

Curriculum Vitae
Katherine A. Magnuson

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University of Wisconsin-Madison
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EDUCATION

Ph.D., Human Development and Social Policy, Northwestern University, Evanston, IL, 2002
B.A., History and Political Science, Brown University, Providence, R.I., 1995
Magna Cum Laude, Phi Beta Kappa

PROFESSIONAL POSITIONS

Director, Institute for Poverty Research, University of Wisconsin-Madison (2019-)
Vilas Distinguished Professor of Social Work, University of Wisconsin-Madison (2014-current)
Doctoral Program Chair, School of Social Work University of Wisconsin (2017-2018)
Associate Professor of Social Work, University of Wisconsin-Madison (2010-2014)
Assistant Professor of Social Work, University of Wisconsin-Madison (2004- 2010)
Associate Director for Research and Training, University of Wisconsin-Madison, Institute for Research on Poverty (September 2009-2018)
Member, National Forum on Early Childhood Policy and Programs, Center for the Developing Child, Harvard University (2007-current)
Research Affiliate, University of Wisconsin-Madison, Institute for Research on Poverty
Research Affiliate, University of Michigan, National Poverty Center
Post-Doctoral Fellow, Columbia University School of Social Work, Advisor: Jane Waldfogel. (September 2002-May 2004)

SELECTED RESEARCH SUPPORT

National Institute of Child Health and Development, Household Income and Child Development in the first three years of life Sept 2017-August 2022 (Role Co-PI with Greg Duncan and Kim Noble). Related funding from: Annie E Casey Foundation, Ford Foundation, Sherwood Foundation, W F Kellogg Foundation, Perigee Foundation, Weitz Family Foundation, The JPB Foundation, Jacobs Foundation, NYC office of Economic Opportunity, Greater New Orleans Foundation, The Valhalla Charitable foundation, the Robert Wood Johnson Foundation, & Child Welfare Fund.

Heising-Simons, Income and the Developing Brain: Qualitative Substudy March 2019- March 2021. (Role Co-PI with Sarah Halpern-Meekin.) Related funding from the US DHHS OPRE.

Wisconsin Partnership Program, Preventing Early Expulsion to Promote Child Health Jan 2019 – December 2023. (Role: Academic Partner).

Wisconsin Partnership Program, WI Shared Services Network Jan 2020 –December 2023. (Role: Academic Partner).

Alliance for the American Dream, Schmidt Futures, We Care for Dane Kids (July 2019- Dec 2018) (Role: Academic Partner).

US Department of Health and Human Services, Office of Planning Research and Evaluation, Child Care Partnership, Understanding Declines In Regulated Child Care Supply and Subsidy Use in Wisconsin (role CO-I with Amy Claessen's PI).

Heising-Simons, The Effects of Tulsa's Early Childhood Education Programs on High School Outcomes August 2018-August 2021 (Role: CO-Investigator, with Bill Gormley PI)

Institute for Education Sciences, Enhancing the Quality of Instruction in Four-Year-Old Kindergarten (Role, Co-I, with PI Eric Grodsky)

Spencer Foundation, The Madison Education Partnership: Collaborating around the Transition to Kindergarten Jan 2018-December 2019 (Role, Co-I with Eric Grodsky PI)

Wisconsin Department of Children and Families, Child Care Development Block Grant Evaluation January 2019- December 2021 (Role: PI).

Center for Financial Security Retirement and Disability Research Consortium, Child Care for Families Raising Children with Disabilities: The Role of Federal Policy in Equitable Access October 2018- September 2019 (Role: PI)

National Institute of Child Health and Development, *Impacts of Early Childhood Programs on Children: A Comprehensive Meta-Analysis*, Sept 2013-August 2015 (Role Co-PI; PI Hiro Yoshikawa)

National Poverty Fellow Postdoc Program, Assistant Secretary Planning and Evaluation, Department of Health and Human Services October 2013-October 2016 (Role Co-PI with Lonnie Berger).

Wisconsin Department of Children and Families, YoungStar Validation Study, June 2013-December 2016 (Role: PI).

UW-Madison Graduate School, Romnes Award.

National Institute of Child Health and Development, Preschool, Home, and School Contexts as Determinants of the Impacts of Head Start, Sept 2011-August 2014 (Role Co-PI; PI Liz Gershoff)

Institute for Educational Studies, Meta-Analysis of Early Childhood Programs and Policies March 2011- March 2013 (Role Co-PI; PI Hiro Yoshikawa)

SELECTED PUBLICATIONS

- Joo, Y.S., Magnuson, K., Duncan, G., Schindler, H., Yoshikawa, H. & Ziol-Guest, K. (in press). What Works in Early Childhood Education Programs? A Meta-Analysis of Preschool Enhancement Programs. *Early Education and Development*.
- Magnuson, K., & Schindler, H. (2019). Supporting Children's Early Development by Building Caregivers' Capacities and Skills: A Theoretical Approach Informed by New Neuroscience Research. *Journal of Family Theory & Review*, 11(1), 59-78.
- Costanzo, M. A., & Magnuson, K. (2019). How does disability influence child care arrangements for young children? An examination using the NHES ECPP. *Children and Youth Services Review*, 99, 210-225.
- Pilarz, A. R., Lin, Y. C., & Magnuson, K. A. (2019). Do Parental Work Hours and Nonstandard Schedules Explain Income-Based Gaps in Center-Based Early Care and Education Participation? *Social Service Review*, 93(1), 55-95.

- Jenkins, J. M., Watts, T. W., Magnuson, K., Gershoff, E. T., Clements, D. H., Sarama, J., & Duncan, G. J. (2018). Do High-Quality Kindergarten and First-Grade Classrooms Mitigate Preschool Fadeout? *Journal of research on educational effectiveness*, 11(3), 339-374.
- Berger, L. M., Cancian, M., & Magnuson, K. (2018). Anti-poverty Policy Innovations: New Proposals for Addressing Poverty in the United States. *Russell Sage Foundation*.
- Duncan, G. J., & Magnuson, K. (2018). The importance of poverty early in childhood. *Policy Quarterly*, 9(2).
- Lin, Y. C., & Magnuson, K. A. (2018). Classroom quality and children's academic skills in child care centers: Understanding the role of teacher qualifications. *Early Childhood Research Quarterly*, 42, 215-227.
- McCoy, D. C., Yoshikawa, H., Ziol-Guest, K. M., Duncan, G. J., Schindler, H. S., Magnuson, K., ... & Shonkoff, J. P. (2017). Impacts of Early Childhood Education on Medium-and Long-Term Educational Outcomes. *Educational Researcher*, 46(8), 474-487.
- Duncan, G. J., Magnuson, K., & Votruba-Drzal, E. (2017). Moving beyond correlations in assessing the consequences of poverty. *Annual Review of Psychology*, 68, 413-434.
- Wolf, S., Magnuson, K. A., & Kimbro, R. T. (2017). Family poverty and neighborhood poverty: Links with children's school readiness before and after the Great Recession. *Children and Youth Services Review*, 79, 368-384.
- Bowne, J. B., Magnuson, K. A., Schindler, H. S., Duncan, G. J., & Yoshikawa, H. (2017). A Meta-Analysis of Class Sizes and Ratios in Early Childhood Education Programs: Are Thresholds of Quality Associated With Greater Impacts on Cognitive, Achievement, and Socioemotional Outcomes? *Educational Evaluation and Policy Analysis*, 39(3), 407-428.
- Yoshikawa, H., Bowne, J., Grindal, T., Schindler, H., Duncan, G., Magnuson, K., & Shonkoff, J. (2016) What is the Added Impact on Children of Parent-Targeted Services in Early Childhood Education Programs? A Meta-Analytic Study. *Children and Youth Services Review*, 70, 238-249.
- Magnuson, K. & Schindler, H. (2016). Parent Programs in Pre-K through Third Grade Settings. *Future of Children*, 26, 207-221.
- Magnuson, K., & Waldfogel, J. (2016). Trends in Income-Related Gaps in Enrollment in Early Childhood Education: 1968 to 2013. *AERA Open*, 2, 1-13.
- Magnuson, K., Duncan, G., Metzger, M & Lee, Y. Early School Adjustment and High School Dropout. (2016), *American Educational Research Journal*, 53, 1198-1228.
- Magnuson, K., Kelchen, R., Duncan, G., Schindler, H., Shager, H., & Yoshikawa, H. Do the Effects of Early Childhood Programs on Academic and Adult Outcomes Vary by Gender? A Meta-Analysis. (2016), *Early Childhood Research Quarterly*, 36,521-536.
- Duncan, G., Magnuson, K., & Murnane, R. (2016). Redesigning Schools and Preschools, *Academic Pediatrics*, 16, p S121-S127.
- Magnuson, K. & Duncan, G. (2016). Can Early Childhood Interventions Decrease Inequality of Economic Opportunity? *The Russell Sage Journal of Social Sciences*, 2, 123-141.
- Schindler, H., Kholoptseva, J., Oh, S. S., Yoshikawa, H., Duncan, G. J., Magnuson, K. A., & Shonkoff, J. P. (2015). Maximizing the potential of early childhood education to prevent externalizing behavior problems: A meta-analysis. *Journal of School Psychology*, 53(3), 243-263.
- Duncan, G. J., Magnuson, K., & Votruba-Drzal, E. (2014). Boosting Family Income to Promote Child Development. *The Future of Children*, 24, 99-120.

- Shager, H., Schindler, H., Magnuson, K., Duncan, G., Yoshikawa, H., & Hart, C. (2013). Can Research Design Explain Variation in Head Start Research Results? A Meta-analysis. *Education Evaluation and Policy Analysis*, 35, 76-95.
- Duncan, G. J., & Magnuson, K. (2013). Investing in preschool programs. *Journal of Economic Perspectives*, 27, 109-32.
- Snell, E., Castells, N., Duncan, G., Gennetian, L., Magnuson, K., & Morris, P. (2013). Promoting the Positive Development of Boys in High-Poverty Neighborhoods: Evidence from Four Anti-Poverty Experiments. *Journal of Research on Adolescence*, 23, 357-74.
- Duncan, G. J., & Magnuson, K. (2012). Socioeconomic status and cognitive functioning: moving from correlation to causation. *Wiley Interdisciplinary Reviews: Cognitive Science*, 3(3), 377-386.
- Ha, Y. Magnuson, K., & Ybarra, M. (2012). The Association between Child Care Subsidies and Stability of Care. *Children and Youth Services Review* 34, 1834-1844.
- Esping-Andersen, G., Garfinkel, I., Han, W.J., Magnuson, K., Wagner, S., & Waldfogel, J. (2012). Child care and school performance in Denmark and the United States. *Children and Youth Services Review*, 34(3), 576-589.
- Nepomnschy, L., Magnuson, K., & Berger, L. (2012). Child Support and Young Children's Development. *Social Service Review*, 86, 3-35.
- Duncan, G., Magnuson, K., Kalil, A. and Zio-Guest, K. (2012). The importance of early childhood poverty. *Social Indicators Research*, 108, 87-98.
- Osborne, C., Berger, L., & Magnuson, K (2012). Family Structure Transitions and Changes in Maternal Depression and Parenting. *Demography*, 49, 23-47.
- Carlson, M., & Magnuson, K. (2011). Low-income Fathers' Influence on Children. *The ANNALS of the American Academy of Political and Social Science*, 635, 95-116.
- Reynolds, A., Magnuson, K., & Ou, S. (2010). Preschool-to-Third Grade Programs and Practices: Review of Research. *Children and Youth Services Review*, 32, 1121-1131.
- Magnuson, K., & Shager, H. (2010). Early Education: Progress and Promise for Low-income Children. *Children and Youth Services Review*, 32, 1186 – 1198.
- Magnuson, K., & Berger, L. (2009). Family Structure States and Transitions: Associations with Children's Wellbeing and During Middle Childhood. *Journal of Marriage and the Family*, 71, 575-591.
- Magnuson, K., Sexton, H., Davis-Kean, P., & Huston, A. (2009). The Effects of Increases in Maternal Education on Young Children's Language Skills. *Merrill Palmer Quarterly*, 55(3), 319-349.
- Petit, G., Davis-Kean, P., & Magnuson, K. (2009). Educational Attainment in Developmental Perspective: Longitudinal Analyses of Continuity, Change, and Process. *Merrill Palmer Quarterly*, 55(3), 217-223.
- Gennetian, L., Magnuson, K., & Morris, P. (2008). From Statistical Associations to Causation: What Developmentalists Can Learn from Instrumental Variables Techniques coupled with experimental data. *Developmental Psychology*, 44, 381-394.
- Magnuson, K. (2007). Maternal education and children's academic achievement during middle childhood. *Developmental Psychology*, 43, 1497-1512.
- Duncan, G., Ludwig, J. & Magnuson, K. (2007). Reducing Poverty through Pre-school Interventions. *The Future of Children*, 17, 143-160.

- Duncan, G., Dowsett, C., Classens, A., Magnuson, K., Huston, A., Klebanov, P., Pagani, L., Feinstein, L., Engel, Brooks-Gunn, J., Sexton, H., Duckworth, K and Japel, C. (2007). School Readiness and Later Achievement. *Developmental Psychology*, 43, 1428-1446.
- Duncan, G. and Magnuson, K. (2007). Penny Wise and Effect Size Foolish. *Child Development Perspectives*, 1, 46–51.
- Slack, K., Magnuson, K., Berger, L. et al. (2007). Family Economic Well-Being Following the 1996 Welfare Reform: Trend Data from 5 Non-Experimental Panel Studies. *Children and Youth Services Review*, 29, 698-720.
- Slack, K., Magnuson, K., Berger, L. et al. (2007). Introduction to the Special Issue: How Are Children and Families Faring a Decade After Welfare Reform? Evidence from Five Non-Experimental Panel Studies. *Children and Youth Services Review*, 29, 693-697.
- Magnuson, K., Ruhm, C. & Waldfogel, J. (2007). The Persistence of Preschool Effects: Do Subsequent Classroom Experiences Matter? *Early Childhood Research Quarterly*, 22, 18-38.
- Magnuson, K., Meyers, M., & Waldfogel, J. (2007). The Effects of Expanded Public Funding For Early Education and Child Care on Preschool Enrollments during the 1990s. *Social Service Review*, 81, 47-83.
- Magnuson, K., Ruhm, C., & Waldfogel, J. (2007). Does Prekindergarten Improve School Preparation and Performance? *Economics of Education Review*, 26, 33-51.
- Magnuson, K., Lahaie, C., & Waldfogel, J. (2006). Preschool and School Readiness of Children of Immigrants. *Social Science Quarterly*, 87, 1241-1262.
- Magnuson, K., and Duncan, G. (2006). The Role of Family Socioeconomic Resources in Racial Test Score Gaps. *Developmental Review*, 26, 365-399.
- Magnuson, K & Waldfogel, J. (2005). Preschool Child Care and Parents' Use of Physical Discipline, *Infant and Child Development*, 14, 177-198.
- Gibson, C., Magnuson, K., Gennetian, L., & Duncan, G. (2005). Does Employment Protect Low-Income Women From Domestic Abuse? *Journal of Marriage and Family*, 67, 1149-1168.
- Magnuson, K. & Waldfogel, J. (2005). Early Childhood Care and Education, and Ethnic and Racial Test Score Gaps at School Entry. *The Future of Children*, 15, 169-196.
- Duncan, G., & Magnuson, K. (2005). Test Score Gaps: The Contributions of Family Economic and Social Conditions. *The Future of Children*, 15, 35-52.
- Magnuson, K., Meyers, M., Ruhm, C., and Waldfogel, J. (2004). Inequality in Preschool Education and School Readiness, *American Educational Research Journal*, 41, 115-157.
- Yoshikawa, H., Magnuson, K., Bos, H., and Hsueh, J. (2003). Effects of Earning-Supplement Policies on Adult Economic and Middle-Childhood Outcomes Differ for the “Hardest to Employ?” *Child Development*, 74, 1500-1521.
- Duncan, G., & Magnuson, K. A. (2003). The Promise of Random-Assignment Social Experiments for Understanding Well-Being and Behavior. *Current Sociology*, 51, 529-541.
- Duncan, G., Magnuson, K. A., & Ludwig, J. (2003). The Endogeneity Problem in Developmental Science. *Research in Human Development*, 1, 59-80.
- Duncan, G., & Magnuson, K. A. (2002). Economics and Parenting. *Parenting Science & Practice*, 2, 335-451.
- Huston, A., Duncan, G., Granger, R., Bos, J. Mcloyd, V, Mistry, R., Crosby, D., Gibson, C., Magnuson, K., Romich, J., & Ventura, A. (2001). Work-based Anti-Poverty Programs for Parents Can Enhance the School Performance and Social Behavior of Children, *Child Development*, 72, 318-336.

Garcia Coll, C., & Magnuson, K. (1996). Cultural Differences in Beliefs and Practices about Pregnancy and Childbearing. *Rhode Island Medicine*, 79(7), 257-260.

Books

Magnuson, K & Waldfogel, J. (2008). *Steady Gains and Stalled Progress: Inequality and the Black-White Test Score Gap*. New York, Russell Sage.

Book Chapters

Duncan, G. & Magnuson, K., Votruba-Drzal, E. Children and Socioeconomic Status. (2015). In M. Bornstein & T. Leventhal (eds.), *Handbook of Child Psychology and Developmental Science, Volume 4: Ecological Settings and Processes in Developmental Systems*.

Burchinal, M. Magnuson, K., & Powell, D. Children in Early Care and Education (2015). In M. Bornstein & T. Leventhal (eds.), *Handbook of Child Psychology and Developmental Science, Volume 4: Ecological Settings and Processes in Developmental Systems*.

Magnuson, K., & Waldfogel, J. (2015). Delivering High-Quality Early Childhood Education and Care to Low-Income Children: How Well is the US Doing? In L. Gambaro, K. Stewart, and J. Waldfogel (eds.), *An Equal Start: Providing Quality Early Education and Care for Disadvantaged Children* (p. 193-217). Bristol, UK: University of Bristol, Policy Press.

Magnuson, K., Waldfogel, J. & Washbrook. (2012). The Development of SES Gradients in Skills during the School Years: Evidence from the US and UK. In J. Ermisch, M. Jantti, & T. Smeeding (eds.), *From Parents to Children: The Intergenerational Transmission of Advantage*. NY: Russell Sage Foundation.

Duncan, G., & Magnuson, K. (2011). The Nature and Impact of Early Achievement Skills, Attention and Behavior Problems. In G. Duncan & R. Murnane (eds). *Social Inequality and Educational Disadvantage*. NY: Russell Sage Foundation.

Kaushal, N., Magnuson, K., & Waldfogel, J. (2011). How is family income related to investments in children's learning? In G. Duncan & R. Murnane (eds). *Social Inequality and Educational Disadvantage*. NY: Russell Sage Foundation.

Magnuson, K., & Votruba-Drzal, E. (2009) Enduring Influences of Childhood Poverty. In M. Cancian & S. Danziger (eds). *Changing Poverty* (pp.153-179). Russell Sage Foundation.

Duncan, G., Ludwig, J., & Magnuson, K. (2010). Reducing Poverty through Early Childhood Interventions. In P. Levine and D. Zimmerman (eds), *Targeting Investments in Children: Fighting Poverty When Resources Are Limited*.

Magnuson, K., Rosenbaum, D., & Waldfogel, J. (2008). Inequality and Black-White Achievement Trends for 9-Year-Olds in the NAEP. In K. Magnuson and J. Waldfogel (eds.), *Steady Gains and Stalled Progress: Inequality in the Black-White Test Score Gap* (33-65). New York, Russell Sage.

Magnuson, K. & Waldfogel, J. (2008). Introduction. In K. Magnuson and J. Waldfogel (eds.), *Steady Gains and Stalled Progress: Inequality in the Black-White Test Score Gap* (1-29). New York, Russell Sage.

Duncan, G., & Magnuson, K. (2008). Can society profit from investing in early education programs? In A. Tarlov and M. P. Debbink (Eds.), *Investing in Early Childhood Development* (177-188). New York: Palgrave Macmillan.

- Magnuson, K., and Gibson, C. (2007) Explaining the Resource Allocation Decisions of Low-Income Non-custodial Fathers. In K. Edin and P. England (Eds.) *Unmarried Couples with Children* (228-251). NY: Russell Sage.
- Magnuson, K., Duncan, G. and Kalil, A. (2006). The Contribution of Middle Childhood Contexts to Adolescent Achievement and Behavior. In A. C. Huston and M. Ripke (Eds.). *Middle Childhood: Contexts of Development* (p 150-72). New York: Cambridge.
- Duncan, G., and Magnuson, K. (2006). Costs and Benefits from Early Investments to Promote Human Capital and Positive Behavior. In H. E. Fitzgerald, R. Zucker, & K. Freeark (Eds.) *The Crisis in Youth Mental Health: Understanding Critical Issues and Effective Programs* (p. 27-51). Westport, CT: Greenwood Press.
- Magnuson, K., and Duncan, G. (2004). Parent- vs. Child-based Intervention Strategies for Promoting Children's Wellbeing. In A. Kalil and T. DeLeire (Eds.). *Family Investments in Children: Resources and Behaviors that Promote Success* (pp. 209-236). Mahwah, NJ: Lawrence Erlbaum.
- Duncan, G. and Magnuson, K. A. (2004) Individual and Parent-Based Intervention Strategies for Promoting Human Capital and Positive Behavior. In P. L. Chase-Lansdale, K. Kiernan, and R. Friedman (Eds.), *Human Development Across Lives and Generations: The Potential for Change* (pp.93-135). New York; Cambridge University Press.
- Duncan, G. and Magnuson, K. (2003). Policies to Promote the Healthy Development of Infants and Preschoolers. In Isabel V. Sawhill (Ed.) *One Percent for the Kids: New Policies, Brighter Futures for America's Children* (pp.16-39). Washington DC: Brookings.
- Duncan, G., and Magnuson, K. A. (2003). Off with Hollingshead: Socioeconomic Resources, Parenting and Child Development. In M. Bornstein & R. Bradley, (Eds.), *Socioeconomic status, parenting, and child development*. (pp.83-106). Mahwah, NJ: Lawrence Erlbaum.
- Magnuson, K. A. and Duncan, G. (2002). Parents in Poverty. In M. Bornstein (Ed). *Handbook of Parenting Second Edition* (pp.95-110). Mahwah, NJ: Lawrence Erlbaum.

Reports and Other Publications

- Moore, Q., Magnuson, K & Wu, A. (2019). Child Support Noncustodial Parent Employment Demonstration (CSPED): Findings from the Benefit-Cost Analysis. Institute for Research on Poverty, UW Madison.
- Tout, K., Magnuson, K. Lipscomb, S., Karoly, L, Starr, R., Quick H., ...& Wenner, J. (2017). Validation of the Quality Ratings Used in Quality Rating and Improvement Systems (QRIS): A Synthesis of State Studies. OPRE Report #2017-92. Washington, DC: Office of Planning, Research and Evaluation, Administration for Children and Families, U.S. Department of Health and Human Services.
- Phillips, D. A., Lipsey, M. W., Dodge, K. A., Haskins, R., Bassok, D., Burchinal, M. R., Duncan, G. J., Dynarski, M., Magnuson, K. A., & Weiland, C. Puzzling It Out: The Current State Of Scientific Knowledge On Pre-Kindergarten Effects A Consensus Statement.
<https://www.brookings.edu/research/puzzling-it-out-the-current-state-of-scientific-knowledge-on-pre-kindergarten-effects/>
- Magnuson, K., & Lin, Y., Executive Summary of Wisconsin Early Child Care Study findings on the Validity of YoungStar Rating Scale.
- Magnuson, K., & Lin, Y., Validation of the QRIS YoungStar Rating Scale Report 2: Wisconsin Early Child Care Study Findings on the Validity of YoungStar Rating for Children's School Readiness.

- Bassok, D., Magnuson, K., & Weiland, C. (2016). "Building a cohesive, high-quality early childhood system." In M. Hansen & J. Valant (Eds.), *Memos to the President on the Future of U.S. Education Policy*. Washington, DC: Brookings Institution.
- Magnuson, K., & Lin, Y., Validation of the QRIS YoungStar Rating Scale Report 1: Wisconsin Early Child Care Study Findings on the Validity of YoungStar Rating for Observed Classroom Quality.
- Duncan, G. & Magnuson, K. Early "Childhood Interventions for Low-Income Children." *Focus*, 31:2, pages 1-5.
- Issacs, J. & Magnuson, K. "Income and Education as Predictors of School Readiness." Center of on Children and Families, Brookings Institution.
- Duncan, G. & Magnuson, K. "The Long Reach of Early Childhood Poverty." *Pathways*, Publication of the Stanford Center for the study of Poverty and Inequality.
- Brooks-Gunn, J., Magnuson, K., & Waldfogel, J. "The Long-Run Economic Impacts of Early Childhood Programs." Report to the Partnership for America's Economic Success.
- Forum for Early Childhood Intervention and the National Scientific Council for the Developing Child, Maternal Depression Can Undermine the Development of Young Children, http://developingchild.harvard.edu/library/reports_and_working_papers/working_papers/wp8
- Forum for Early Childhood Intervention and the National Scientific Council for the Developing Child "A Science-based Framework for Early Childhood Policy: Using Evidence to Improve Learning, Behavior, and Health for vulnerable children." http://www.developingchild.harvard.edu/content/downloads/Policy_Framework.pdf
- Forum for Early Childhood Intervention, "Early Childhood Evaluations: A Decision-maker's Guide." http://www.developingchild.harvard.edu/content/downloads/Evaluation_Guide.pdf
- Magnuson, K. "Investing in the adult workforce: An opportunity to improve children's life chances." Paper prepared for the Annie E. Casey Foundation Initiative on Investing in Workforce Development
- Special issue of *Children and Youth Services Review*, "How are Low-Income Children and Families Faring a Decade after Welfare Reform? Evidence from Five Non-Experimental Panel Studies," guest edited by Kristen Shook Slack, Katherine Magnuson, and Lawrence M. Berger.
- Magnuson, K. "The Effect of Increases in Welfare Mothers' Education on their Young Children's Academic and Behavioral Outcomes. University of Wisconsin, Institute for Research on Poverty Discussion Paper, 1274-03, 2003.
- Reynolds, A., Magnuson, K., & Ou, S. "P-3 Education: Programs and Practices that Work in Children's First Decade." Report to the Foundation for Child Development, 2005
- Magnuson, K. "Explaining the patterns of child support among Low-Income Non-Custodial Fathers." Report to the Wisconsin Department of Workforce Development, Bureau of Child Support, 2005.
- Magnuson, K., Meyers, M., Ruhm, C. & Waldfogel, J. Inequality in children's school readiness and public funding, *Focus*, 24(1): 12-18, 2005.

SERVICE

Associate Editor, Child Development, 2013-2019

Associate Editor, Developmental Psychology, 2010-2014

Consulting Editor, Early Childhood Research Quarterly, 2009-2015

Grant Review Panel Standing Member, Institute for Education Sciences, Early Childhood
2009-2013

Dissertation and Postdoctoral Grant Reviewer, Spencer Foundation, 2011-
Member, Wisconsin Education Research Advisory Council, 2012-2015

Technical Working Group Member, Office of Planning, Research, and
Evaluation, Administration for Children and Families, US Department of
Health and Human Services. 2014-present.

Technical Working Group Member, Child Trends, In the Running Project, 2010-2012

Technical Working Group Member, Child Trends, Parent Aware Research, 2012- 2015

Advisory Board Member, University of Chicago Crime Lab, Becoming a Man Project, 2012

National Science Foundation, College of Reviewers Developmental and Learning Sciences

SREE Early Child Panel Review Conference Submission Chair, 2014

SWRR Conference Submission Chair Adolescent and Children Review Panel, 2015-2018

Conference Organizer, IRP Intergenerational Transfer of Poverty Conference and Small Grants
Competition Workshop

Member, APA Search committee for *Developmental Psychology* Journal Editor 2014

SRCD Interdisciplinary Committee Co-Chair, Member 2015-current

Co-Editor, *Russell Sage Journal of the Social Sciences*, Poverty Policy innovations issue

Conference Submission Panel Chair, Society for Research in Child Development Social Policy
Submission Panel, 2016

Editorial Board Member, *American Education Research Journal*, 2016-

Adhoc Research Grant Reviewer: Russell Sage Foundation, Smith Richardson Foundation, WT
Grant Foundation,