

Berta Bartoli

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EDUCATION

New York University, Steinhardt School of Education, Culture, and Human Development M.Phil. in Psychology and Social Intervention Ph.D. Candidate in Psychology and Social Intervention, Applied Psychology Department <i>Dissertation:</i> Improving early education systems for all families: Studies on decision-making, choice, and access <i>Dissertation Partner:</i> Student Enrollment and Research Offices at New York City Public Schools	<i>September 2021–Present</i>
University of Pennsylvania, Graduate School of Education M.S.Ed. in Statistics, Measurement, Assessment, Research and Technology	<i>August 2019–July 2020</i>
Northeastern University B.A. in Economics & International Affairs, <i>Magna cum laude</i> Minors in Mathematics, Psychology, and Business Admin.—Sciences Po, Paris, Exchange Program (2016)	<i>August 2013–July 2018</i>

ACADEMIC AWARDS AND FELLOWSHIPS

American Education Research Association and National Science Foundation Dissertation Fellowship Award	<i>2026</i>
National Academy of Education and The Spencer Foundation Dissertation Fellowship Semi-Finalist	<i>2026</i>
The Agency Fund Agency Summit Fellow	<i>2025</i>
Institute of Education Sciences (IES) Predoctoral Interdisciplinary Research Training Fellowship, New York University Interdisciplinary Training Program in Ed. Sciences Fellowship, Univ. of Wisconsin-Madison (decl.)	<i>2021</i>
New York University Doctoral Research and Travel Grant (Spring 2025, Fall 2025, Spring 2026)	<i>2021–2026</i>
University of Pennsylvania Merit Scholarship	<i>2019</i>
Northeastern University University Scholars Program Merit Scholarship (Full-Tuition Scholarship)	<i>2013</i>

PEER-REVIEWED JOURNAL PUBLICATIONS

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- Aviles, A. I., Abenavoli, R., **Bartoli, B.**, Siegel, J., Kitrosser, J., Dominguez, A., Young, J., Kim, J., Rockey, K., Barahal, H., Wallack, J., Cappella, E., and Morris-Perez, P. (2026). Bringing Arts Integration to Universal Pre-K: Variation in Impact of New York City's Create. *Early Childhood Research Quarterly*, 78, 45-58. <https://doi.org/10.1016/j.ecresq.2026.08.006>
- Abenavoli, R., Siegel, J., Aviles, A. I., Kitrosser, J., Dominguez, A., **Bartoli, B.**, Young, J., Kim, J., Davis, R., Wallack, J., Cappella, E., and Morris-Perez, P. (2026). Strengthening School Readiness for All: Impacts of New York City's Pre-K for All Professional Learning on Teacher Practice and Children's School Readiness. *Prevention Science*, 1-15. <https://doi.org/10.1007/s11121-026-01963-7>
- Bartoli, B.**, Morris-Perez, P., and Hughes, D. (2026) The Choice-in-Context Model: An interdisciplinary theory of decision-making in school choice contexts. *AERA Open*, 12. <https://doi.org/10.1177/23328584261452155>
- Kumar, A., Wolf, S., **Bartoli, B.**, Bala, J., Varma, V., and Zanutto, E. (2026). Supporting early learning: An audio-video program for low-literate parents of young children in urban India. *The International Journal of Educational Research*, 137. <https://doi.org/10.1016/j.ijer.2025.102926>

- Jeong, J., **Bartoli, B.**, and McCann, J. (2024). Development and validation of a measure for father involvement during early childhood in a resource-limited context. *BMC Public Health*, 24, 2970. <https://doi.org/10.1186/s12889-024-20344-9>
- Kumar, A., **Bartoli, B.**, Lichand, G., and Wolf, S. (2023). Sociodemographic Predictors of Depression and Anxiety Symptomatology Among Parents in Rural Côte d'Ivoire. *Journal of Affective Disorders*, 338, 1-9. <https://doi.org/10.1016/j.jad.2023.05.060>
- Bartoli, B.**, Joshi, C., and Wolf, S. (2022). Parental Engagement in Ghanaian Pre-Primary Schools: A Mixed Methods Approach. *The International Journal of Educational Research*, 112. <https://doi.org/10.1016/j.ijer.2022.101926>

WORKS IN PROGRESS

**Names of mentored students in italics.*

- Morris-Perez, P., Connors, M., and **Bartoli, B.** The Concentric Circles were never Bronfenbrenner's: A Story of Mistaken Attribution with Profound Consequences. *Submitted to Science*.
- Bartoli, B.** Catching families before they slip through the cracks: Using early warning systems to increase preschool enrollment.
- Bartoli, B.** & King, J. R. Sleep Tight, Act Right? The Effect of Clock Time Policy on Student Behavior Outcomes.
- Bartoli, B.**, Chang, J., and King, J. R. Post-Pandemic (Dis)enrollment in New York City's Choice-based School System.
- Bartoli, B.**, Aviles, A. I., Blecker, A., Abenavoli, R., *Kohan, A., Song, Y.*, Cappella, E., Morris-Perez, P. et al. Changing Teacher Practices in Pre-K: Qualitative Insights from New York City's Create.
- Bartoli, B.**, Aviles, A. I., Abenavoli, R., *Mascorro-Santibañez, M.*, Cappella, E., Morris-Perez, P., et al. Integrating the Arts at Scale: A Qualitative Study of Implementation Strategies and Children's Skill Development in New York City's Universal Pre-K.
- Ganimian, A. J., Page, L. C., Childs, J., Mesalles, V. and **Bartoli, B.** Pervasive, predictable, and (partly) preventable: Student absenteeism in a middle-income country.

BOOK CHAPTERS AND EDITED VOLUMES

- Morris-Perez, P., Connors, M., and **Bartoli, B.** Bronfenbrenner's Legacy: Harnessing the Beautiful Complexity of Humanity. *Forthcoming at P. A. Fisher, P. and J. Lombardi (Eds.), The Cambridge Handbook of The New Ecology of Early Childhood*.
- Jaramillo Samper, M.* & **Bartoli, B.** Venezuela's Future Begins in Early Childhood. In E. Vegas, **B. Bartoli**, S. Giesso and V. Rosich (Eds.), *Beyond Oil: Education for Growth, Inclusion, and Human Flourishing in Venezuela*. Harvard University, Graduate School of Education. *Under review at Oxford University Press*.
- Vegas, E., **Bartoli, B.**, Giesso, S., and Rosich, V. (Eds.). *Beyond Oil: Education for Growth, Inclusion, and Human Flourishing in Venezuela*. Harvard University, Graduate School of Education. *Under review at Oxford University Press*.

PROFESSIONAL EXPERIENCE

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| Education System Monitoring Tool Consultant, EMU Education Tracker Partnership with the Latvian Ministry of Education | <i>June 2026–Present</i> |
| Early Childhood Strings Program Graduate Assistant, NYU Institute of Human Development and Social Change (IHDSC) — Partnership with New York City Public Schools (NYCPS) Arts Office, PI: Pamela Morris-Perez | <i>April 2025–Present</i> |

Strengthening the Architecture for High-Quality Universal Pre-K Graduate Assistant, NYU IHDSC — Partnership with NYCPS Department of Early Childhood Education, PIs: Pamela Morris-Perez, Rachel Abenavoli and Elise Cappella	<i>December 2022–Present</i>
ENGAGE Graduate Assistant, NYU Global TIES for Children, Principal investigators (PIs): Hiro Yoshikawa, Sharon Kim, and Kate Schwartz	<i>June 2025–February 2026</i>
Independent Study Co-Lead, Building Family Welcome Center Support Chatbot Partnership with NYCPS — In collaboration with the Center for Urban Science + Progress (CUSP), NYU Tandon School of Engineering	<i>January 2025–June 2025</i>
Doctoral Resident investigating uses of artificial intelligence in supporting early childhood education, Robin Hood Foundation	<i>October 2023–June 2024</i>
Strengthening Measurement Systems Graduate Assistant, NYU Global TIES for Children Partnership with the Peruvian Ministry of Education, PIs: Larry Aber and Carly Tubbs Dolan	<i>June 2023–June 2024</i>
Addressing Absenteeism in Mendoza Argentina, Product/External Services Consultant, Inter-American Development Bank — Partnership with the Mendoza Ministry of Education, PI: Alejandro Ganimian	<i>June 2023–June 2024</i>
Caregiving in Early Childhood in Sub-Saharan Africa Research Assistant, Penn GSE RIPPLE Lab, PI: Sharon Wolf	<i>July 2020–December 2023</i>

INVITED PRESENTATIONS

Beyond Oil: Education for Growth, Inclusion and Human Flourishing in Venezuela <i>Early Childhood Panel Moderator</i> <i>Harvard University, Graduate School of Education</i>	May 2026
Life after the PhD Conference <i>Non-Profit Work Panel Moderator</i> <i>New York University, Institute of Social Development and Social Change</i>	May 2025

PEER-REVIEWED CONFERENCE PRESENTATIONS

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- Bartoli, B.** presenting work conducted with King, J. R. “Sleep tight, act right? The Effect of Clock Time Policy on Student Behavior Outcomes.” Association for Public Policy Analysis and Management (APPAM) Annual Meeting in Seattle, WA, November 13-15, 2025. https://convention2.allacademic.com/one/appam/appam25/online_program_direct_link/view_paper/2260280/. Also presented at the Association for Education Finance and Policy (AEFP) Annual Meeting in Chicago, IL, March 19-21, 2026.
- Bartoli, B.** presenting work conducted with Jeong, J., and McCann, J. “The development and validation of a measure for father involvement during early childhood in a resource-limited context.” Society for Research on Child Development (SRCD) Biennial Meeting in Minneapolis, MN, May 1-3, 2025.
- Bartoli, B.** “Does Choice Architecture Matter in Universal ECE Systems? Linking Application System Design, Information, and Family Behavior” Association for Public Policy Analysis and Management (APPAM) Annual Meeting in Alexandria, MD, November 20-23, 2024. <https://appam.confex.com/appam/2024/meetingapp.cgi/Paper/55058>
- Bartoli, B.** “Embedding AI into New York City Public Schools’ Family Supports: A Pilot Program” Poster presented at Society for Research on Educational Effectiveness (SREE) Annual Meeting in Baltimore, MD, September 18-21, 2024. <https://sree.confex.com/sree/2024/meetingapp.cgi/Paper/5711>
- Bartoli, B.** and Siegel, J., presenting work conducted with Abenavoli, R., , Aviles, A., Cappella, E. and Morris-Perez, P. “Professional Development Post-Pandemic: What Makes an Impact on School Readiness in Pre-K for All?” SREE Annual Meeting in Baltimore, MD, September 18-21, 2024. <https://sree.confex.com/sree/2024/meetingapp.cgi/Paper/5913>
- Bartoli, B.** “The Illusion of Choice: The Role of Constraints and Privilege in Pre-K for All,” American Educational Research Association (AERA) Annual Meeting in Philadelphia, PA, April 10-14, 2024.

Bartoli, B. “Navigating School Choice Processes in a Universal Pre-K System,” APPAM Annual Meeting in Atlanta, GA, November 8-11, 2023. <https://appam.confex.com/appam/2023/meetingapp.cgi/Paper/48968>

Bartoli, B. presenting work conducted with Joshi, C. and Wolf, S. “Defining Parental Engagement and Quality Expectations in Ghanaian Pre-Primary Schools,” Virtual Comparative International Education Society (CIES) Annual Meeting, April 25-29, 2021.

Note: All paper presentations unless otherwise noted.

TEACHING EXPERIENCE

Child Development and Social Policy in a Global Society Spring 2026
*Primary Instructor, Applied Psychology Undergraduate (UG) Department
New York University*

Introduction to Research Methods Fall 2025, 2026
*Teaching Assistant, Applied Psychology department, Counseling Graduate Program
New York University, Primary Instructors: Christina Wusinich and Ahmed Alif*

Introduction to US Education (online) Fall 2024, 2025
*Course Assistant, Applied Statistics, Social Science, and Humanities UG Department
New York University, Primary Instructor: Dominic Brewer*

Multiple Regression and Introduction to Econometrics (online) Summer 2025
*Teaching Assistant, Wagner School of Public Policy, Policy Graduate Program
New York University, Primary Instructor: Sharmistha Chakrabarti*

Political Economy of Ed.: Why Does College Cost so Much? (online) Fall 2023, Spring 2025, 2026
*Course Assistant, Applied Statistics, Social Science, and Humanities UG Department
New York University, Primary Instructor: Dominic Brewer*

Introduction to Psychology Fall 2022
*Course Assistant, Applied Psychology UG Program
New York University, Primary Instructor: Adina Schick*

INSTITUTIONAL SERVICE

QUEST Program, 2025 May 2025–August 2025
*QUEST Student Mentor to Michelle Mascorro-Santibañez (University of Victoria, Canada)
New York University, Lead: Jordan Morris*

Psychology and Social Intervention (PSI) Student Representative September 2023–May 2025
*Co-Student Representative
New York University, Faculty Lead: Diane Hughes and Rezarta Bilali*

PSI Colloquium Committee September 2022–May 2023
*Student Colloquium Organizer
New York University, Faculty Lead: Rezarta Bilali*

PROFESSIONAL AND COMMUNITY SERVICE

Professional Membership	Association for Education Finance and Policy (AEFP) American Educational Research Association (AERA) Association for Public Policy Analysis and Management (APPAM) Society for Child Research and Development (SRCD) Society for Research on Educational Effectiveness (SREE)
Referee for:	
- Journals	<i>Early Childhood Research Quarterly</i> (ECRQ) <i>Journal of Applied Developmental Psychology</i> (JADP) <i>Human Development</i> <i>Frontiers in Psychology</i> <i>BMC Public Health</i>
- Conferences	AERA SREE
Conference organizing team	Beyond Oil: Education for Growth, Inclusion and Human Flourishing in Venezuela (May, 2026), Education Lab for Latin America, Harvard GSE

TECHNICAL STRENGTHS, SKILLS, AND STATUS

Analytical Software	Proficient in R and Stata Experienced with SAS, NVivo, and ATLAS.ti
Data Collection Tools & APIs	Mechanical Turk and Qualtrics
Dissemination Tools	L ^A T _E X
Languages	Spanish and English (native fluency) French (intermediate fluency)
Citizenship	Venezuela and Italy
Residency Status	United States Permanent Resident

REFERENCES

Pamela Morris-Perez	Professor of Applied Psychology, New York University Primary doctoral advisor Email address: pamela.morris@nyu.edu
Kate Schwartz	Clinical Assistant Professor in Applied Statistics, Social Science, and Humanities, New York University Research practice advisor Email address: kate.schwartz@nyu.edu
Hirokazu Yoshikawa	Professor of Applied Psychology, New York University Secondary advisor Email address: hiro.yoshikawa@nyu.edu
Jennifer Hill	Professor of Applied Statistics, New York University Dissertation committee advisor Email address: jennifer.hill@nyu.edu
Sean Corcoran	Professor of Public Policy and Education, Vanderbilt University Dissertation committee advisor Email address: sean.corcoran@vanderbilt.edu