

Anamarie Auger Whitaker

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Human Development and Family Sciences
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EDUCATION

2014 Doctor of Philosophy – Education, University of California, Irvine
2012 Master of Arts – Education, University of California, Irvine
2009 Bachelor of Arts – Psychology, The University of Texas at Austin

EMPLOYMENT

Assistant Professor, University of Delaware, Newark, DE	2020 – Present
Adjunct Policy Researcher, RAND Corporation, offsite	2020 – 2021
Faculty Affiliate, Pardee RAND Graduate School, offsite	2020 – 2021
Full Policy Researcher, RAND Corporation, Santa Monica, CA	2017 – 2020
Associate Policy Researcher, RAND Corporation, Santa Monica, CA	2014 – 2017

RESEARCH INTERESTS

Early Childhood Education and Child Care Policy • Child Development • Parenting • Out of School Time • Family Policy • Educational Interventions

COMMITTEES, ADVISORY PANELS, AND PROFESSIONAL SERVICE

Member, Science and Social Policy Committee, Society for Research in Child Development (SRCD), 2022-present

Junior Member-at-Large, American Educational Research Association (AERA), 2022-Present

Faculty Member, AERA-National Science Foundation Institute on Statistical Analysis: Development of Mathematics Competencies in Early Childhood, 2020

Advisory Board Member, Every Hour Counts Data Symposium, 2022

Grant Reviewer: *Secondary Analysis on Head Start and Early Head Start Data; Early Head Start and University Partnerships; Panel Chair for Child Care Research Partnerships; Secondary Analysis of Strengthening Families Datasets; Society for Research in Child Development Small Grants Program*

Academic Journal Peer Reviewer: *AERA Open; Child Development; Developmental Psychology; Early Childhood Research Quarterly; Educational Evaluation and Policy Analysis; Demography; Sociological Perspectives; Educational Researcher; Journal of Family Psychology; AERA Handbook of Education Policy Research*

Conference Peer Reviewer: *Society for Research in Child Development; Head Start Research Conference; National Research Conference on Early Childhood; American Educational Research Association; Society for Research on Educational Effectiveness*

GRANTS AND CONTRACTS (FORMERLY AUGER)

2022 – 2024 Department of Health and Human Services, Administration for Children and Families (Award Number 90YE0274-01-00), “Instructional Coaching and State Early Care and Education Policies: Inclusion, Alignment, and Evidence-Based Practices” (\$100,000). PI: Whitaker.

- 2022 – 2024** University of Delaware General University Research (GUR) Grant, “A Mixed Methods Approach to Understanding Perceptions of Early Care and Education Policy Alignment Within State Early Learning Systems” (\$13,792). PI: Whitaker.
- 2018 – 2021** First 5 Los Angeles, “Quality Start Los Angeles Developmental Evaluation” (\$1,496,961). PI: Whitaker, Co-PI: Cannon
- 2018 – 2019** Silicon Valley Community Foundation, “Evaluation of The Big Lift (Preschool – 3rd grade initiative) – Year 4 Analysis” (\$286,000). PIs: Whitaker and Cannon
- 2017 – 2019** Dick’s Sporting Goods Foundation “Market Research on Youth Sports” (\$349,000). PI: Whitaker
- 2015 – 2017** Silicon Valley Community Foundation, “Evaluation of The Big Lift (Preschool – 3rd grade initiative)” (\$630,000). PI: Karoly, Co-PIs: Auger and Cannon
- 2015 – 2018** Every Hour Counts, “Developmental Evaluation of the Pilot Implementation of Every Hour Count’s Measurement Framework” (\$548,000) PI: McCombs, Co-PI: Auger
- 2015 – 2016** StrivePartnership, Cincinnati Business Committee and the United Way; “Expanding Access to Preschool in Cincinnati, Ohio” (\$200,000). PI: Karoly, Co-PI: Auger
- 2012 – 2014** U.S. Department of Health and Human Services, Administration for Children and Families, Child Care Research Scholars Dissertation Grant “Child Care and Community Services: Characteristics of Service Use and Effects on Parenting and the Home Environment” (\$46,900). PI: Auger

PEER-REVIEWED PUBLICATIONS (FORMERLY AUGER)

**Indicates mentored graduate student

- Hart, E. R., Vandell, D. L., **Whitaker, A. A.**, & Watts, T. W. Childcare and family processes: Bi-directional relations among childcare quality, home environment, and maternal wellbeing. *Accepted at Child Development*.
- Gomez, C. J., **Whitaker, A. A.**, & Cannon, J. S. (2022). Do early care and education programs improve when enrolled in quality rating and improvement systems? *Early Education and Development*. Published online.
- Burchinal, M., **Whitaker, A. A.**, Jenkins, J. (2022). The promise and purpose of early care and education. *Child Development Perspectives*, 16, 134– 140. <https://doi.org/10.1111/cdep.12463>
- Whitaker, A. A.**, Jenkins, J. M., & Duer, J. K. (2022). Standards, curriculum, and assessment in early childhood education: Examining alignment across multiple state systems. *Early Childhood Research Quarterly*, 58, 59-74.
- Vandell, D. L., Lee, K. T., **Whitaker, A. A.**, & Pierce, K. M. (2020). Cumulative and differential effects of early child care and middle childhood out-of-school time on adolescent functioning. *Child Development*, 91(1), 129-144.
- Jenkins, J. M., **Whitaker, A. A.**, Nguyen, T., & Yu, W. (2019). Distinctions without a difference? Preschool curricula and children’s development. *Journal of Research on Educational Effectiveness*, 12(3), 514-549.
- Nguyen, T., Jenkins, J. M., & **Whitaker, A. A.** (2018). Are content-specific curricula differentially effective in Head Start or state prekindergarten classrooms?. *AERA open*, 4(2), 2332858418784283.

- Jenkins, J. M., Duncan, G. J., **Auger, A.**, Bitler, M., Domina, T., & Burchinal, M. (2018). Boosting school readiness: Should preschool teachers target skills or the whole child?. *Economics of Education Review*, 65, 107-125.
- van Es, E. A., Cashen, M., Barnhart, T., & **Auger, A.** (2017). Learning to notice mathematics instruction: Using video to develop preservice teachers' vision of ambitious pedagogy. *Cognition and Instruction*, 35(3), 165-187.
- Burchinal, M., Xue, Y., **Auger, A.**, Tien, H. C., Mashburn, A., Peisner-Feinberg, E., ... & Tarullo, L. (2016). III. Testing for quality thresholds and features in early care and education. *Monographs of the Society for Research in Child Development*, 81(2), 46-63.
- Burchinal, M., Xue, Y., **Auger, A.**, Tien, H.-C., Mashburn, A., Cavadel, E.W. & Peisner-Feinberg, E. (2016), II. Quality thresholds, features, and dosage in early care and education: methods. *Monographs Society Res Child*, 81: 27-45
- Xue, Y., Miller, E. B., **Auger, A.**, Pan, Y., Burchinal, M., Tien, H. C., ... & Tarullo, L. (2016). IV. Testing for dosage-outcome associations in early care and education. *Monographs of the Society for Research in Child Development*, 81(2), 64.
- Auger, A.**, Farkas, G., Burchinal, M. R., Duncan, G. J., & Vandell, D. L. (2014). Preschool center care quality effects on academic achievement: An instrumental variables analysis. *Developmental psychology*, 50(12), 2559.
- Auger, A.**, Reich, S. M., & Penner, E. K. (2014). The effect of baby books on mothers' reading beliefs and reading practices. *Journal of Applied Developmental Psychology*, 35(4), 337-346.
- Reich, S. M., Penner, E. K., Duncan, G. J., & **Auger, A.** (2012). Using baby books to change new mothers' attitudes about corporal punishment. *Child Abuse & Neglect*, 36(2), 108-117.

PEER-REVIEWED RESEARCH REPORTS (FORMERLY AUGER)

- Karoly, L. A., Cannon, J. S., Gomez, C. J., & **Whitaker, A. A.** (2021). Understanding the cost to deliver high-quality publicly funded pre-kindergarten programs. Santa Monica, CA: RAND Corporation, RR-A252-1.
- Gomez, C. J., **Whitaker, A. A.**, Cannon, J. S., Faxon-Mills, S. & Bhandarkar, M. (2021). The Quality Start Los Angeles developmental evaluation: Research findings and lessons learned, Santa Monica, CA: RAND Corporation, RR-A249-3.
- Whitaker, A. A.**, Cannon, J. S., & Gomez, C. J. (2020). Establishing a research-practice partnership to improve early care and education supports within Quality Start Los Angeles: Partnership insights and lessons learned, Santa Monica, CA: RAND Corporation, RR-A249-2.
- Schwartz, H. L., Hamilton, L. S., Faxon-Mills, S., Gomez, C. J., Huguet, A., Leschitz, J. T., Prado-Tuma, A., Tosh, K., **Whitaker, A. A.**, & Wrabel, S. (2020). Learning to work together: Early lessons from school and out-of-school-time programs implementing social and emotional learning together, Santa Monica, CA: RAND Corporation, RR-A379-1.
- Cannon, J. S., Gomez, C. J., & **Whitaker, A. A.** (2020). Data use in quality rating and improvement systems: Lessons learned from Quality Start Los Angeles. Santa Monica, CA: RAND Corporation, RR-A249-1.
- Gomez, C. J., **Whitaker, A. A.**, & Cannon, J. S. (2020). The Big Lift descriptive analyses: Progress across three kindergarten classes. Santa Monica, CA: RAND. RR-3262.

- Bozick, R., Karoly, L. A., **Whitaker, A. A.**, Weidmer, B. A., Mucho, A. N., & Gutierrez, I. A. (2019). Descriptive profile of CalWORKS recipients and their families: Initial findings from the first wave of the California socioeconomic survey. Santa Monica, CA: RAND. WR-1325.
- Yoo, P., **Whitaker, A. A.**, & McCombs, J. S. (2019). Putting data to work for young people: A ten-step guide for expanded learning intermediaries. Santa Monica, CA: RAND. TL-350.
- Whitaker, A. A.**, Baker, G., Matthews, L., McCombs, J. S., & Barrett, M. (2019). "Who plays, who pays? Funding for and access to youth sports?" Santa Monica, CA: RAND. RR-2581.
- Gomez, C. J., **Whitaker, A. A.**, & Karoly, L. A. (2019). Understanding the workforce of the South Carolina Child Early Reading and Development Education Program: Teacher education requirements and professional development opportunities. Santa Monica, CA: RAND. RR-2944.
- Gomez, C. J., **Whitaker, A. A.**, Cannon, J. S., & Karoly, L. A. (2018). The Big Lift preschool, two years in: What have we learned so far?. Santa Monica, CA: RAND. RB-10047.
- Gomez, C. J., **Whitaker, A. A.**, Cannon, J. S., & Karoly, L. A. (2018). The Big Lift descriptive analyses: Kindergarten readiness and elementary school reading outcomes for the 2016-17 and 2017-18 kindergarten classes. Santa Monica, CA: RAND. RR-2138.
- Faxon-Mills, S., Whitaker, A. A., Cannon, J. S., Gomez, C. J., & Karoly, L. A. (2018). The Big Lift implementation study: Final report. Santa Monica, CA: RAND. RR-2138.
- Wrabel, S. L., Hamilton, L. S., **Whitaker, A. A.**, & Grant, S. (2018). Investing in evidence-based social and emotional learning: Companion guide to social and emotional learning interventions under the Every Student Succeeds Act: Evidence review. Santa Monica, CA: RAND.
- Gomez, C., J., Cannon, J. S., **Whitaker, A. A.**, & Karoly, L. A. (2017). Big Lift participation and school entry indicators: Findings from the 2016-17 kindergarten class. Santa Monica, CA: RAND. RR-2131.
- McCombs, J. S., **Whitaker, A. A.**, & Yoo, P. (2017). The value of out-of-school time programs. Santa Monica, CA: RAND. PE-267-WF.
- Grant, S., Hamilton, L. S., Wrabel, S. L., **Auger, A.**, Gomez, C. J., Leschitz, J. T.... (2017). Social and emotional learning interventions under the Every Student Succeeds Act: Evidence review." Santa Monica, CA: RAND. RR-2133.
- Grant, S., Hamilton, L. S., Wrabel, S. L., **Auger, A.**, Gomez, C. J., Leschitz, J. T. ... (2017). How the Every Student Succeeds Act can support social and emotional learning. Santa Monica, CA: RAND. RB-9988.
- Karoly, L. A., **Auger, A.**, Kase, C. A., McDaniel, R. C., & Rademacker, E. W. (2016). Options for investing in access to high-quality preschool in Cincinnati. Santa Monica, CA: RAND. RR-1615.
- Karoly, L. A., & **Auger, A.** (2016). Informing Investments in Preschool Quality and Access in Cincinnati: Evidence of Impacts and Economic Returns from National, State, and Local Preschool Programs. Santa Monica, CA: RAND. RR-1461.
- Auger, A.**, Stevens, C., Cannon, J. S., & Sontag-Padilla, L. (2016). Parenting programs in Shelby County, Tennessee. Santa Monica, CA: RAND. RR-1398.
- Cannon, J. S., **Auger, A.**, Diamond, R., & Spurlock, K. L. (2016). Professional Development for the Early Care and Education Workforce in Shelby County, Tennessee. Santa Monica, CA: RAND Corporation, RR-1454-TUCI.
- Auger, A.**, Karoly, L. A., & Schwartz, H. (2015). Evaluation of Delaware Stars for early success: Year 2 report. Santa Monica, CA: RAND. RR-1026.

BOOK CHAPTERS (FORMERLY AUGER)

Donner, J., **Whitaker, A. A.**, Durham, & Hui, L. G. (2020). Putting Data to Work for Young People: Bridging Practice and Research Through Continuous Improvement. In C. Russell and C. Newhouse (Eds.), *Measure, Use, Improve! Data Use in Out of School Time*.

Dossani, R. & **Auger, A.** (2016). Families, Powered on. In C. Donohue (Eds.), *Family engagement in the digital age: Early childhood educators as media mentors*. New York, NY: Routledge.

POLICY REPORTS AND NON-PEER REVIEWED PUBLICATIONS (FORMERLY AUGER)

Karoly, L. A., **Auger, A.**, Kase, C. A., McDaniel, R. C., & Rademacker, E. W. (2016). Building blocks for expanding high-quality preschool. RB-9943-CBC/UWGC, Santa Monica, CA: RAND.

Auger, A., Karoly, L. & Martin, L. (2016). *Family Engagement in the Delivery of the Health Services Component in Head Start and Early Head Start*, OPRE Report 2016-86, Washington, DC: Office of Planning, Research and Evaluation, Administration for Children and Families, U.S. Department of Health and Human Services.

Martin, L., Sontag-Padilla, L., Cannon, J. S., **Auger, A.**, Diamond, R....Chandra, A. (2015). Off to a good start: Social and emotional development of Memphis' Children. Santa Monica, CA: RAND Corporation. Document Number: TL-161-TUCI.

Burchinal, M., Xue, Y., Tarullo, L., Zaslow, M., Tien, H., **Auger, A.**, & Mashburn, A. (2012). Q-DOT Secondary Data Report. Submitted to OPRE and Child Care Bureau.

MANUSCRIPTS UNDER REVIEW AND IN PREPARATION

**Indicates mentored graduate student

Slicker, G., **Whitaker, A. A., Tang, J. Center-based early care and education programs and quality indicators: A latent class analysis. *Revise and Resubmit at Early Childhood Research Quarterly*.

Whitaker, A. A., & Dahlin, M. Families and early childhood education: The impact of participation and demographic predictors of service use. *Revise and Resubmit at Early Education and Development*.

Whitaker, A. A., Yoo, P., Vandell, D. L., Duncan, G. J., & Burchinal M. Do elements of the preschool home and child care environments predict long-run outcomes? *Revise and Resubmit at Developmental Psychology*.

Whitaker, A. A., & **Kelly, C. L. Do curriculum and coaching supports in Head Start predict classroom and child outcomes? *In preparation*.

Stoffers, M., **Kelly, C. L., **Whitaker, A. A., Barnes, T. N. Longitudinal association between parental warmth and social-emotional well-being for children with disabilities. *In preparation*.

Whitaker, A. A., Vandell, D. L., & Pierce, K. M. Organized afterschool activities and academic outcomes in middle childhood: Narrowing the achievement gap? *In preparation*.

Whitaker, A. A. Two-generation programs and parenting practices: The effect of services and supports on the home environment. *In preparation*.

Whitaker, A. A. Parental involvement in early education: Effects of head start on participation and associations with parenting practices and child development. *In preparation*.

SELECTED PRESENTATIONS (FORMERLY AUGER)

**Indicates mentored graduate student

Kelly, C. & **Whitaker, A. Do curriculum and coaching supports in Head Start classrooms predict classroom and child outcomes? Poster presented at National Research Conference on Early Childhood, virtually, June 2022.

Hart, E., Vandell, D. V., **Whitaker, A.**, & Watts, T. Childcare and family processes: Bi-directional relations among childcare quality, home environment, and maternal wellbeing. Poster presented at National Research Conference on Early Childhood, virtually, June 2022.

Wu, T., Jenkins, J., & **Whitaker, A.**, How did the reauthorization of the Child Care and Development Fund Block Grant affect the landscape of child care providers. Poster presented at National Research Conference on Early Childhood, virtually, June 2022.

Kelly, C., **Stoffers, M., **Whitaker, A., & Barnes, T. Understanding the relationship between parental warmth and social-emotional well-being for children with and without disabilities. Paper presented at the American Educational Research Association in San Diego, CA, April 2022.

Whitaker, A., & Watts, T. Research designs for determining the effectiveness of publicly-funded pre-k programs: A systematic literature review. Society for Research on Educational Effectiveness, virtually, September, 2021.

Whitaker, A., Gomez, C.J., Cannon, J.S., Hall, K., & Guerra, L. Early learnings from a research-practice partnership: a developmental evaluation of Los Angeles' quality rating and improvement system. Presented at the National Research Conference on Early Childhood, virtually, December 2020.

Gomez, C.J., Cannon, J.S., & **Whitaker, A.** Do early care and education programs improve when enrolled in quality rating and improvement systems? Longitudinal evidence from one system. Presented at the Association of Public Policy Analysis and Management, virtually, November, 2020.

Karoly, L., Cannon, J.S., Gomez, C.J., & **Whitaker, A.** Estimating the full cost of quality pre-K. Presented at the Association of Public Policy Analysis and Management, virtually, November, 2020.

Whitaker, A., Jenkins, J., & Duer, J. Standards, curriculum, and assessment in early childhood education: Examining alignment across multiple state systems. Presented at the Association of Public Policy Analysis and Management in Denver, CO, November, 2019.

Gomez, C. J., **Whitaker, A.**, Faxon-Mills, S., Cannon, J. S., & Karoly, L. P-3 in action: an implementation and outcomes analysis of a collective impact preschool to 3rd grade initiative. Presented at the Society for Research in Child Development in Baltimore, MD, March, 2019.

Whitaker, A., Jenkins, J., & Duer, J. Standards, curriculum, and assessment in early childhood education: Comparing states' preschool curriculum mandates and QRIS. Presented at the Society for Research in Child Development in Baltimore, MD, March, 2019.

Auger, A., Jenkins, J., & Yu, W. Distinctions without a difference? Preschool curricula and children's development. Presented at the Association of Public Policy Analysis and Management in Miami, FL, November, 2015.

Nguyen, T., Jenkins, J., **Auger, A.**, & Domina, T. Comparing the effectiveness of targeted curricula in Head Start and public pre-k classrooms. Poster presented at the Association of Public Policy Analysis and Management in Miami, FL, November, 2015.

Auger, A., "Two-Generation Programs and Parenting Practices: The Effect of Services and Supports on Parenting Practices and the Home Environment". Presented at the Society for Research in Child Development in Philadelphia, PA, March, 2015.

- Duncan, G. J., Jenkins, J., **Auger, A.**, Burchinal, M., Bitler, M., & Domina, T. “Boosting School Readiness with Preschool Curricula and Quality”. Presented at the Society for Research in Child Development in Philadelphia, PA, March, 2015.
- Nguyen, T., Jenkins, J. M., **Auger, A.**, & Domina, T. “Comparing the Effectiveness of Targeted Curricula in Head Start and Public Pre-K Classrooms.” Presented at Society for Research on Educational Effectiveness in Washington, D.C., March 2015.
- Auger, A.**, Jenkins, J. M., & Burchinal, M. R. “Do Curricula Make a Difference? Comparing General Versus Content-Specific Curricula During Preschool”. Presented at the Association of Public Policy Analysis and Management in Albuquerque, NM, November, 2014.
- Auger, A.**, Jenkins, J. M., Burchinal, M., Farkas, G., Duncan, G. J., & Vandell, D. L. “The Instructional Match Between Children’s Preschool Curriculum and School Readiness”. Presented at the Head Start Research Conference in Washington DC, July, 2014.
- Auger, A.**, “Early Childhood Programs and Parental Characteristics of Service and Support Utilization”. Presented at the Annual Welfare Research And Evaluation Conference, in Washington DC, May, 2014.
- Auger, A.**, Vandell, D. L., Pierce, K. M. “Early Child Care Experiences and Out-of-School Activity Participation in Middle Childhood in Relation to Adolescent Adjustment”. Presented at SRCD Special Topic Meeting Strengthening Connections among Child and Family Research, Policy and Practice in Alexandria, VA, April, 2014.
- Burchinal, M. R., Zaslow, M., Tarullo, L., Xue, Y., & **Auger, A.** “Quality Thresholds, Features and Dosage in Early Care and Education: Secondary Data Analyses of Child Outcomes”. Presented at Society for Research on Educational Effectiveness in Washington, D.C., March 2014.
- Auger, A.** “Parents, Child Care, and Community Services: Who Uses Services and What Services Do They Use”. Presented at the Association of Public Policy Analysis and Management in Washington D.C., November, 2013.
- Auger, A.**, Pierce, K. M., & Vandell, D. L. “Narrowing the Achievement Gap: Consistency and Intensity of Structured Activities During Elementary School”. Presented at the Society for Research in Child Development in Seattle, WA, April, 2013.
- Auger, A.**, Pierce, K. M., & Vandell, D. L. “Participation in Out-of-School Settings and Student Academic and Behavioral Outcomes”. Presented at the American Educational Research Association in San Francisco, CA, April, 2013.
- Auger, A.**, Farkas, G., Duncan, G. J., Burchinal, M., & Vandell, D. L. “Child Care Quality and Academic Achievement: Results from PCER”. Presented at Association of Public Policy Analysis and Management in Baltimore, MD, November, 2012.
- Burchinal, M., Tien, H., **Auger, A.**, Pan, Y., & Halle, T. “Testing Thresholds in School Readiness Skills Using Growth Curve Analyses of Academic and Social Outcomes From Kindergarten Through Eighth Grade”. Presented at Head Start’s 11th National Research Conference, Washington, D.C., June 2012.
- Auger, A.**, Li, W., Farkas, G., Duncan, G. J., Burchinal, M., & Vandell, D. L. “Process Dimensions of Child Care Quality and Academic Achievement: An Instrumental Variables Analysis”. Presented at Society for Research on Educational Effectiveness in Washington, D.C., March 2012.
- Reich, S. M., Bickman, L. Duncan, G., Penner, E. K, **Auger, A.**, Saville, B., Alvarez, J., Andrade, A., & Albarrán. A. “Using Baby Books to Increase Knowledge, Improve Maternal Attitudes, Beliefs, and Practices, and Promote Child Health”. Presented at the Meeting of the Pediatric Academic Society, Denver, CO, May, 2011.

van Es, E., Cashen, M., & **Auger, A.** “Using Video to Scaffold Pre-Service Teachers to Learn to Notice Student Thinking”. Presented at the American Educational Research Association in New Orleans, LA. April 2011.

Auger, A., Reich, S., Penner, E., & Duncan, G. “The Effect of Baby Books on Mothers’ Reading Beliefs and Reading Practices”. Presented at the Society for Research in Child Development in Montreal, QC Canada. March 2011.

Auger, A., & Burchinal, M. “The Long Term Effects of Parenting Characteristics and Child Care Quality on Academic Achievement”. Presented at the Society for Research in Child Development in Montreal, QC Canada. March 2011.

Burchinal, M., Xue, Y., Tien, H., **Auger, A.,** & Mashburn, A. “Secondary Data Analysis Looking for Thresholds in Child Care Quality”. Presented at the Society for Research in Child Development in Montreal, QC Canada. March 2011.

Xue, Y., Burchinal, M., **Auger, A.,** Tien, H., & Tarullo, L. “Dosage Effects in Early Intervention and Child Care Quality: Evidence from Secondary Data Analysis”. Presented at the Society for Research in Child Development in Montreal, QC Canada. March 2011.

Auger, A., & Bennett, T. “THINK Together's Summer Learning Program: Working to Close the Summer Learning Gap”. Presented at the American Camp Association in San Diego, CA. February 2011.

UNIVERSITY TEACHING EXPERIENCE

HDFS220 Child Development I – Prenatal to Age 3 (Undergraduate Level); Fall 2020, Winter 2021, Spring 2021; Fall 2021; Spring 2022

HDFS815 Research Design and Issues (Doctoral Level); Spring 2021; Spring 2022

HDFS867 Early Care and Education Policy (Doctoral Level); Fall 2021

UNIVERSITY SERVICE

Member, University of Delaware Education and Social Policy Ph.D. Admissions Committee	2021-Present
Member (Alternate), University of Delaware Institutional Review Board	2020-Present
Member, University of Delaware HDFS Early Childhood Education Committee	2020-Present
Member, University of Delaware CEHD Strategic Work Group	2021
Member, University of Delaware CEHD Data Scientist Search Committee	2021
Chair, University of Delaware HDFS Human Relations Administration Faculty Search	2021-2022
Member, University of Delaware HDFS Early Care and Education Faculty Search	2022

PROFESSIONAL MEMBERSHIP

Society for Research in Child Development
 Society for Research on Educational Effectiveness
 Association for Public Policy Analysis and Management
 American Educational Research Association