaluation Research, Studies in Education Evaluation, Technology and Engineering Education

Conference Paper Reviewer

- ACM Technical Symposium on Computer Science Education, American Educational Research Association, American Evaluation Association, American Public Health Association, RESPECT

Corporate Champion Advisory Board, Member, Center for Pre-College Programs, Rutgers Newark

Invited Member of the Sub-Committee on Performance Assessment, Advancing Algebra Committee, New Jersey Department of Education

BSCER Advisory Council Member, A Machine Learning Student Behavior Model to Identify Struggling Students in Introductory CS Courses [Development of machine learning tool employing behavioral models that predict student success in computer science courses].

Public Engagement & Outreach

Consulted with non-profits, after-school programs, and community organizations offering expertise in curriculum design, student engagement, and institutional effectiveness to support organizations in enhancing their impact, and, to develop strategies for tracking outcomes, accountability, and evaluation.

George Street Playhouse Think Tank Committee, Member

Communications Director Volunteer, New York City Evaluation (NYCE)

PROFESSIONAL MEMBERSHIPS AND AFFILIATIONS

- American Association for Adult and Continuing Education (AAACE)
- American Association for the Advancement of Science (AAAS)
- American Educational Research Association (AERA)
- American Evaluation Association (AEA)
- American Public Health Association (APHA)
- Association for Computing Machinery (ACM)
- Association for Supervision and Curriculum Development (ASCD)
- Computer Science Teachers Association (CSTA)
- Consortium of School Networking (CoSN)
- International Technology and Engineering Educators Association (ITEE)
- National Rural Education Association (NREA)
- National Science Teaching Association (NSTA)
- Special Interest Group Computer Science Education (SIGCSE)