

Education

- 2004 Ph.D., Psychology (Developmental)
University of Michigan, Ann Arbor
- 2001 M.A., Psychology (Developmental)
University of Michigan, Ann Arbor
- 1997 Sc.B., Psychology
Brown University, Providence, Rhode Island

Experience

- 2019 – Present Assistant Professor
Department of Psychology
University of Michigan, Ann Arbor
- 2010 – 2019 Research Assistant Professor
Department of Psychology and Neuroscience
University of North Carolina, Chapel Hill
- 2016 – 2018 Advanced Research Scientist
Frank Porter Graham Child Development Institute
University of North Carolina, Chapel Hill
- 2010 – 2016 Investigator
Frank Porter Graham Child Development Institute
University of North Carolina, Chapel Hill
- 2009 Research Consultant
Optimal Solutions Group, College Park, Maryland
- 2006 – 2008 Federal Project Officer/Executive Branch Policy Fellow
Office of the Assistant Secretary for Planning and Evaluation, U.S.
Department of Health and Human Services/Society for Research in Child
Development, Washington, District of Columbia
- 2004 – 2006 Teaching Associate
Center for Research on Learning and Teaching
The University of Michigan, Ann Arbor

2004 – 2006

Post-Doctoral Fellow
 National Poverty Center, School of Public Policy
 University of Michigan, Ann Arbor

Publications

(* indicates student/advisee author)

Peer-Reviewed

Gardner-Neblett, N., *Ramos, A., De Marco, A., & *Addie, A. (in press). “Can I tell you about this...?”: A qualitative approach to understanding teachers’ perspectives on children’s oral narrative skills. *Early Childhood Education Journal*.

Gardner-Neblett, N., *Addie, A., *Eddie, A. L., Chapman, S. K., Duke, N. K., & Vallotton, C. D. (2023). Bias starts early. Let’s start now: Developing an anti-racist, anti-bias book collection for infants and toddlers. *The Reading Teacher*, 76(4), 505-510. <https://doi.org/10.1002/trtr.2169>

Vallotton, C. D., **Gardner-Neblett, N.**, *Kim, L., Harewood, T., & Duke, N. K. (2023). Ready for read alouds: 10 practices for book-sharing with infants and toddlers. *The Reading Teacher*, 76(4), 459-469. <https://doi.org/10.1002/trtr.2176>

Gardner-Neblett, N. (2023). How essential is teaching narrative skills to young children? Profiles of beliefs about narrative instruction among early childhood teachers. *Early Childhood Education Journal*, 51, 531-544. <https://doi.org/10.1007/s10643-022-01322-5>

Gardner-Neblett, N., De Marco, A. & *Ebright, B. D. (2023). Do Katie and Connor tell better stories than Aaliyah and Jamaal? Teachers’ perceptions of children’s oral narratives as a function of race and narrative quality. *Early Childhood Research Quarterly*, 62, 115-128.

Iruka, I. U., **Gardner-Neblett, N.**, *Telfer, N. A., Ibekwe-Okafor, N., Curenton, S. M., Sims, J., *Sansbury, A. B., & Neblett, E. W. (2022). Effects of racism on child development: Advancing antiracist developmental science. *Annual Review of Developmental Psychology*, 4, 109-132. <https://doi.org/10.1146/annurev-devpsych-121020-031339>

Miller, A.L., Stein, S.F., Sokol, R., Varisco, R., Trout, P., Julian, M.M., Ribaud, J.M., Kay, J., Pilkauskas, N.V., **Gardner-Neblett, N.**, Herrenkohl, T.I., Zivin, K., Muzik, M., Rosenblum, K. (2022). From Zero to Thrive: A model of cross-system and cross-sector relational health to promote early childhood development across the child-serving ecosystem. *Infant Mental Health Journal*, 43 (4)m 624-637. DOI: 10.1002/imhj.21996

Gardner-Neblett, N. (2022). What predicts oral narrative competence among African American children? Exploring the role of linguistic and cognitive skills. *Journal of Speech, Language, and Hearing Research*, 65 (8), 2931-2947.

Hornburg, C. B., Borriello, G.A., Kung, M., Lin, J., Litkowski, E., Cosso, J., Ellis, A., King, Y., Zippert, E., Cabrera, N., Davis-Kean, P., Eason, S. H., Hart, S. A., Iruka, I., LeFevre, J.-

- A., Simms, V., Susperreguy, M. I., Cahoon, A., Chan, W. W. L., Cheung, S. K., Coppola, M., De Smedt, B., Elliot, L., Estévez-Pérez, N., Gallagher-Mitchell, T., **Gardner-Neblett, N.**, Gilmore, C., Leyva, D., Maloney, E. A., Manolitsis, G., Melzi, G., Mutaf-Yildiz, B., Nelson, G., Niklas, G., Pan, Y., Ramani, G. B., Skwarchuk, S.-L., Sonnenschein, S., & Purpura, D. J. (2021). Next directions in measurement of the home mathematics environment: An international and interdisciplinary perspective. *Journal of Numerical Cognition*, 7 (2), 195-220. doi: [10.5964/jnc.6143](https://doi.org/10.5964/jnc.6143)
- Gardner-Neblett, N.**, Iruka, I. U., & Humphries, M. (2021). Dismantling the Black-White achievement gap paradigm: Why and how we need to focus instead on systemic change. *Journal of Education*. <https://doi.org/10.1177/00220574211031958>
- Iruka, I.U., Durden, T., **Gardner-Neblett, N.**, Ibekwe-Okafor, N., *Sansbury, A., & *Telfer, N. (2021). Attending to the adversity of racism against young Black children. *Policy Insights from the Behavioral and Brain Sciences*, 8 (2), 175-182. <https://doi.org/10.1177/23727322211029313>
- Gardner-Neblett, N.**, De Marco, A., & Sexton, S. (2021). “At first I wouldn’t talk so much...”: Coaching and associated changes in language-supportive self-efficacy among infant/toddler educators. *Early Education and Development*, 32 (8), 1220-1239. <https://doi.org/10.1080/10409289.2020.1823769>
- Gardner-Neblett, N.**, Henk, J. K., Vallotton, C. D., Rucker, L., & Chazan-Cohen, R. (2021). The what, how, and who, of early childhood professional development (PD): Differential associations of PD and self-reported beliefs and practices. *Journal of Early Childhood Teacher Education*, 42 (1), 53-75. <https://doi.org/10.1080/10901027.2020.1735584>
- Gardner-Neblett, N.**, Franco, X., Mincemoyer, C., Morgan-Lopez, A. (2020). Web-based professional development for improving early childhood professionals’ knowledge of dual language learners. *Journal of Early Childhood Teacher Education*, 41 (4), 403-432. DOI: [10.1080/10901027.2020.1718805](https://doi.org/10.1080/10901027.2020.1718805)
- Gardner-Neblett, N.** & Sideris, J. (2018). Different tales: The role of gender in the oral narrative-reading link among African American children. *Child Development*, 89 (4), 1328-1342.
- Gardner-Neblett, N.**, Holochwost, S. J., Gallagher, K.C., Iruka, I. U., Odom, S. L., & Bruno, E. P. (2017). Books and toddlers in childcare: Under what conditions are children most engaged? *Child & Youth Care Forum*, 46, 473–493.
- Holochwost, S. J., Garipey, J., Propper, C. B., **Gardner-Neblett, N.**, Volpe, V., Neblett, E., & Mills-Koonce, W.R. (2016). Sociodemographic risk, parenting, and executive functions in early childhood: The role of ethnicity. *Early Childhood Research Quarterly*, 36, 537-549.
- Gardner-Neblett, N.**, & Iruka, I. U. (2015). Oral narrative skills: Explaining the language-emergent literacy link by race/ethnicity and SES. *Developmental Psychology*, 51, 889-904. doi-[org.proxy.lib.umich.edu/10.1037/a0039274](https://doi.org/10.1037/a0039274)

- Gardner-Neblett, N.,** DeCoster, J., & Hamre, B. (2014). Linking preschool language and sustained attention with adolescent achievement through classroom self-reliance. *Journal of Applied Developmental Psychology, 35*, 457-467.
- Iruka, I. U., **Gardner-Neblett, N.,** Matthews, J.S., Winn, D. M. (2014). Preschool to kindergarten transition patterns for African American boys. *Early Childhood Research Quarterly, 29*, 106-117.
- Gardner-Neblett, N.,** Pungello, E. P., & Iruka, I. U. (2012). 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
- Neblett, N. G.** (2007). Patterns of single mothers' experiences with work and welfare: What matters for children's well-being? *Journal of Family Issues, 28*(8), 1083-1112.
- Neblett, N. G.,** & Cortina, K. S. (2006). Adolescents' thoughts of their parents' jobs and their importance for adolescents' future orientation. *Journal of Adolescence, 29*(5), 795-811.

Book Chapters

- Iruka, I. U., *Sansbury, A., *Telfer, N. A., Ibekwe-Okafor, N., **Gardner-Neblett, N.,** & Durden, T. R. (in press). Factors associated with the early learning and readiness of Black children. In S. Cabell, S. Neuman, & N. Patton Terry (Eds.), *Handbook on the Science of Early Literacy*. Guilford Press.
- Cabrera, N., **Gardner-Neblett, N.** & Iruka, I.U. (2019). Reflections on racial, ethnic, linguistic, cultural and socioeconomic diversity. In B. H. Wasik & S. Odom (Eds.), *Celebrating 50 years of Child Development Research: Past, Present, and Future Perspectives* (pp. 115-135). New York, NY: Brookes.
- Vallotton, C. D., Cook, G. A., Chazan-Cohen, R., Decker, K. B., **Gardner-Neblett, N.,** Lippard, C., & Harewood, T. (2019). The Collaborative for Understanding the Pedagogy of Infant/Toddler Development: A cross-university, interdisciplinary effort to transform a field through SOTL. In J. Friberg & K. McKinney (Eds.), *Conducting and Applying the Scholarship of Teaching and Learning beyond the Individual Classroom Level* (pp. 107-131). Bloomington, IN: Indiana University Press.
- Gardner-Neblett, N.,** Curenton, S., & Blitch, K. (2017). Viewing African American children's oral language skills as a strength. In I. U. Iruka, S. Curenton, & T. Durden (Eds.), *African American children in early childhood education: Making the case for policy investments in families, schools and communities* (pp. 123-141). Bingley, UK: Emerald Group Publishing.
- Curenton, S., & **Gardner-Neblett, N.** (2015). Narrative thinking: Implications for black children's social cognition. In S. Robson & S. Flannery Quinn (Eds.), *The Routledge International Handbook of young children's thinking and understanding* (pp. 294-305). New York, NY: Routledge.
- Pungello, E. P., & **Gardner-Neblett, N.** (2012). Family factors, childcare quality, and cognitive outcomes. In V. Maholmes and R. B. King (Eds.), *The Oxford Handbook of Poverty and Child Development* (pp. 319 – 337). New York, NY: Oxford University Press.

Odom, S., Pungello, E. P., & **Gardner-Neblett, N.** (2012). Designing an early childhood program for young children and their families living in poverty: Translating contemporary developmental and health science. In S. Odom, E. P. Pungello and **N. Gardner-Neblett** (Eds.), *Infants, Toddlers, and Families in Poverty: Research Implications for Early Child Care* (pp. 353 – 371). New York: Guilford Press.

Other Publications

Gardner-Neblett, N. & Cooper, S.M. (2016). Raising awareness of the issues facing today's African American girls and adolescents. *PsycCritiques*, 61 (17).

Gardner-Neblett, N. (2015). Storytelling and African American children. *The Academic Minute*. Audio essay available at: <http://academicminute.org/2015/11/nicole-gardner-neblett-university-of-north-carolina-storytelling/>

Gardner-Neblett, N. (2015). Why storytelling skills matter for African American kids. *The Conversation*. Available at: <https://theconversation.com/why-storytelling-skills-matter-for-african-american-kids-46844>

Gardner-Neblett, N., & Gallagher, K. C. (2013). *More than baby talk: 10 ways to promote the language and communication skills of infants and toddlers*. Chapel Hill: The University of North Carolina, FPG Child Development Institute.

Neblett, N. G. (2007). Work, family, and community: Exploring interconnections. *Journal of Marriage and the Family*, 69(3), 894A-896.

Sponsored Research

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| 2019 – 2021 | Examining the role of children's race and gender in teachers' judgments of their oral narrative skills (Principal Investigator). Spencer Foundation. The goal of this project is to investigate how teachers judge children's narratives differently by child race/gender and the implications for their instructional literacy practices. \$50,000. |
| 2018 | A mixed-methods approach to exploring teachers' implicit biases of children's oral narratives (Principal Investigator). IBM Junior Faculty Development Award. The goal of this project is to examine the processes involved in teacher judgments of children's oral narrative skills and potential differences by children's race and/or gender. \$10,000. |
| 2016 – 2017 | Building coaching capacity for Smart Start of Forsyth County (Principal Investigator). Smart Start of Forsyth County. The goal of this project was to provide training and support to Smart Start of Forsyth County teaching and learning specialists. \$5,622. |

- 2016 – 2017 Creating professional development resources for child care providers working with dual language learners (Principal Investigator). Pennsylvania State University/Better Kid Care. The goal of this project was to create an online learning module for childcare providers on the best practices for working with young dual language learners. \$50,000.
- 2015 – 2017 Improving childcare providers' capacity to promote infant/toddler language and communication development (Principal Investigator). Kate B. Reynolds Charitable Trust. The goal of this project was to test a professional development approach to building the capacity of early childcare providers to support young children's language and communication development. \$165,000.
- 2014 – 2015 Supporting teachers' effectiveness to promote infant/toddler language and communication development (Principal Investigator). FPG Child Development Institute. The goal of the project was to pilot test a training/coaching program to help early childhood educators acquire and implement the skills needed to promote language and communication development among infants and toddlers from low-income families. \$98,717.
- 2014 Efficiency study of North Carolina's early childhood professional development rating processes (Co-Investigator). NC Division of Child Development and Early Education. The goal of the project was to assess North Carolina's education evaluation processes for assessing the educational qualifications of early childhood professionals and provide the State with an evaluation of the processes and an opinion on the feasibility of redistributing the responsibilities. \$30,000.
- 2012 – 2013 Key early childhood practices for fostering young children's communication skills (Principal Investigator). PNC Foundation. The goal of the project was to create a document of 10-12 key practices that early childhood educators can use to foster communication skills among infants and toddlers. \$35,000.
- 2011 – 2013 Promoting early communication skills and self-regulation among poor infants and toddlers (Project Director). National Institute of Child Health and Human Development, National Institutes of Health (R21 HD070083-01). The major goals of this project were to develop a set of effective and replicable activities that promote the early communication and self-regulation skills of infants and toddlers that can be used in center-based child care programs serving families living in poverty. \$406,984.

Presentations

(* indicates student/adviser author)

Invited Talks

- Gardner-Neblett, N.**, De Marco, A., & *Ebright, B. D. (2022, December 7). Black and White children as storytellers: How teachers evaluate storytelling skill by race and narrative quality. MDRC Families and Children Speaker Series, Virtual.
- Gardner-Neblett, N.**, De Marco, A., & *Ebright, B. D. (2022, September 28). When do teachers judge Black and White children's stories fairly? The role of race and story quality in teacher assessments. RISER (Researchers Investigating Sociocultural Equity and Race) Network Conference, Virtual.
- Gardner-Neblett, N.** (2022, September 22). Taking a strengths-based approach to Black children's language development. Reframing the word gap: Equity-based approaches to supporting early language development. NIH workshop meeting, Virtual.
- Gardner-Neblett, N.** (2022, May 6). The promise of "Once upon a time...": Supporting African American children as emerging storytellers to promote literacy development. New York Public Library, Virtual.
- Gardner-Neblett, N.** (2021, May 11). Using language to nourish young children's development. Frank Porter Graham Child Development Institute, The University of North Carolina, Virtual.
- Gardner-Neblett, N.** & Duke, N. K. (2020). Using curb-cut thinking to improve children's literacy. Post-election Policy Rapid Response Talks, Translational Network Fall Meeting, Zero to Thrive, Ann Arbor, MI.
- Gardner-Neblett, N.** (2017). Understanding the effects of poverty on early childhood development. What Matters Community Luncheon, Triangle Community Foundation. Raleigh, NC.
- Gardner-Neblett, N.** & Sideris, J. (2017). What's the story? Gender and the oral narrative-reading link among African American children. Psychology Department, Virginia Polytechnic Institute and State University. Blacksburg, VA.
- Gardner-Neblett, N.** (2015). Do children's early storytelling skills explain the link between language and emergent literacy?. Department of Psychology and Neuroscience, Duke University. Durham, NC.
- Gardner-Neblett, N.** (2015). What's the story? The role of preschool oral narrative skills, race/ethnicity and SES in the language-emergent literacy link. Department of Human Development and Family Studies, The University of North Carolina at Greensboro.

Research/Conference Presentations

- Salo, V. C., Castro, D. C., Gardner-Neblett, N., & Walker, D (2023, March 23). Moving language intervention research beyond the "word gap": Reflecting on past, present, and future directions [Conversational roundtable]. Society for Research in Child Development, Salt Lake City, Utah.
- *Alvarez, D. L. & **Gardner-Neblett, N.** (2023, March 25). Does Black children's microstructural performance depend on the genre? Comparing fictional and informational discourse. [Poster presentation]. Society for Research in Child Development, Salt Lake City, Utah.
- *Addie, A. & **Gardner-Neblett, N.** (2023, March 24). Do African American children's microstructural abilities predict their macrostructural performance? [Poster presentation]. Society for Research in Child Development, Salt Lake City, Utah.
- *Ramos, A. & **Gardner-Neblett, N.** (2023, March 24). Beyond the book: Parental practices and beliefs on oral storytelling. [Poster presentation]. Society for Research in Child Development, Salt Lake City, Utah.
- Gardner-Neblett, N.** (2023, March 23). Developing as storytellers: How African American children grow in oral narrative competence. In **N. Gardner-Neblett** (Chair), *Examining the language skills of racially and linguistically marginalized children in early childhood*. [Paper symposium]. Society for Research in Child Development, Salt Lake City, Utah.
- Gardner-Neblett, N.** & *Ebright, B. (2021, April 7-9). Teachers' perceptions of young children's oral narrative skills: The role of children's race and gender and teachers' race. In **N. Gardner-Neblett** (Chair), *Teachers' extended discourse interactions with Black and Latinx children in the early childhood classroom* [Paper symposium]. Society for Research in Child Development, Virtual.
- Soto-Boykin, X., Escayg, K., **Gardner-Neblett, N.** Larson, A. & Olszewski, A. (2021, April 7-9). Identifying and Disrupting Systemic Racism in the Early Childhood Education of Black and Latinx Children [Conversational Roundtable]. Society for Research in Child Development, Virtual.
- Gardner-Neblett, N.** (2019). Seven ways children's storytelling skills impact literacy development. Presentation at the Exploring the Mind Community Talk series at the Ann Arbor District library.
- Gardner-Neblett, N.** & De Marco (2018). Understanding early childhood professionals' interest in receiving coaching to support children's early language development [Paper symposium]. The National Research Conference on Early Childhood, Arlington, VA.
- Gardner-Neblett, N.** (2018). Longitudinal effects of preschool oral narrative skill on the reading development of African American boys and girls [Brown bag presentation]. Department of Psychology and Neuroscience, The University of North Carolina at Chapel Hill.

- Gardner-Neblett, N.** (2018). Early education – First steps and the path to success [Invited panel discussion]. *Kidonomics: Investing early in our future*, Emerging Issues Forum, Raleigh, NC.
- Gardner-Neblett, N. & Sideris, J.** (2016). The longitudinal effects of preschool storytelling skills for African American boys' reading development. Symposium paper presented at the Babies, Boys, and Men of Color Meeting, Society for Research in Child Development. Tampa, FL.
- Gardner-Neblett, N.,** Holochwost, S., Gallagher, K. C., Iruka, I. U., Odom, S. L., & Pungello, E. P. (2016). Guided versus independent play: Which better sustains attention among infants and toddlers? Poster presented at The Society for Research on Educational Effectiveness. Washington, DC.
- Gardner-Neblett, N., & Iruka, I. U.** (2013). Explaining the language-reading link: The role of preschool oral narrative skills. Paper presented at the Biennial Meeting of the Society for Research on Child Development. Seattle, WA.
- Gardner-Neblett, N.,** Hamre, B. K., & Field, S. H. (2011). What children bring to the classroom: How early language and attention relate to classroom processes and reading outcomes. Poster presented at the Biennial Meeting of the Society for Research on Child Development. Montreal, Canada.
- Neblett, N.G.** et al. (2007). Influencing policy at the Federal level. Roundtable discussion symposium at the Biennial Meeting of the Society for Research in Child Development. Boston, MA.
- Neblett, N. G.** (2006). Parents' jobs, adolescents' educational values and economic expectations: Role of race, gender and perceived economic well-being. Paper presented at the Biennial Meeting of the Society for Research on Adolescence. San Francisco, CA.
- Gardner, N.** (2005). Profiles of adolescents' perceptions of their parents' jobs and differences in their educational attitudes. Poster presented at the Biennial Meeting of the Society for Research on Child Development. Atlanta, GA.
- Gardner, N., & Cortina, K. S.** (2004). Adolescents' educational aspirations and expectations and maternal work conditions. Paper presented at the Biennial Meeting of the Society for Research on Adolescence. Baltimore, MD.
- Gardner, N.** (2003). The effects of maternal low-wage work on adolescents' achievement-related values among African American families. Paper presented at the Biennial Meeting of the Society for Research on Child Development. Tampa, FL.
- Toyokawa, T., & **Gardner, N.** (2002). Work socialization and values among African American families: The role of mother-adolescent relation quality. Poster presented at the Biennial Meeting of the Society for Research on Adolescence. New Orleans, LA.
- Gardner, N., & McLoyd, V.** (2001). Economic ideologies of low-income African American adolescents: Linkages to educational values and economic expectations. Poster presented at the Biennial Meeting of the Society for Research on Child Development. Minneapolis, MN.

Teaching/Guest Lecture Presentations

Gardner-Neblett, N. (2022). Language development among preschoolers. Guest lecture in Project Outreach, University of Michigan, Ann Arbor.

Gardner-Neblett, N. (2020). Connecting children's storytelling skill to literacy development. Virtual guest lecture in Topics in Cross-cultural Education & Human Development Research, University of Michigan, Ann Arbor.

Gardner-Neblett, N. (2015). Infant/toddler assessment and intervention. Invited lecture at the School of Education, University of North Carolina at Chapel Hill.

Gallagher, K. C., & **Gardner-Neblett, N.** (2014). More Than Baby Talk: 10 ways to promote the language and communication skills of infants and toddlers. Invited workshop presented at the North Carolina Head Start Association Conference. Raleigh, NC.

Gardner-Neblett, N. (2014). More Than Baby Talk: 10 teaching strategies to promote infant/toddler language and communication skills. Workshop presented to Durham Early Head Start, Chapel Hill, NC.

Neblett, N. G. (2006). Getting started: GSIs Teaching Undergraduates. Workshop presented at the Center for Research on Learning and Teaching, The University of Michigan, Ann Arbor, MI.

Gardner, N. (2005). Getting started: GSIs Teaching Undergraduates. Workshop presented at the Center for Research on Learning and Teaching, The University of Michigan, Ann Arbor, MI.

Gardner, N. (2004). Getting started: GSIs Teaching Undergraduates. Workshop presented at the Center for Research on Learning and Teaching, The University of Michigan, Ann Arbor, MI.

Gardner, N. (2003). First Days of Teaching. Workshop presented at the Center for Research on Learning and Teaching, The University of Michigan, Ann Arbor, MI.

Honors and Awards

2023	Faculty Diversity Research Award for Gardner-Neblett et al. (2023) Department of Psychology University of Michigan
	Paper of the Year Award for Iruka, Gardner-Neblett et al. (2022) Black Caucus, Society for Research in Child Development
2019	Paper of the Year Award for Gardner-Neblett & Sideris (2018) Black Caucus, Society for Research in Child Development
2016 – 2018	ZERO TO THREE Leadership Fellowship ZERO TO THREE Leadership Development Institute, ZERO TO THREE

2014	IES Reading, Writing, and Language Development Grant Writing Seminar National Center for Education Research, Institute of Education Sciences, U.S. Department of Education
2010	Research Mentoring Fellowship National Center for Research on Early Childhood Education, The University of Virginia
2004	Michigan Teaching Fellow Center for Research on Teaching and Learning, The University of Michigan
2002	Psychology Dissertation Award Department of Psychology, The University of Michigan
2001	Putting Children First Public Policy Fellowship Teachers College, Columbia University
2000	Graduate Research Fellowship National Science Foundation
2000	Minority International Research Training Fellowship Fogarty International Center, National Institutes of Health
1997	Bush Fellow Edward Zigler Center in Child Development and Social Policy (formally the Bush Center in Child Development and Social Policy), Yale University

Professional Service

2023 – present	Consulting Editor <i>Child Development</i>
2022 – present	Consulting Editor <i>Developmental Psychology</i>
2022 – present	Editorial Board Member <i>Early Childhood Research Quarterly</i>
2022 – present	Consultant Infant-toddler CLASS, 2 nd edition framework Teachstone
2022 – present	Consultant Preschool Curriculum Development Team Great First Eight Curriculum/Stand for Children

2022 – present	Technical Advisory Group Member Measures for Early Success Initiative MDRC
2022 – present	Consultant Michigan Birth-to-Three Practitioner Literacy Essentials Michigan Association of Intermediate School Administrators
2020 - present	Peer Review Panel Member Early Intervention and Early Childhood Education Research Institute of Education Sciences
2021 – 2022	Executive Committee Member Department of Psychology, University of Michigan
2019 - 2022	Cultural Linguistic Domain Lead Infant-Toddler Development Team Great First Eight Curriculum
2022	Faculty Mentor Michigan Summer Program in Cognition and Early Development National Science Foundation – Research Experiences for Undergraduates
2022	Advisory Board Member Validation Study of the CLASS SRI International
2021	Ad-hoc Grant Reviewer Language and Communication Study Section National Institutes of Health
2020 – 2022	Translational Network Steering Committee Member Zero to Thrive
2020	Panel Reviewer 2021 Biennial Meeting Society for Research in Child Development
2018	Governor Roy Cooper’s Learning & Ready to Succeed Work Group, North Carolina Early Childhood Action Plan North Carolina Department of Health and Human Services
2016 – 2018	Data Action Team, NC Pathways to Grade-Level Reading North Carolina Early Childhood Foundation
2016 – 2018	Early Childhood Advisory Board Scholastic, Inc.

2015 – 2018	North Carolina Consortium on Black Children and Families Frank Porter Graham Child Development Institute
2017	Orange County Campaign for Grade Level Reading Planning Group Chapel Hill-Carrboro City Schools, North Carolina
2017	Florida Early Learning and Developmental Standards Advisory Panel Office of Early Learning, Florida Department of Education
2017	Grant Proposal Support Committee Frank Porter Graham Child Development Institute
2016 – 2017	Research Strategy and Vision Committee Frank Porter Graham Child Development Institute
2016 – 2017	Management Team Frank Porter Graham Child Development Institute
2016	Title Review Committee Frank Porter Graham Child Development Institute
2012 – 2014	Management Team Frank Porter Graham Child Development Institute
2011	Panel Reviewer 2012 Themed Meeting, Positive Development of Minority Children, Society for Research in Child Development
2006 – 2010	Research, Policy and Public Information Committee Society for Research on Adolescence
2004 – Present	Ad-hoc Peer Reviewer <i>Child Development</i> <i>Developmental Psychology</i> <i>Journal of Research on Adolescence</i> <i>Early Childhood Research Quarterly</i> <i>Journal of Applied Developmental Psychology</i> <i>Child and Youth Care Forum</i> <i>Journal of Speech, Language, and Hearing Research</i> <i>Journal of Epidemiology and Community Health</i> <i>Journal of Early Childhood Teacher Education</i>
2003 – 2004	Admissions Committee Developmental Psychology, University of Michigan
2003 – 2004	Departmental Associate Department of Psychology, University of Michigan

Committee Service

Dissertation Committees

Christine Quince (2022)
Adam Hoffman (2017)

Candidacy Committees

Blake Ebright (2021)
Nia Nickerson (2020)

Master's Thesis Committee

Alaa Al-Kahalalah (2023)

Honors Thesis Committees

James Baybas (2023)
Yun Gi Hwang (2021)
Isai Garcia-Baza (2017)
Rachel Uri (2017)

Advisory Committee

Kylie Garber (2017)