

Meet the 2008-13 Cohort

Wei-ting Chen



Wei-ting Chen received her B.A. in political science and sociology from the University of California at Davis in 2005. While at UC Davis, Wei-ting completed an honors thesis examining the effects of California's welfare reform programs on mothers and their children. Prior to coming to Johns Hopkins, she worked at an education reform organization where she focused on leadership and organizational development for inner city charter schools. Her research interest is in the intersection of children, education and welfare, more specifically, she plans to examine achievement outcomes of children who grow up in welfare-dependent households.

Monica Hudock



Monica is an IES trainee fellow in the School of Education. After she graduated with a BA in Philosophy from Johns Hopkins University, she taught in public schools in Baltimore City and Anne Arundel County for six years. During this time she earned a Masters in Teaching as well as a certificate in Gifted Education from Johns Hopkins. She is currently pursuing her Doctorate in Teacher Development and Leadership. Her main research interests are gifted education and the achievement gap. She lives in Baltimore City with her husband, Matt, and daughter, Elizabeth.

Robert Nathenson



Robert completed a bachelor's degree in history in 2005 from Washington University in St. Louis. His thesis examined the efforts of aid organizations to improve the living and working conditions of blacks in St. Louis between the World Wars. He pursued a Master's degree in sociology from the University of Oxford, graduating in 2006. This time his thesis focused on black-white occupational stratification in the public and private sectors in England, the United States, and Canada. Afterwards he moved to Boston and began work at a law firm. In his spare time he volunteered at The Algebra Project, a non-profit designed to improve the learning experience of minority youth by creating lesson plans

more relevant to the youths' daily lives. The overarching interest inherent in his academic and volunteer work is social stratification, whether labor market outcomes or educational opportunities. His main aim with the IES fellowship is to gain the training and knowledge necessary to broadly evaluate how educational institutions affect individuals' life-course outcomes and how they can be reformed so as to improve these individuals' life chances.

Stephanie Slates



After graduating from Harvard University in 2002 with a B.A. in history, Stephanie moved to New Orleans and taught fourth grade for two years through Teach For America. Following teaching, she coordinated college students' service placements in local public schools with Tulane University's Office of Service Learning. She later worked as a Program Design Specialist with Teach For America's national Teacher Preparation Team, where she designed tools and curriculum used by all new teachers during their 2006 summer training. Most recently, she was the Project Manager on the team that launched New Leaders for New Schools, a nonprofit that recruits, trains,

and supports urban school principals, in New Orleans. She received a master's degree in Urban Studies from the University of New Orleans in 2008. As an IES fellow, she is interested in researching how housing policy and residential mobility impact children's educational attainment in low-income families.

Ben Zablotsky



Ben Zablotsky is a doctoral student in the Department of Mental Health at the Johns Hopkins School of Public Health. He is a graduate of Tufts University (2004) where he double majored in Classical Studies and Biopsychology. After earning his degree, Mr. Zablotsky spent three years as an Associate in Psychiatry at Harvard Medical School where he worked on several psychiatric medication trials focused on treating both children and adults with severe mental disorders. It was during this time that he developed an appreciation for research design, with a particular focus of interventional methods, and a passion for working with child populations.

Ben's interests include implementing appropriate preventive interventions for children and adolescents in school and community settings who are at-risk for developing a mental illness. He also hopes to further investigate the physiologic, environmental and sociological factors that have the potential to protect or predict psychopathology within any given population, with a particular focus on behavioral disorders and pervasive developmental disorders.