SWATI DONTAMSETTI

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PROFESSIONAL SUMMARY

Education Policy researcher and data analyst specializing in applied, mixed-methods research, quantitative analysis, and policy implementation. With a background as an English-Language Arts teacher, my work bridges data science, public policy, and K-12 school systems. My research focuses on equity in policy design, school governance, and whole child approaches to improving student outcomes. I aim to strengthen education systems through rigorous, policy-relevant research and actionable insights for educators, policymakers, and communities.

EDUCATION

Rutgers University – New Brunswick, School of Graduate Studies

Ph.D., Education – Theory, Organization & Policy   *May 2026 (Expected)*

> Dissertation: "The Fight for Integration is Still Necessary in New Jersey: An Evaluation of District Consolidation as Desegregation Policy"
>
> Committee: Dr. W. Steven Barnett (Chair), Dr. Vandeen A. Campbell, Dr. Drew H. Gitomer, David G. Sciarra, Esq.

M.A., Education – Theory, Organization & Policy   *2024*

Rutgers University, Center for Continuing Professional Development

Certificate, Data Science   *2020*

Rutgers University – New Brunswick

M.Ed., English-Language Arts Education   *2017*

B.A., English, Minor: Women's & Gender Studies   *2016*

TECHNICAL SKILLS

Programming & Analysis	Stata, R, Dedoose, Excel (Pivot Tables, VBA), Python (NumPy, Pandas, Matplotlib, APIs), database management (MySQL)
Statistical Methods	Descriptive statistics, multivariate analysis, discrete choice modeling, interview design, qualitative coding, thematic analysis
Visualization Tools	ArcGIS, Tableau, D3.js, Leaflet.js, JavaScript, HTML/CSS
Research & Policy Skills	Policy analysis, large dataset management, literature synthesis, data visualization, report and policy memo writing

RESEARCH EXPERIENCE

Policy & Research Intern, Learning Policy Institute   *Sep 2025-Present*

- Conduct qualitative analyses to support federal and state policy projects.
- Prepare briefs, memos, and data summaries for senior researchers and policymakers.

Research Assistant, Cornwall Center   *May 2023-Dec 2025*

- Led quantitative and qualitative analyses of segregation, school governance, academic outcomes by subgroups, and transitions to postsecondary pathways.
- Co-author and design public-facing research and policy reports used by school districts, advocacy organizations, and state policymakers.

Research Assistant, National Institute for Early Education Research   *Jan 2022-May 2023*

- Conducted quantitative data analysis based on project research needs to support NJ's statewide pre-K funding formula and Universal PreK implementation plan.

- Analyzed county- and provider-level cost variations using large administrative datasets.

Research Assistant, School Climate Transformation Project   *May 2022-Dec 2022*
- Synthesized national school climate research and co-authored a strategy resource used by district administrators statewide.
- Conducted interviews with District Climate Coordinators and analyzed cross-district implementation challenges.

TEACHING EXPERIENCE

Teaching Assistant, Rutgers University – New Brunswick   *Sep 2021-May 2022*
- Instructor of record of a prerequisite course for teacher credential pathways.
- Advised and wrote recommendation letters for students applying to graduate programs.

Data Visualization Teaching Assistant, Trilogy Education   *Nov 2020-Jun 2021*
- Taught advanced Excel, Python, database management, front-end web visualization, and business intelligence software fundamentals to adult learners in a 24-week bootcamp.

Language Arts Teacher, Do Re Mi School   *Sep 2020-Jun 2021*
- Developed differentiated, standards-aligned reading and writing curricula for Grades 2-5 based on statewide objectives.

Language Arts Teacher, Soehl Middle School   *Sep 2017-Nov 2019*
- Designed standards-aligned curriculum for Grades 6 and 8 and used student performance data to differentiate instruction.
- Collaborated with core team and literacy coach to implement unified instructional strategies.

PUBLICATIONS

Dontamsetti, S., Castillo-Lavergne, C. M., & Campbell, V. A. (2025). Bilingual Education in the U.S. *Encyclopedia*, *6*(1), 4. https://doi.org/10.3390/encyclopedia6010004

Goldman, M., Mevs, P., Dontamsetti, S., Foley, K., & Campbell, V. A. (2025). *Bolstering High School Completion and College Enrollment: Ten Strategies to Support Youth through Three Critical Transitions*. Newark, NJ: The Joseph C. Cornwall Center for Metropolitan Studies. https://rutgers.app.box.com/s/gspd5c614ftr7kr6me6cc5rl7h9der3f

Campbell, V. A., Dontamsetti, S., Foley, K., Castillo-Lavergne, C. M., Payne, C. M., & Brunskill, L. (2024). *The Latinx Experience in NJ Schools: A Preliminary Overview*. Newark, NJ: The Joseph C. Cornwall Center for Metropolitan Studies. https://rutgers.app.box.com/v/latinxreport

School Climate Transformation Project. (2023). *New Jersey School Climate Improvement (NJ SCI) Strategy Resource*. NJ School Climate Platform and Survey. https://platform.njschoolclimate.org/files/activity/OTY=/download/pdf/NJ+SCI+Strategy+Resource-Feb2023.pdf

Dontamsetti, S. (2018). Queering the English Canon. *New Jersey English Journal*, *7*(Article 25), 16–17. https://digitalcommons.montclair.edu/nj-english-journal/vol7/iss1/25

PRESENTATIONS

Castillo-Lavergne, C. M., Dontamsetti, S., Campbell, V. A., & Rojas, I. (2026, April 8-12). *Appropriate for Whom? Rethinking Equity in New Jersey's Bilingual Education Code*.

[Paper presentation]. American Educational Research Association 2026 Annual Meeting, Los Angeles, CA, United States.

Dontamsetti, S. (2025, October 8-12). *The Fight for Integration is Still Necessary in New Jersey: An Evaluation of District Consolidation as Desegregation Policy* [Poster presentation]. Society for Research on Educational Effectiveness 2025 Conference, Chicago, IL, United States.

Dontamsetti, S. (2024, November 7-10). *70 years after Brown, What Avenues for Desegregation are Available?* [Paper presentation]. History of Education Society 64th Annual Conference, Chicago, IL, United States.

Castillo-Lavergne, C. & Dontamsetti, S. (2024, May 11). *"The Latinx Experience in NJ Schools: A Preliminary Overview" Report Launch* [Report presentation]. Education Report Release, Newark, NJ, United States.

AWARDS & RECOGNITION

Just Education Policy Institute
    Developing Scholars *2025*

Graduate School of Education, Rutgers, The State University of New Jersey
    Graduate Fellowship *Sep 2022-Jun 2026*
    Martin Luther King Scholarship Recipient *Sep 2024-Jun 2026*
    GSE Alumni & Friends Scholarship Recipient *Sep 2025-Jun 2026*
    GSEAA Endowed Scholarship Fund Recipient *Sep 2024-May 2025*

Rutgers, The State University of New Jersey
    Sigma Tau Delta (International English Honor Society) *Sep 2015-May 2016*
    Dean's List *Sep 2014-May 2016*

ACTIVE ASSOCIATION MEMBERSHIPS

American Educational Research Association (AERA), The Society for Research on Educational Effectiveness (SREE)

PROFESSIONAL CREDENTIALS AND CERTIFICATIONS

Teacher of English, Standard Certificate, NJ Department of Education *2019*
Publishing, Denver Publishing Institute, University of Denver *2018*

SERVICE

Treasurer, Graduate School of Education Student Affairs Committee *Aug 2022-Jun 2024*
- Managed budget, maintained financial records, and expanded equitable funding access for graduate students.

IN THE NEWS

Quoted in: Gomez, J. (2024). *Latinx students in public schools face barriers to college, access to counselors, report finds*. Chalkbeat Newark. https://www.chalkbeat.org/newark/2024/05/09/latinx-student-enrollment-increasing-but-attend-segregated-schools-new-jersey/

Dontamsetti, S. (2015). *Letter from Swati Dontamsetti*. TAPintoEdison. https://www.tapinto.net/towns/edison/categories/letters-to-the-editor/articles/letter-from-swati-dontamsetti