

CURRICULUM VITAE**IHEOMA U. IRUKA**

HighScope Educational Research Foundation

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PRINCIPAL FIELDS OF INTEREST

- Ethnic, minority and immigrant children development, learning, and academic excellence
- Early care and education programs and systems for children, birth through Grade 3
- Family engagement and supports, parenting and home visiting programs, home-school partnership,
- Using data to improve instruction, family support, and systems change

EDUCATIONAL BACKGROUND

PhD	2005	University of Miami, Coral Gables, FL, Applied Developmental Psychology
MS	2003	University of Miami, Coral Gables, FL, Applied Developmental Psychology
MA	2000	Boston University, Boston, MA, Psychology
BA	1999	Temple University, Philadelphia, PA, Psychology

PROFESSIONAL EMPLOYMENT

2017-Present	Chief Research Innovation Officer and Director of The Center for Early Education Research and Evaluation , HighScope Education Research Foundation, Ypsilanti, MI
2015-Present	Research Associate Professor , Department of Child, Youth and Family Studies, College of Education and Human Sciences, University of Nebraska – Lincoln (Courtesy Appointment)
2014-2017	Director of Research & Evaluation , Buffett Early Childhood Institute, University of Nebraska, Omaha, NE
2015-2017	Research Associate Professor , Department of Psychology, University of Nebraska – Omaha (Courtesy Appointment)
2014-2017	Research Associate Professor , Education Leadership, College of Education, University of Nebraska – Omaha (Courtesy Appointment)
2013-2014	Associate Director , Frank Porter Graham Child Development Institute (FPG), University of North Carolina at Chapel Hill (UNC-CH), North Carolina (Promotion)
2014	Research Associate Professor , Department of Psychology, UNC-CH, North Carolina
20012-2014	Scientist , FPG, UNC-CH, North Carolina (Promotion)
2012-2014	Affiliate Faculty , Global Studies, UNC-CH, North Carolina
2008-2012	Investigator , FPG, UNC-CH, North Carolina
2010-2011	Research Assistant Professor , Department of Psychology, UNC-CH, North Carolina
2010-2011	Research Fellow , Institute of African American Research, UNC-CH, North Carolina
2010-2011	Adjunct Faculty , Department of Human Services, William Peace University (Peace College), Raleigh, NC
2006-2008	IES Postdoctoral Fellow , FPG, UNC-CH, North Carolina

- 2005-2006 **Senior Research Associate**, Westat, Maryland
- 2002-2005 **Adjunct Faculty**, Department of Social and Behavioral Science
Miami-Dade College, Florida
- 2001-2005 **Graduate Research Associate**, Department of Psychology, University of
Miami, Florida
- 2001-2002 **Graduate Teaching Assistant**, Department of Psychology, University of Miami,
Florida

FUNDED PROJECTS

- 2018-Present Foundation for Child Development
Urban Resiliency Initiative. The purpose of this planning grant is to support the professional identity and workforce efficacy of child care professionals. The goal is to develop tools for assessing adults' relatedness to the children for whom they have professional responsibilities. These tools include a relationally themed assessment tool, as well as an adult-child observational strategy protocol to provide evidence of who benefit from more customized training and reinforced relation-based best practices.
- 2017-Present Buffett Early Childhood Fund
National Evaluation Partner for the Educare Learning Network Implementation Study. The purpose of this grant is to examine the implementation of the Educare Learning Network, a consortium of Educare schools across the country whose focus is to build, develop, and implement high quality early education programs for children placed at risk children, from birth to age five. *(Co-Investigator)*.
- 2016-2021 U.S. Department of Education, Institute of Education Sciences (R305N160016)
Early Learning Context in Rural and Urban Nebraska. The goal of this study through the IES-funded Early Learning Network is to understand variations in practices that augment transitions and early learning; determine malleable factors that improve learning environments and promote school readiness and academic achievement for disadvantaged children; and understand the processes necessary for effective transitions from PreK through Grade 3 in rural and urban communities. *(Co-PI)*.
- 2016-2019 W. K. Kellogg Foundation (P3034318)
Examining Transition Implementation Processes in the Omaha Superintendents' Early Childhood Plan Evaluation. The purpose of this grant is to examine how the Omaha school districts, schools, educators and professionals support the transition during the birth through Grade 3 transition critical junctures, and the implementation variation in federal, state, and local policies about transition practices. *(Principal Investigator – transitioned to new PI 2017)*.
- 2015-2017 Office of Planning Research and Evaluation, Administration for Children and Families, Department of Health and Human Services (90YE0181-01-00)
Thresholds II. The overall goal of the proposal project is to identify thresholds of early childhood education quality in predicting social-emotional, cognitive, and language outcomes in multiple secondary data sets that can inform national and state policies that seek to promote optimal child development through early childhood education and child care settings *(Co-Investigator)*.
- 2014-2017 Learning Community of Douglas and Sarpy Counties
Evaluation of Omaha's Superintendents' Early Childhood Plan. The purpose of this evaluation is to examine impact of a 0-8 initiative in the Omaha Metro area by examining the implementation and effectiveness of the 0-8 school as a hub approach on school, classroom, teacher, families, and children *(Project Director)*.

- 2014-2015 North Carolina Division of Child Development and Early Education
North Carolina Race to the Top – Early Learning Challenge Grant Transformation Zone (TZ) Evaluation. The purpose of this evaluation is to examine the extent to which the TZ communities have been able to enhance their capacity to improve the quality of their early childhood systems, including policy, practice, and infrastructure changes to support successful implementation of evidence-informed practice. *(Co-Principal Investigator).*
- 2013-2015 North Carolina Division of Child Development and Early Education
North Carolina Tiered Quality Rating and Improvement System, Validation Study. The purpose of this project is to conduct a two-phase study for the validation of North Carolina’s tiered quality rating and improvement system (TQRIS). Phase I involves collection of web surveys, focus groups, and interviews, as well as use of existing data to develop alternative models to guide Phase II. Phase II involves the validation of the system through conducting program and classroom observation and child assessments. *(Principal Investigator).*
- 2014 North Carolina Office of Early Learning, Department of Public Instruction
North Carolina Department of Public Instruction: Parents’ Beliefs About the K-3 Formative Assessment. The purpose of the proposed work is to examine parents’ beliefs and attitudes about the K-3 formative assessment currently being developed by the NC Office of Early Learning. Information is being gathered about: a) parents’ attitudes towards strategies for obtaining family information relevant to the formative assessment, b) parents’ general attitudes and beliefs about formative assessment, and c) parents’ beliefs with regard to the type of information they would like to receive from formative assessment reports. *(Co-Principal Investigator).*
- 2012-2015 Department of Health and Human Services, Administration for Children and Families, Office of Planning, Research, & Evaluation
Evaluation of the Head Start Designation Renewal System. The purpose of this project is to evaluate the validity and reliability of the Head Start Designation Renewal System (DRS) using independent sources of data including classroom and program observations. In addition, this study will examine whether the DRS incentivizes quality improvement. *(Co-Principal Investigator).*
- 2009-2014 Ounce of Prevention
National Evaluation Partner for the Educare Learning Network Implementation Study. The purpose of this grant is to examine the Bounce Learning Network, a consortium of 8 Educare centers across the country whose focus is to build, develop, and implement high quality early education programs for at-risk children, from birth to age five. *(Investigator).*
- 2012-2014 North Carolina Division of Public Health
Process Evaluation of NC’s Maternal, Infant, and Early Childhood Home Visiting Program. The purpose of this project is to track the progress of sites toward the overall goal of integrating home visiting with other early childhood programs at the local level so that referrals, communication, triage, and planning are improved. *(Co-Principal Investigator).*
- 2006-2013 W. K. Kellogg Foundation
Promoting Academic Success for Boys of Color (PAS). The goal of the project is to build and support the partnership between families, schools, and communities to improve the academic achievement and socio-emotional development of boys of color. A secondary goal is to provide family-, teacher-, and community-based interventions that

have shown some evidence of improving the learning and development of boys of color. *(Investigator)*.

- 2012 Wake County Smart Start
Wake County Home-Based Services Integration. The purpose of this project is to provide consultation to Wake County Smart Start to develop a plan for a county-wide service integration of home-based services for young children and their families. *(Co-Principal Investigator)*.
- 2008-2012 The Children's Trust
Evaluation of the Miami-Dade Quality Counts System. A three-year evaluation funded by The Children's Trust to evaluate Miami-Dade County's Quality Rating System for child care programs. The county has a five-star, voluntary system. This evaluation will study how the quality system is being implemented and examine how it is impacting children, programs, and the wider early education system. *(Co-Principal Investigator)*.
- 2010-2012 W. K. Kellogg Foundation
FirstSchool. FirstSchool is a pre-K–grade 3 initiative to promote public school efforts to become more responsive to the needs of an increasingly younger, more diverse population. FirstSchool creates a seamless transition for children in pre-kindergarten through third grade schools by uniting the best of early childhood, elementary and special education. *(Investigator)*.
- 2011-2012 North Carolina Partnership for Children
Evaluation of Smart Start's Organizational Capacity Building Initiatives. The purpose of this evaluation is to inform Smart Start about the effects of three initiatives on local communities and the broader Smart Start network and to make future decisions about activities. The three initiatives are Leaders' Collaborative and Leading for Equity, Organizational Consultation, and Interactive Website. *(Principal Investigator)*.
- 2010-2011 Wake County Smart Start
Wake County Child Care Subsidy System Study. The purpose of this project is to assist Wake County Smart Start (WCSS) and Wake County Human Services (WCHS) to gather and analyze information to determine the strengths and needs of the current child care subsidy system and to facilitate the development of strategic recommendations. *(Principal Investigator)*.
- 2010-2011 ChildFund
Development of ChildFund Program Offer for Model International Early Childhood Development Programming. The purpose of this project is to collaborate with ChildFund, a community-based organization, to develop a unique early childhood development program for use in low-wealth and low-resources countries. *(Principal Investigator)*.
- 2010-2011 Arkansas' DDS Children's Services
Arkansas' DDS Children's Services Part C Program Evaluation. The goal of this project is to evaluate the quality of services children receive, timely and comprehensive child evaluation and monitoring, development of quality IFSPs, and timely and quality services and service coordination for children and families in Arkansas' early intervention program. *(Project Director)*.
- 2009-2010 North Carolina Partnership for Children
Ready Schools Technical Assistance Project. The purpose of this grant is to provide technical assistance to school and communities in North Carolina to develop a strategic plan to enhance seamless education for young children. *(Co-Principal Investigator)*.
- 2007-2009 North Carolina Partnership for Children

Evaluation of the Smart Start Family Support and Health Grant Options. The purpose of this grant is to evaluate the implementation of three evidence-based program models that address targeted school readiness issues in selected Smart Start partnerships across the state in the area of childhood obesity, pre-reading skills, and parenting skills that address children's challenging behaviors. *(Principal Investigator)*.

2006-2007 Lourie Center Early Head Start
Lourie Center Early Head Start Teen Parent Support Program. The purpose of this evaluation was to examine the impact of parenting classes for teen parents in their children's cognitive and social and emotional development. *(Evaluator)*.

2003-2005 Administration for Children and Families, Office of Planning, Research, & Evaluation
The Impact of Family Involvement on Head Start Children's School Readiness. The purpose of this Head Start Graduate Student Research grant was to develop a measure of parent involvement and efficacy aligned with children's school readiness. The eventual goal is to examine the role of self-efficacy in parents' involvement and children's school readiness. *(Principal Investigator)*.

PENDING GRANTS

2018-2022 U.S. Department of Education, Institute of Education Sciences
Measuring Equitable Sociocultural Interactions in Preschool Classrooms to Enrich Learning for Young Black Children. The purpose of this Goal 5 measurement proposal is to refine and validate an observation tool— Assessing Classroom Sociocultural Equity Scale (ACSES)—for preschool classrooms. *(Principal Investigator)*

2018-2022 U.S. Department of Education, Institute of Education Sciences
Examining the Influence of Implicit Bias on Teacher–Child Interaction, Classroom Quality, and Child Outcomes. The purpose of this Goal 1 Exploratory Projects is to examine the impact of implicit bias on teacher expectations, teacher-child interactions, and preschool-aged children's outcomes using a sample of 80 community-based preschool classrooms. *(Co-Principal Investigator)*

UNFUNDED GRANTS

2016-2021 National Institute of Health (1R01HD088460-01)
Effects of Race and Class on Parenting a Child with Autism. The overall objective of this project is to examine the impact of socioeconomic disadvantage and race/ethnicity on the practices that parents of children with autism spectrum disorder (ASD) use to rear their child. *(Consortium/Site PI)*

2016-2018 National Institute of Health (1R21HD088693-01)
Children's Cognitive and Physical Development: Interactive Relationships between Parenting and Community in the Rural South and Midwest. Through data collected from African American families with young children in low-wealth rural counties in Nebraska and North Carolina, the proposed study examines the link between parenting, community resources, and children's health and school readiness. *(Principal Investigator)*

2015-2017 National Institute of Health (1 R21 HD083277-01)
Measuring IEP Meeting Quality for Families of Children with ASD. Through data collected from North Carolina families with young children, 3 to 8 years old diagnosed with an Autism Spectrum Disorder, the proposed study seeks to examine the utility and feasibility of a tool to examine the quality of Individualized Education Plan meetings (IEP). *(Principal Investigator)*

TEACHING ACTIVITIES

- 2016 **Guest Lecturer: College of Education**
University of Nebraska at Omaha, NE
- 2013-2014 **Guest Lecturer: Allied Health Sciences and School of Education**
University of North Carolina at Chapel Hill, NC
- 2010-2011 **Part-Time Lecturer: Family Development**
William Peace University (formerly Peace College), Raleigh, NC
- 2009 **Part-Time Lecturer: Biomedical Research Ethics Seminar**
University of North Carolina at Chapel Hill, NC
- 2002-2005 **Part-Time Lecturer: Child Development**
Miami-Dade College, FL
- 2003 **Graduate Teaching: Developmental Psychopathology**
University of Miami, FL

SELECTED POLICY & EVALUATION CONSULTATION

- 2015-2017 **Research Consultant**, BUILD – QRIS 3.0 Project. Contributed to the development of a revised quality rating and improvement system theory of change (QRIS 3.0) that resulted in a policy and practice brief and emerging QRIS 3.0 tool.
- 2013-14 **Research Analyst**, Ounce of Prevention – Educare Family Engagement Approach. Lead literature review and report focused on establishing the basis for family-centered practices in Educare schools.
- 2010-2012 **Consultant**, Office of Planning, Research & Evaluation, Administration for Children and Families – Data Management. Conducted selected interviews with states, reviewed data systems, and developed report to guide state efforts in building or rebuilding data systems for quality rating and improvement.
- 2011-2017 **Consultant**, University of North Carolina at Chapel Hill, Business School – African American Bridges to Success Project. Supported the development of a research and policy framework for philanthropic organizations engaged in supporting the excellence of African American boys.

HONORS AND AWARDS

- 2015 Outstanding Author Contribution in the 2015 Emerald Literati Network Awards for Excellence
- 2009 Service and Leadership Award, Office of Postdoctoral Affairs, University of North Carolina at Chapel Hill
- 2009-2011 Senior Mentor, Frances Degen Horowitz Millennium Scholars Program, Society for Research in Child Development
- 2007-2009 Junior Mentor, Frances Degen Horowitz Millennium Scholars Program, Society for Research in Child Development

SPECIALIZED TRAINING

- 2012 What Works Clearinghouse Reviewer Training, Northwestern University, Evanston, IL
- 2008 National Institute of Mental Health Public Reviewer Training, Washington, D.C.
- 2008 Classroom Assessment Scoring System (CLASS) Training, Chapel Hill, North Carolina
- 2008 Biomedical Research Ethics Training Seminar, Chapel Hill, North Carolina

- 2008 Multilevel Modeling of Hierarchical and Longitudinal Data Using SAS, SAS Institute, Raleigh, North Carolina
- 2007 National Center for Education Statistics, Institute of Education Sciences, Early Childhood Longitudinal Study, Birth Cohort Database Training Seminar, Washington, DC

PEER-REVIEW PUBLICATIONS

- 1) **Iruka, I. U.**, Jones Harden, B. P., Bingham, G., Esteraich, J., & Green, S. (2018). Profiles of parenting for low-income families and links to children's preschool outcomes. *Early Education and Development*, 1-25. doi:10.1080/10409289.2018.1440843
- 2) **Iruka, I. U.**, Brown, D., Jerald, J., & Blitch, K. (2018). Early Steps to School Success (ESSS): Examining pathways linking home visiting and language outcomes. *Child & Youth Care Forum*, 47(2), 283-301. doi:10.1007/s10566-017-9430-1
- 3) **Iruka, I. U.**, De Marco, A., & Garrett-Peters, P. (2018). Profiles of academic/socioemotional competence: Associations with parenting, home, child care, and neighborhood. *Journal of Applied Developmental Psychology*, 54, 1-11. doi:10.1016/j.appdev.2017.11.002
- 4) Roberts, A. M., Gallagher, K. C., Daro, A. M., **Iruka, I. U.**, & Sarver, S. L. (2017). Workforce well-being: Personal and workplace contributions to early educators' depression across settings. *Journal of Applied Developmental Psychology*. doi:https://doi.org/10.1016/j.appdev.2017.09.007
- 5) Gardner-Neblett, J., Holochwost, S. J., Gallagher, K. C., Pungello, E. P., **Iruka, I. U.**, & Odom, S. L. (2017). Which classroom learning activities are associated with sustained attention among infants and toddlers? *Child & Youth Care Forum*, 46(4), 473-493.
- 6) **Iruka, I. U.** (2017). Predictors of infant and toddler black boys' early learning: Seizing opportunities and minimizing risks *Infant Mental Health Journal*, 38(1), 128-142. doi: 10.1002/imhj.21615.
- 7) **Iruka, I. U.**, Curenton, S. M., & Gardner, S. (2015). How changes in home and neighborhood environment factors are related to change in black children's academic and social development from kindergarten to third grade. *The Journal of Negro Education*, 84(3), 282-297. doi: 10.7709/jnegroeducation.84.3.0282
- 8) Gardner-Neblett, N., & **Iruka, I. U.** (2015). Oral narrative skills: Explaining the language-emergent literacy link by race/ethnicity and SES. *Developmental Psychology*, 51 (7), 889-904. doi: 10.1037/a0039274
- 9) Yazejian, N., & **Iruka, I. U.** (2015). Associations among tiered quality rating and improvement system supports and quality improvement. *Early Childhood Research Quarterly*, 30, 255-265. doi: 10.1016/j.ecresq.2014.05.005
- 10) **Iruka, I. U.**, & Morgan, J. (2014). Patterns of quality experienced by African American children in early education programs: Predictors and links to children's preschool and kindergarten academic outcomes. *The Journal of Negro Education*, 83(3), 235-255. doi: 10.7709/jnegroeducation.83.3.0235
- 11) **Iruka, I. U.**, Dotterer, A. M., & Pungello, E. P. (2014). Ethnic variations of pathways linking socioeconomic status, parenting, and preacademic skills in a nationally representative sample. *Early Education and Development*, 1-22. doi: 10.1080/10409289.2014.892806
- 12) **Iruka, I. U.**, Gardner-Neblett, N., Matthews, J. S., & Winn, D.-M. C. (2014). Preschool to kindergarten transition patterns for African American boys. *Early Childhood Research Quarterly*, 29(2), 106-117. doi: http://dx.doi.org/10.1016/j.ecresq.2013.11.004
- 13) Forry, N., **Iruka, I. U.**, Tout, K., Torquati, J., Susman-Stillman, A., Bryant, D., & Daneri, M. P. (2013). Predictors of quality and child outcomes in family child care settings. *Early Childhood Research Quarterly*, 28(4), 893-904. doi: http://dx.doi.org/10.1016/j.ecresq.2013.05.006

- 14) Barbarin, O., **Iruka, I. U.**, Harradine, C., Winn, D.-M. C., McKinney, M. K., & Taylor, L. C. (2013). Development of social-emotional competence in boys of color: A cross-sectional cohort analysis from pre-k to second grade. *American Journal of Orthopsychiatry*, 83(2,3), 145-155. doi: 10.1111/ajop.12023
- 15) Baker, C. E., & **Iruka, I. U.** (2013). Maternal psychological functioning and children's school readiness: The mediating role of home environments for African American children. *Early Childhood Research Quarterly*, 28(3), 509-519. doi: 10.1016/j.ecresq.2013.02.004
- 16) Dotterer, A. M., **Iruka, I. U.** and Pungello, E. (2012), Parenting, race, and socioeconomic status: Links to school readiness. *Family Relations*, 61, 657–670. doi: 10.1111/j.1741-3729.2012.00716.x
- 17) **Iruka, I. U.**, LaForett, D. R., & Odom, E. C. (2012). Examining the validity of the family investment and stress models and relationship to children's school readiness across five cultural groups. *Journal of Family Psychology*, 26(3), 359-370. doi: 10.1037/a0028290
- 18) Gardner-Neblett, N., Pungello, E. P., & **Iruka, I. U.** (2011). Oral narrative skills: Implications for the reading development of African American children. *Child Development Perspectives*, 6(3), 218-224. doi: 10.1111/j.1750-8606.2011.00225.x
- 19) **Iruka, I. U.**, Winn, D. C., Kingsley, S. J.¹, & Orthodoxou, Y. J.² (2011). Links between parent-teacher relationship and kindergartners' social skills: Do child ethnicity and family income matter? *The Elementary School Journal*, 111(3), 387-408. doi: 10.1086/657652
- 20) Early, D. M., **Iruka, I. U.**, Ritchie, S., Barbarin, O. A., Winn, D.-M. C., Crawford, G. M., . . . Pianta, R. C. (2010). How do pre-kindergartners spend their time? Gender, ethnicity, and income as predictors of experiences in pre-kindergarten classrooms. *Early Childhood Research Quarterly*, 25(2), 177-193. doi: 10.1016/j.ecresq.2009.10.003
- 21) **Iruka, I. U.**, Burchinal, M., & Cai, K. (2010). Long-term effect of early relationships for African American children's academic and social development: An examination from kindergarten to fifth grade. *Journal of Black Psychology*, 36(2), 144-171. doi: 10.1177/0095798409353760
- 22) Pungello, E. P., **Iruka, I. U.**, Dotterer, A. M., Mills-Koonce, R., & Reznick, J. S. (2009). The effects of socioeconomic status, race, and parenting on language development in early childhood. *Developmental Psychology*, 45(2), 544-557. doi: 10.1037/a0013917
- 23) **Iruka, I. U.** (2009). Ethnic variation in the association between family structure and practices on child outcomes at 36 months: Results from Early Head Start. *Early Education & Development*, 20(1), 148-173. doi: 10.1080/10409280802206916
- 24) **Iruka, I. U.** (2009). Parental Self-efficacy: Does it explain Head Start parent involvement? *NHSA Dialog: A Research-to-Practice Journal for the Early Intervention Field*, 11(3), 1-16. doi: 10.1080/15240750802196079
- 25) Greenfield, D. B., **Iruka, I. U.**, & Munis, P. (2004). Assessment of social competence in high-risk preschoolers: Evaluation of the Adaptive Social Behavior Inventory (ASBI) across home and school settings. *Journal of Psychoeducational Assessment*, 22(3), 220-232. doi: 10.1177/073428290402200303

CHAPTERS

- 26) **Iruka, I. U.** (in press). Supporting families of young children for the 21st century: Charting a new evidence-based direction. In B. H. Fiese, M. Celano, K. Deater-Deckard, E. Jouriles, & M. Whisman (Eds.), *APA Handbook of Contemporary Family Psychology*.

¹ Doctoral student

² Doctoral student

- 27) Durden, T. & **Iruka, I.** (2016). Stop Gap Gazing: Promoting the holistic health, education and success of Black children and families. In K. Dombrowski & Carrasco, K. G. (Eds.), *Reducing Health Disparities in the Midwest: Research Updates from the Field* (pp. 161-189). Lincoln, NE: Syron Design Academic Publishing.
- 28) **Iruka, I. U.**, Durden, T., & Kennel, P. (2015). Changing faces: Parenting, culture, and child learning and development. *Zero to Three*, 35(4), 10-18.
- 29) **Iruka, I. U.**, Winn, D.-M., & Harradine, C. (2014). High achieving African American boys: Factors that contribute to their excellence in the early years. In J. L. Moore & C. W. Lewis (Eds.), *African American Male Students in PreK-12 Schools* (pp. 27-59). Bingley, UK: Emerald Group Publishing Limited.
- 30) **Iruka, I. U.**, Mount-Cors, M F., Odom, S. L., Naoom, S. F., & Van Dyke, M. (2012). Development and sustainability of high quality early childhood education programs in Zambia. In J. Sutterby (Ed.), *Early Childhood in a Global Context* (pp. 127-158). Bingley, UK: Emerald Group Publishing Limited.
- 31) Gillanders, C., **Iruka, I. U.**, Ritchie, S., & Cobb, C. (2012). Restructuring and aligning early education opportunities for cultural, language and ethnic minority children. In R. C. Pianta, W. S. Barnett, L. M. Justice, & S. M. Sheridan (Eds.), *Handbook of Early Education* (pp. 111-136). New York, NY: Guilford Publications, Inc.
- 32) **Iruka, I. U.**, & Barbarin, O. (2009). African American children's learning and development: Examining parenting, schools, and neighborhoods. In H. A. Neville, B. M. Tynes, & S. O. Utsey (Eds.), *Handbook of African American Psychology* (pp. 175-186). Thousand Oaks, CA: SGE Publications, Inc.

MANUSCRIPT SUBMITTED OR IN PROGRESS

- 33) Dev, D., **Iruka, I. U.**, Cummings, K., & Patwardhan, I. (under review). Improving nutrition practices and screen time environment through self-assessment in Nebraska family childcare homes. *Manuscript submitted for publication.*
- 34) **Iruka, I. U.**, Boyd, B., & Pierce, N. (in progress). Socioeconomic and racial differences in parenting practices and child outcomes in autism. *Manuscript in progress.*
- 35) **Iruka, I. U.**, Curenton, S., Blich, K., & Gardner, S. (in progress). Factors impacting the preschool to kindergarten school transition patterns for African American girls. *Manuscript in progress.*
- 36) **Iruka, I. U.**, & Forry, N. D (under review). Patterns of quality in center and home-based programs: Predictors and links to children's preschool and kindergarten academic outcomes. *Manuscript submitted for publication.*
- 37) Richardson, P., Bocknek, E., McGoron, L., Raveau, H., & **Iruka, I. U.** (under review). Finding the Superwoman: Parenting strengths of urban African American mothers. *Manuscript submitted for publication.*
- 38) Holochwost, S. J., Volpe, V. V., **Iruka, I. U.**, & Mills-Koonce, W. R. (under review). Maternal warmth, intrusiveness, and executive functions in early childhood: Tracing developmental processes among African American children. *Manuscript submitted for publication.*

TEXTBOOKS

- 39) Curenton, S. M., & **Iruka, I. U.** (2013). *Cultural Competence in Early Childhood Education*. San Diego, CA: Bridgepoint Education, Inc.

BOOKS

- 40) **Iruka, I. U.**, Curenton, S. M., Durden, T. (Eds.) (2017). *African American Children in Early Childhood Education: Making the Case for Policy Investments in Families, Schools, and Communities*. Bingley, UK: Emerald Group Publishing Limited.
- 41) **Iruka, I. U.**, Curenton, S. M., & Eke, W. A. (2014). *The CRAF-E⁴ Family Engagement Model: Building Practitioners' Competence to Work with Diverse Families*. San Diego, CA: Elsevier.

REPORTS/BRIEFS

- Roberts, A. M., **Iruka, I. U.**, & Sarver, S. L. (2017). Nebraska Early Childhood Workforce Survey: A focus on providers and teachers. Retrieved from Buffett Early Childhood Institute website: <http://buffettinstitute.nebraska.edu/workforce-survey>.
- Raikes, A., Yoshikawa, H., Britto, P. R., & **Iruka, I. U.** (2017). Children, youth and developmental science in the 2015–2030 Global Sustainable Development Goals. *Social Policy Report*, 30(3).
- Iruka, I. U.** (2016). Parenting effects on child development. In D. Couchenour & J. K. Chrisman (Eds.), *The SAGE Encyclopedia of Contemporary Early Childhood Education* (pp. 964-966). Thousand Oaks, CA: SAGE Publications, Inc. doi: 10.4135/9781483340333.n287
- Iruka, I. U.** (2016). Black Boys, Early Childhood Education. In D. Couchenour & J. K. Chrisman (Eds.), *The SAGE Encyclopedia of Contemporary Early Childhood Education* (pp. 157-158). Thousand Oaks, CA: SAGE Publications, Inc. doi: 10.4135/9781483340333.n40
- Weber, R. & **Iruka, I.** (2014). *Best practices in data governance and management for Early Care and Education: Supporting effective Quality Rating and Improvement Systems*. OPRE Research Brief #2014-35. Washington, DC: U.S. Department of Health and Human Services, Administration for Children and Families, Office of Planning, Research and Evaluation.
- Iruka, I. U.** (2013). The Black family: Re-imagining family support and engagement for children. *Being Black is Not a Risk Factor: A Strengths-Based Look at the State of the Black Child*. Washington, DC: National Black Child Development Institute.
- Iruka, I. U.** & Garcia, S. G. (2012) Quality rating and improvement systems: Considerations for children from immigrant families. *Making the Link: A Publication of Grantmakers for Children, Youth, and Families*, 5.
- Winn, D-M., **Iruka, I. U.**, Harradine, C., Buansi, A., McKinney, M., & Stevenson, H. (2012). *Providing opportunities to spite the obstacles. Countering the adverse conditions that undermine the success of African American boys*. A Publication of Grantmakers for Children, Youth, and Families.
- Forry, N. D., **Iruka, I.**, Kainz, K., Tout, K., Torquati, J., Susman-Stillman, A., Bryant, D., Starr, R., & Smith, S. (2012). *Identifying profiles of quality in home-based child care*, Issue Brief OPRE 2012-20. Washington, DC: Office of Planning, Research and Evaluation, Administration for Children and Families, U.S. Department of Health and Human Services.
- Iruka, I. U.**, & De Marco, A. (2011). Quality rating and improvement systems: A social equity strategy? *Making the Link: A Publication of Grantmakers for Children, Youth, and Families*, 7.
- Bryant, D. B., Wesley, P., Burchinal, M. R., Sideris, J., Taylor, K., Fenson, C., & **Iruka, I. U.**, et al. (2009). *The QUINCE-PFI study: An evaluation of a promising model for child care provider training*. FPG Child Development Institute, University of North Carolina at Chapel Hill.
- Carver, P. R., & **Iruka, I. U.** (2006). *After-School Programs and Activities: 2005* (NCES 2006-076). U.S. Department of Education. Washington, DC: National Center for Education Statistics.
- Iruka, I. U.**, & Carver, P. (2006). *Early Childhood Program Participation in 2005* (NCES 2006-075). U.S. Department of Education. Washington, DC: National Center for Education Statistics.

INVITED TALKS

- Iruka, I. U.** (March 2018). *The Invisible One: The Learning and Development of Young Black Girls*. Presentation at Minority Child Series, Michigan State University. Lansing, MI.
- Iruka, I. U.** (March 2018). *Solidifying Our Villages: Addressing Opportunity and Achievement Gaps Through an Equity Lens*. Keynote for Southern Early Childhood Association Conference. Lexington, Kentucky.
- Iruka, I. U.** (December 2017). *Family Support & Engagement: Vehicle for Addressing Intergeneration Poverty*. Presentation at Boston University, School of Education Symposium. Boston, MA.
- Iruka, I. U.** (September 2017). *Roots & Wings: Embracing our Past, Present, and Future for Ensuring the Excellence of Black Children*. Keynote for the Evelyn K. Moore Early Learning Institute at the National Black Child Development Institute Annual Conference, Atlanta, GA.
- Iruka, I. U.** (August 2017). *Ensuring excellence in education: Dismantling racism and inequality*. Keynote at Ypsilanti Community Schools All-faculty Opening Day Convening, Ypsilanti, MI.
- Iruka, I. U.** (April 2017). *Pathways to educational excellence and economic prosperity: Dismantling opportunity gaps through early childhood experienced*. Presentation at 2017 HighScope International Conference, Detroit, MI.
- Iruka, I. U.** (April 2017). *Creating Opportunity and Educational Pathways for Young Children: An Ongoing Conversation*. Invited SRCD-AERA Roundtable Discussant at the 2017 Biennial SRCD Conference, Austin, TX.
- Iruka, I. U.** (November 2016). *Revisoning Early Care and Education for Black Boys*. Opening Keynote Speaker for the U.S. Departments of Education and Health and Human Services for Preschool Development and Race to the Top Early Learning Challenge Grantee Meeting, Washington, DC.
- Iruka, I. U.** (August 2016). *A Social Justice Focus on P-3: Bridging Research & Practice Through an Equity Lens*. Seminar at 2016 Pennsylvania Governor's P-3 Institute, Pittsburgh, PA.
- Iruka, I. U. & Boller, K.** (August 2016). *National Academies of Sciences, Engineering, and Math Study on Parenting*. Presentation at the National Conference of State Legislature, State Policy and Research for Early Education Working Group and Early Learning Fellows, Chicago, IL.
- Iruka, I. U.** (August 2016). *The Opportunity/Readiness Gap in ECE*. Presentation at the National Conference of State Legislature, State Policy and Research for Early Education Working Group, Chicago, IL.
- Iruka, I. U.** (July 2016). *Using a Cultural Lens to Improve Early Childhood Classroom Interactions with Children of Color*. Chair and Organizer of Plenary Session at ACF's National Research Conference on Early Childhood, Washington, DC.
- Iruka, I. U.** (July 2016). *Pathways to Excellence: Addressing the Opportunity Gap from Birth to Grade 3*. Seminar to University of Nebraska at Omaha, College of Education, Leadership Course, Omaha, NE.
- Iruka, I. U.** (July 2016). *Using a Cultural Lens to Improve Early Childhood Classroom Interactions with Children of Color*. Plenary Chair at ACF's National Research Conference on Early Childhood, Washington, DC.
- Iruka, I. U.** (July 2016). *Early Childhood Research*. Presentation at the Nebraska Intergenerational Poverty Taskforce, Lincoln, NE.
- Iruka, I. U.** (June 2016). *A Social Justice Focus on P-3: Bridging Research & Practice Through an Equity Lens*. Seminar at 2016 Pennsylvania Governor's P-3 Institute, Erie, PA.
- Iruka, I. U.** (November 2015). *Pathways to Excellence for Black Children: Addressing Opportunity Gaps through Families*. Presentation at University of Maryland Human Development Fall Series. University of Maryland, College Park, MD

- Iruka, I. U.** (November 2015). *Infant and Toddler Black Boys: Seizing Opportunities and Minimizing Risks*. Paper presented at The Psychology of Boys at Risk: Indicators from 0-5 Santa Fe, New Mexico.
- Iruka, I. U.** (May 2015). *Consideration of relationships, connections, and transition for early career researchers*. Keynote for Inaugural Curriculum, Teaching, Learning, and Leadership in Education Symposium. University of Nebraska at Omaha, College of Education. Omaha, NE.
- Iruka, I. U.** (October 2014). *Pathway to Excellence for Black Children?: Critical Examination of Family Engagement*. Speaker at the Institute of African American Research, University of North Carolina, Chapel Hill, NC.
- Iruka, I. U.** (July 2014). *Exploring the evidence on family engagement as a bridge to student learning & success*. Speaker at the White House Symposium on Transformative Family Engagement, Washington, DC.
- Iruka, I. U.** (July 2014). *Association between TQRIS supports & improved quality: Lessons learned from Miami*. Presentation at the QRIS Conference, Denver, CO.
- Iruka, I. U.** (February 2014). *Quality early care and education system: Implications for children's school readiness*. Presentation at the North Carolina Institute of Medicine, Morrisville, NC.
- Iruka, I. U.** (February 2013). *Promising pathways for ensuring African American children's success*. Presentation at the Annual Conference on African-American Children and Families, University of Northern Iowa, Cedar Falls, IA.
- Iruka, I. U.** (July 2012). *Focusing on the needs of Black male infants and toddler: Building the foundation for school success*. Presentation at Children's Defense Fund National Conference, Cincinnati, OH.
- Iruka, I. U.** (April 2012). *Re-visioning early care and education for Black boys: Potential strategy for excellence and success*. Public talk at Educational Testing Services, Princeton, NJ.
- Iruka, I. U.** (February 2012). *A journey: Our children, hope for the future. Hearing the voices of children: What are they saying?* Presentation at the Inaugural Conference on African-American Children and Families, University of Northern Iowa, Cedar Falls, IA.
- Iruka, I. U.** (October 2011). *Solving the persistent challenge: How to promote and support diverse leadership*. Presentation at the Evelyn K. Moore Early Childhood Leadership Institute, National Black Child Development Institute Annual Conference, Nashville, TN.
- Iruka, I. U.** (September 2011). *SES and language development*. Seminar presentation at Speech & Pathology course, University of North Carolina at Chapel Hill.
- Iruka, I. U.** (June 2011). *African American males: Early disparities*. ETS' Addressing Achievement Gap Symposium: A Strong Start: Positioning Young Black Boys for Educational Success at the National Press Club, Washington, DC.
- Iruka, I. U.** (December 2010). *Head Start Impact Study: Implication for Ready Schools*. Webinar presented to North Carolina Smart Start Directors, Chapel Hill, NC.
- Iruka, I. U.** (November 2010). *Early education issue forum: A framework that works - Implementing successful pre-K through third grade strategies*. NBCDI Issues Forum at the National Association for the Education of Young Children 2010 Annual Conference & Expo in collaboration with the National Black Child Development Institute, Anaheim, CA.
- Iruka, I. U.** (November 2010). *Ready Schools and preK-3: Strengthening the foundation for success*. Keynote presenter for Yadkin County Inaugural Ready Schools Conference, Yadkinville, NC.
- Iruka, I. U.** (June 2010). *Use and selection of standardized tools for child and family outcomes*. Wake County Smart Start, Raleigh, NC.

- Ritchie, S., & **Iruka, I. U.** (October 2009). *FirstSchool: A response for school change*. Evelyn K. Moore Early Childhood Leadership Institute at the National Black Child Development Institute Annual Conference, Atlanta, GA.
- Iruka, I. U.**, (May 2009). *Parenting: What is its role in children's development?* Seminar presentation at the Association of Small Foundation, Strategic Philanthropy in Early Childhood Development, Duke University, Durham, NC.
- Iruka, I. U.**, & Howard, L. (April 2009). *The achievement gap: What have we done lately?* Seminar presentation at Shaw University Department of Education & Meredith College Department of Human Environmental Science, Meredith College, NC.
- Iruka, I. U.** (March 2009). *Transition, connection, and relationship: Research in early childhood*. Seminar presentation at Institute of Education Sciences Seminar, Department of Psychology, University of Miami, FL.
- Iruka, I. U.** (February 2009). *The PAS Initiative: Promoting Academic Success for Boys of Color*. Presentation at the Early Childhood Collaboration Council.
- Iruka, I. U.** (February 2009). *Academic growth during pre-kindergarten: Do associations vary with ethnicity, gender, and income?* Seminar presentation at FPG Child Development Institute, University of North Carolina at Chapel Hill.
- Iruka, I. U.** (September 2008). *Rating of children's social skills: Examining parent-caregiver partnership and children's ethnicity*. Seminar presentation at the Carolina Seminar on Behavioral Research with Minority Populations, University of North Carolina at Chapel Hill.
- Iruka, I. U.** (August 2008). *Partnering with families*. In-service staff training for Chesterfield-Marlboro EOC, Inc. Head Start. Cheraw, South Carolina.
- Winn, D., & **Iruka, I. U.** (June 2008). *Boys into men: Raising our African American teenage sons*. Invited talk at the African American Healthy Marriage Initiative: Building strong and healthy families connecting marriage research-to-practice conference, Friday Center at the University of North Carolina at Chapel Hill.
- Iruka, I. U.** (January 2007). *Home and school environment: Impact on children's achievement and behavior as mediated by learning behaviors and moderated by cumulative risks*. Seminar presentation at FPG Child Development Institute, University of North Carolina at Chapel Hill.
- Iruka, I. U.** (January 2007). *Parents and approaches to learning: What have you taught your child lately?* Seminar presentation at University of North Carolina at Chapel Hill, Department of Psychology.

SELECTED PRESENTATIONS

- Winn, D-M., & **Iruka, I. U.** (December 2017). *Supporting Parents of Young Black Children: Utilization of PACC*. Presentation at NHSA Parent and Family Engagement Conference, Austin, TX.
- Iruka, I. U.** (July 2017). *Promoting culturally competent Quality Rating and Improvement Systems through CCDBG implementation*. Presentation at the QRIS Conference, Dallas, TX.
- Iruka, I. U.** (April 2017). *Ethnic and language differences in infant/toddler early care and education experiences*. Presenter at the 2017 Biennial SRCD Conference, Austin, TX.
- Meisels, S., & **Iruka, I. U.** (April 2017). *Creating a community-engaged child development institute*. Presenter at the 2017 Biennial SRCD Conference, Austin, TX.
- Iruka, I. U.** (April 2017). *Risk and resilience in African American parenting of young children*. Discussant at the 2017 Biennial SRCD Conference, Austin, TX.
- Iruka, I. U.** (April 2017). *Beyond the Word Gap: Mother and child care teacher language input and language/literacy outcomes for rural low-SES children*. Discussant at the 2017 Biennial SRCD Conference, Austin, TX.

- Iruka, I. U.** (October 2016). *Determining promotive contexts and environments for infant and toddler black boys' school readiness skills*. Paper presentation at the 2016 SRCDC Special Topic Meeting: Babies, Boys, and Men of Color, Tampa, FL.
- Ray, A., Maxwell, C., **Iruka, I. U.** (October 2015). *Black Parents at the Forefront: Engagement and Empowerment in Early Education*. Presentation at the National Black Child Development Institute Annual Conference, Arlington, VA.
- Iruka, I. U.** (December 2014). *Addressing the diversity in Black boys as a potential strategy for excellence and success*. Presentation at the Race Matters: Putting Race on the Table Conference, Omaha, NE.
- Iruka, I. U.** (March 2015). *Profiles of parenting for low-income families: Findings from the Educare Implementation Study*. Paper presented at Society for Research in Child Development Conference, Philadelphia, PA.
- Iruka, I. U.,** De Marco, A., & Garrett-Peters, P. (March 2015). *Profiles of child competence in early childhood and potential child care, parenting, and community predictors*. Paper presented at Society for Research in Child Development Conference, Philadelphia, PA.
- Iruka, I. U.,** & Forry, N. D (April 2013). *Patterns of quality in center and home-based programs: Predictors and links to children's preschool and kindergarten academic outcomes*. Paper presented at Society for Research in Child Development Conference, Seattle, WA.
- Iruka, I. U.,** Winn, D. C., Gardner-Neblett, N., & Matthews, J. S. (April 2013). *Preschool to kindergarten transition patterns for African American boys*. Poster presented at Society for Research in Child Development Conference, Seattle, WA.
- Gardner-Neblett, N., & **Iruka, I. U.** (April 2013). *Explaining the language-reading link: The role of preschool oral narrative skills*. Paper presented at Society for Research in Child Development Conference, Seattle, WA.
- Iruka, I. U.,** & Stringfellow, C. (February 2013). *Parent engagement of low-income & minority families: Guiding principles from Educare schools*. Region IV Head Start Association Annual Conference, Atlanta, GA.
- Iruka, I. U.** & Winn, D. (October 2012). *Promoting academic success for young boys of color: Preliminary findings*. Presentation at the National Black Child Development Institute Annual Conference, Ft. Lauderdale, FL.
- Iruka, I. U.,** & Stringfellow, C. (October 2012). *Profiles of parent engagement and links to school readiness: Findings from Educare schools*. Presentation at the National Black Child Development Institute Annual Conference, Ft. Lauderdale, FL.
- Iruka, I. U.,** LaForett, D., & Odom, E. C. (June 2012). *Validity of the family investment and stress models across five cultural groups: Relationship to children's school readiness*. Paper presented at the Head Start National Research Conference, Washington, DC.
- Iruka, I. U.** & Dick, K. (May 2012). *Workforce Development & T.E.A.C.H.* Presentation at the T.E.A.C.H. Early Childhood and Child Care WAGES 2012 National Professional Development Symposium, Chapel Hill, NC.
- Baker, C., & **Iruka, I. U.** (July 2012). *Parent psychological health and the transition to kindergarten: Understanding the mediating role of home environments*. Paper presented at National Research Conference on Child & Family Programs & Policy, Bridgewater State University, Bridgewater, MA.
- Iruka, I. U.** (October 2011). *FirstSchool across the world -- preK-3rd grade in Zambia, Africa*. Presentation at the National Black Child Development Institute Annual Conference, Nashville, TN.

- Forry, N., **Iruka, I. U.**, Blasburg, A. (June 2011). *Profiles of quality among early childhood practitioners: Implications for targeting professional development*. Paper presented at NAEYC Professional Development Institute, Providence, RI.
- Iruka, I. U.** (April 2011). *Predictors of early excelling African American and Latino boys' pre-academic skills: Which factors matter?* Paper presented at Society for Research in Child Development Conference, Montreal, Canada.
- Iruka, I. U.** (March 2011). *Link between parent involvement and school readiness of low-income children in high quality education programs: Does parent self-efficacy matter?* Poster presented at Society for Research in Child Development Conference, Montreal, Canada.
- Iruka, I. U.**, & Sotolong, J. (May 2009). *Raising a Reader Part II: The North Carolina Experience and Smart Start Pilot Grant Program Evaluation Approach and Initial Findings*. Presentation at the 2009 National Smart Start Conference, Greensboro, NC.
- Sotolong, J., & **Iruka, I. U.** (May 2009). *The Incredible Years – BASIC Parent Program Implementation: Smart Start Pilot Grant Program Evaluation Approach and Initial Findings*. Presentation at the 2009 National Smart Start Conference, Greensboro, NC.
- Iruka, I. U.** (April 2009). *Academic growth during pre-kindergarten: Do associations vary by ethnicity, gender, and income?* Paper presented at Society for Research in Child Development Conference, Denver, CO.
- Forry, N., & **Iruka, I. U.** (April 2009). *Extending predictors of observed quality in home-based care*. Paper presented at Society for Research in Child Development Conference, Denver, CO.
- Dotterer, A. M., **Iruka, I. U.**, & Pungello, E. P. (April 2009). *Racial disparities in pre-academic knowledge: Examining models of family influence*. Poster presented at Society for Research in Child Development Conference, Denver, CO.
- Iruka, I. U.**, Rhodes, P., & Comer, B. (January, 2009). *Smart Start and NAP SACC – A statewide collaboration to address childhood obesity*. Presentation at the Day for Day Care Conference, Chapel Hill, NC.
- Iruka, I. U.** & Ritchie, S (October 2008). *Ready Schools promote academic success for ethnic minority boys*. Presentation at National Black Child Development Institute 2008 Annual Conference, Atlanta, GA.
- Iruka, I. U.**, Bryant, D., & Wesley, P. (August 2008). *A randomized study of the effects of on-site consultation for quality enhancement*. Paper presented at the American Psychological Association Conference, Boston, MA.
- Iruka, I. U.** (June, 2008). *Maternal self-efficacy: Does it explain school involvement?* Poster presented at Head Start's Ninth National Research Conference, Washington, DC.
- Iruka, I. U.** (June, 2008). *Ethnic variation in the association between family structures and practices on child outcomes at 36 months: Results from Early Head Start*. Poster presented at Head Start's Ninth National Research Conference, Washington, DC.
- Iruka, I. U.** (June, 2008). *Parent-provider relationship: Rating of children's socio-emotional development*. Poster presented at Head Start's Ninth National Research Conference, Washington, DC.
- Iruka, I. U.** (March, 2008). *Predicting optimal child development from parenting, school, and neighborhood process: Using a fixed effects approach*. Poster presented at the American Educational Research Association Annual Meeting for the Emerging scholars and scholarships in education research, New York, NY.
- Iruka, I. U.** (June, 2007). *Preliminary results from a randomized study of the Partnerships for Inclusion model of on-site quality enhancement*. Poster presented at the Institute for Education Sciences Research Conference, Washington, D.C.

Iruka, I. U. (March, 2007). *The role of family life in the development of academic and social competence of poor children*. Discussant for poster symposium presented at the Society for Research in Child Development Conference, Boston, MA.

Iruka, I. U. & Burchinal, M. R. (March, 2007). *Advantage of multiple nurturing relationships for preschoolers*. Poster presented at the Society for Research in Child Development Conference, Boston, MA.

PROFESSIONAL MEMBERSHIPS

2003-Present	Society for Research in Child Development (SRCD)
2008-Present	Society for Research in Child Development Black Caucus (SRCD-Black Caucus)
2008-Present	American Psychological Association (APA)
2008-Present	National Black Child Development Institute (NBCDI)
2009-2014	Black Faculty and Staff Caucus – UNC-CH
2010-Present	National Association for the Education of Young Children (NAEYC)
2014-Present	American Educational Research Association (AERA)

PROFESSIONAL SERVICES

Associate Editor

2017-Present *Early Childhood Research Quarterly*

Co-Editor

2012-2015 *Social Policy Report*

Consulting Editor

2015-Present *Journal of Family Psychology*

2012-Present *American Journal of Orthopsychiatry*

2010-Present *Early Childhood Research Quarterly*

Ad Hoc Journal Peer Reviewer

2013-Present *American Journal of Speech-Language Pathology*

2012-Present *Journal of Early Intervention*

2012-Present *Education Researcher*

2011-Present *American Journal of Orthopsychiatry*

2011-Present *Journal of Marriage and Family*

2011-Present *American Educational Research Journal: Teaching, Learning, and Human Development*

2011-Present *Journal of African American Studies*

2010-Present *Educational Assessment*

2010-Present *Journal of Family Issues*

2009-Present *Child Development Perspectives*

2009-Present *International Journal for Education Research*

2009-Present *Social Science Research*

2008-Present *Child Development*

2008-Present *NHSA Dialog: A Research-to-Practice Journal for Early Intervention Field*

2008-2009 *Early Childhood Research Quality*

Conference Peer Reviewer

2011 2012 Head Start National Research Conference Biennial Meeting
 2010 2011 Society for Research in Child Development Biennial Meeting
 2009 2010 Head Start National Research Conference Biennial Meeting
 2008 2009 Society for Research in Child Development Biennial Meeting
 2007 2008 Head Start National Research Conference Biennial Meeting

Grant Reviewer

2018 *Panel Chair*, U.S. Department of Health and Human Services, Administrations for Children and Families, Office of Planning, Research and Evaluation FY 2018 Child Care Development Block Grant Implementation Research and Evaluation Grants (Phase II/Cohort I)

2012-2015 *Principal Member*, U.S. Department of Education, Institute of Education Science, Early Intervention and Early Childhood Education Review Panel

2013 *Panel Chair*, U.S. Department of Health and Human Services, Office of Planning, Research and Evaluation in the Administrations for Children and Families, Head Start Graduate Student Research Grant

2011-2012 *Reviewer*, U.S. Department of Education, Institute of Education Science, Early Intervention and Early Childhood Education Review Panel

2010 *Reviewer*, U.S. Department of Education, Office of Innovation and Improvement, Full-Service Community Schools

2010 *Reviewer*, U.S. Department of Health and Human Services, Office of Planning, Research and Evaluation in the Administrations for Children and Families, Head Start Graduate Student Research Grant

2009 *Reviewer*, National Science Foundation, Developmental and Learning Sciences

2009 *Reviewer*, U.S. Department of Health and Human Services, Administration for Children and Families, Child Care Bureau, Child Care Scholars Grant

2009 *Reviewer*, North Carolina Partnership for Children, Inc., Ready Schools Technical Assistance Grant

2006 *Reviewer*, U.S. Department of Education, Parent Information Resource Center Competition

NATIONAL SERVICE

2017-Present ***Professional Preparation Standards Workgroup Member***, National Association for the Education of Young Children, Washington, DC.

2017-Present ***Technical Expert***, National Survey of Early Care and Education 2019, NORC at the University of Chicago, Chicago, IL

2017-Present ***National Member***, T.E.A.C.H. Early Childhood® National Advisory Committee, Chapel Hill, NC

2017-Present ***Developmentally Appropriate Practices Workgroup Member***, National Association for the Education of Young Children, Washington, DC.

2016-Present ***Advisory Committee Member***, T.E.A.C.H. National Board Certification Project, Chapel Hill, NC

2016-2017 ***Vice Chair***, Society for Research in Child Development, University-Based Child and Family Policy Consortium, Washington, DC

2016-Present	Research Advisor , State Policy and Research for Early Education Working Group for National Council for State Legislators
2016-Present	Committee Member , OPRE-sponsored Home-Based Child Care Working Group
2015-2017	Executive Committee Member , Head Start's 13th National Research Conference, Washington, DC
2014-2016	Committee Member , National Academies of Sciences, Engineering, and Medicine Study on Parenting
2014-2016	Workgroup Member , White House African American Educational Excellence Workgroup, Washington, DC
2014-2016	Steering Committee Member , University-Based Child and Family Policy Consortium, Washington, DC
2014-Present	Board Member , Brady Education Foundation, Chapel Hill, NC
2014-2016	Expert Workgroup Member , Study of Early Head Start-Child Care Partnerships, Washington, DC
2014-Present	Steering Committee Member , Quality Initiatives Research and Evaluation Consortium (INQUIRE), Washington, DC
2010-2014	Committee Member , Quality Initiatives Research and Evaluation Consortium (INQUIRE), Washington, DC
2012-2014	Co-Chair , University-based Child and Family Policy Consortium, Early Childhood Initiative
2008-2013	Steering Committee Member , Child Care Policy Research Conference, Washington, DC

STATE AND LOCAL SERVICE

2016-Present	Advisory Team Member , Exchange Research in Action, Lincoln, NE
2016-2017	Technical Advisor , Durham Pre-K Taskforce, Durham, NC
2014-2017	Core Group Member , NE Early Childhood Integrated Data System, Department of Education, NE
2013-2014	Board Member , Child Care Services Association, North Carolina
2013-2014	Committee Member , MDC Made in Durham Policy Working Group, Durham, NC
2013	National Reviewer , K-3 Assessment Think Tank, NC Department of Public Instruction, Raleigh, NC
2012-2014	Mayor-appointed Board Member and Youth Council Chair , Durham County Workforce Development Board, Durham, North Carolina
2008-2012	Board Member , Durham County Workforce Development Board, Durham, North Carolina
2012-2014	Board Member and Public Policy Committee Co-Chair , NC Covenant
2010-2014	Scholar Panel , Global Scholar's Academy (GSA), Durham, North Carolina
2011-2012	Task Force Member , Durham's Alliance for Child Care Access (DACCA)
2011-2012	Youth Council Member , Durham County Workforce Development Board, Durham, North Carolina
2009-2014	Board Member , Institutional Review Board, 3-C Institute for Social Development
2008-2010	Committee Member , Ready School Task Force, Raleigh, North Carolina

- 2008-2009 ***Steering Committee Member***, Women of Color in the Academy, University of North Carolina at Chapel Hill
- 2008-2010 ***Board Member***, Durham County Women's Commission, Durham, North Carolina
- 2008-2009 ***Committee Member***, North Carolina Smart Start Family Support Task Force, Raleigh, North Carolina
- 2005-2006 ***Board Member***, Victims' Advisory Board, Montgomery County, Maryland

UNIVERSITY SERVICE

- 2017-Present ***Committee Member***, Merrill Palmer Skillman Institute National Steering Committee, Wayne State University
- 2016-Present ***Dissertation Committee Member***, Dalhia Lloyd (University of Nebraska – Lincoln)
- 2016-Present ***Dissertation Committee Member***, Mei-Ling Lin (UNC-CH)
- 2016-2017 ***Dissertation Committee Member***, Patty Richardson (Wayne State University, Detroit, MI)
- 2015-2016 ***Search Committee Member***, Early Childhood Education Specialist/Assistant Professor position, Department of Child, Youth and Family Studies, College of Education and Human Sciences, University of Nebraska – Lincoln
- 2015-2016 ***Committee Member***, Collaboration Initiative Steering Committee, University of Nebraska
- 2014-2017 ***Dissertation Committee Member***, Chetna Seti (UNC-CH)
- 2014-2016 ***Dissertation Committee Co-Chair***, Sandra García (UNC-CH)
- 2012-2015 ***Graduate and Dissertation Committee Member***, Katrina Cummings (University of North Carolina at Greensboro)
- 2013-2015 ***Dissertation Committee Member***, Melissa Van Dyke (University of South Florida)
- 2013-2014 ***Graduate Thesis Committee Member***, Jan Estraich (University of Nebraska - Lincoln)
- 2013-2014 ***Independent Study Advisor***, Meredith Jones (UNC-CH)
- 2010-2014 ***Dissertation Committee Member***, Yannic Orthodoxou (UNC-CH)
- 2011-2013 ***Dissertation Committee Member***, Dari Jigjidsuren (UNC-CH)
- 2011-2012 ***Honor Thesis Committee Member***, Hannah Kibort-Crocker (UNC-CH)
- 2010-2012 ***Dissertation Committee Member***, Amanda Clincy (UNC-CH)
- 2009- 2011 ***Dissertation Committee Member***, Cindy Bagwell (UNC-CH)
- 2007-2009 ***Board Member***, Post Doctoral Association Board, North Carolina