

**CURRICULUM VITAE
IHEOMA U. IRUKA**

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PRINCIPAL FIELDS OF INTEREST

- Examining and eliminating racial inequity and racism during the early years
- Ethnic, minority and immigrant children's 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

2020-Present	Research Professor , Department of Public Policy, UNC-CH, Chapel Hill, North Carolina
2020-Present	Director , Early Childhood Health and Racial Equity Program, FPG Child Development Institute, UNC-CH, Chapel Hill, North Carolina
2017-2020	Chief Research Innovation Officer and Director of The Center for Early Education Research and Evaluation , HighScope Education Research Foundation, Ypsilanti, MI
2014-2017	Director of Research & Evaluation , Buffett Early Childhood Institute, University of Nebraska, Omaha, NE
2015-2017	Research Associate Professor , Department of Child, Youth and Family Studies, College of Education and Human Sciences, University of Nebraska – Lincoln (Courtesy Appointment)
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

2020-2022	Robert Wood Johnson Foundation. RISER Network. The purpose of this project is to support the RISER Network in creating research to address policy and practice barriers to healthy development of Black children. <i>(Co-Principal Investigator)</i> .
2020-2021	Buffett Early Childhood Fund Educare School-Family Partnership Justice Project. The purpose of this study is to examine the impact of implicit bias on family engagement specialists communication and relationship with parents in Educare schools using a sample of 30 family engagement specialists and 120 families. <i>(Principal Investigator)</i> .
2019-2020	Bill & Melinda Gates Foundation (INV-002551) Black-Majority Educare Schools Planning Grant. The goal is to develop a research innovation agenda that will systematically examine practices, programming, and policies that ensure equitable learning opportunities. <i>(Principal Investigator)</i> .
2019-2020	Community Foundation of Greater Flint. Flint Educare Study. The purpose of this project in collaboration with American Institutes for Research (AIR) is to (1) collect and share evaluation data for the Educare Flint and Cummings schools to improve classroom and family engagement practices and (2) engage and support the data needs and policy direction of the Flint Early Childhood Coalition. <i>(Co-Principal Investigator)</i> .
2019-Present	Michigan Department of Education Evaluation Planning Consultant for Preschool Development Grant—Birth to Five Activities (PDG B-5). The purpose of this project in collaboration with American Institutes for Research (AIR) is to (1) design and guide the implementation of initial evaluations of PDG B-5 Initial Grant Award-funded activities and (2) create potential evaluation plans for the PDG B-5 Renewal Grant-funded activities. <i>(Co-Principal Investigator)</i> .
2019-Present	Michigan Department of Education Needs Assessment of Michigan’s Prenatal through Age Five Mixed Delivery System. The purpose of this project in collaboration with American Institutes for Research (AIR), the Early Childhood Investment Corporation (ECIC), the Michigan League for Public Policy (MLPP), and the Michigan Public Health Institute (MPHI) is to conduct a

- comprehensive statewide needs assessment for in-depth strategic planning. (*Co-Principal Investigator*).
- 2019-2023 U.S. Department of Education, Institute of Education Sciences (R305A190199)
Effects of Implicit Bias on Children’s Early 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*).
- 2019-2020 U.S. Department of Education, Institute of Education Sciences (R305A190199 Supplemental Study)
Exploring the Link between Culturally Responsive Practices and Black and Latinx Student Outcomes. The purpose of this supplemental study is to (a) provide preliminary information on whether culturally responsive practices are predictive of racially and ethnically minoritized children’s outcomes and (b) whether teacher factors, such as partnership with families, are related to culturally responsive practices. (*Principal Investigator*).
- 2019-2025 Book Harvest
Book Babies Randomized Control Trial. The goal of this project is to conduct a randomized control study (RCT) for the Book Babies program, an early literacy-focused home visiting program in two sites in North Carolina. (*Principal Investigator*).
- 2019-2020 Foundation for Child Development
Research, Policy, and Practice Consortium for Young Black Children’s Positive Development. Convening of group of researchers and practitioners working on issues for and about Black children with a goal of multiple publications and dissemination. (*Principal Investigator*).
- 2019-2020 Foundation for Child Development
Refinement of the Assessing Classroom Sociocultural Equity Scale (ACSES) for Early Childhood Classrooms. The purpose of this project is to refine ACSES through collection of more data and analyses. (*Co-Principal Investigator*).
- 2018-2019 Early Childhood Investment Corporation
Great Start to Quality Resource Center Infant Toddler Learning Communities Evaluation Project. The purpose of this project is to evaluate the progress made by the participants of Michigan’s Great Start to Quality Resource Center Infant Toddler Learning Communities (“local ITLCs”) focused on enhancing practices related to the care of infants and toddlers in early childhood settings. (*Principal Investigator*).
- 2018-19 Gates Foundation
Family Engagement Literature Review Project. The purpose of this project is to provide the latest evidence and science of the effect of family engagement tools, practices focused parent skills and leadership associated with preK to Grade 5 children’s math and socio-emotional learning (SEL). Particular attention will be paid to practices used by parents of minoritized children (i.e., African American, Latinx, American Indian, Dual Language Learners) to support their children’s math and SEL. (*Co-Principal Investigator*).
- 2018-2019 Michigan Department of Education, Office of Great Start
Validation Study for Great Start to Quality Program. The purpose of this grant is to validate the Great Start to Quality (GSQ), Michigan’s Tiered Quality Rating Improvement System, and determine its validity and effectiveness. (*Principal Investigator*).
- 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. *(Co-Principal Investigator)*.

- 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-Principal Investigator)*.
- 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

- 2021-2025 U.S. Department of Education, Institute of Education Sciences
Mixed-Methods Exploratory Study of Disciplinary Practices in Public PreK Programs in New York State with a Focus on Historically Underserved Children. The purpose of this Exploratory proposal is to (1) identify the disciplinary practices implemented in Universal PreK settings in New York State; (2) examine how these disciplinary practices are experienced by Black, Latinx, and American Indian children; and (3) determine the impact of such disciplinary practices on the learning trajectories of underserved children. *(Co-Principal Investigator)*.
- 2021-2025 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 Measurement proposal is to refine and validate an observation tool— Assessing Classroom Sociocultural Equity Scale (ACSES)—for preschool classrooms. *(Principal Investigator)*.
- 2021-2025 U.S. Department of Education, Institute of Education Sciences
Early Education, School Readiness, and Early School Success: Exploring the Role of Parasympathetic Function in the Preschool Classroom. The purpose of this Exploratory proposal is to explore the ways in which children’s neurophysiological function interacts with their experiences in the preschool classroom to predict school readiness and early school success. *(Co-Principal Investigator)*.
- 2021-2025 U.S. Department of Education, Institute of Education Sciences
Effects of Culturally Responsive Practices on Black Children’s Achievement and the Gap. The purpose of this Exploratory proposal is to conduct a rigorous examination of culturally responsive practices (CRP) to understand ways CRP shapes Black students’ achievement and reduces the Black-White gap at the end of third grade. *(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

- 2020-Present **Research, Equity, & Strategic Consultant,** Early Childhood Investment Corporation. In collaboration with the CEO and leadership team, strengthen the organization’s capacity to produce timely educational fact sheets for policymakers, help position ECIC as a trusted resource on key early childhood policies, and develop 3-year incremental action steps and measurable goals to advance ECIC’s long-range vision, with special emphasis on how to meaningfully deepen ECIC’s commitment to racial equity.

- 2019-Present **Research Consultant**, American Institutes of Research. Provide evaluation support for the George Kaiser Family Foundation's (GKFF's) Birth through Eight Strategy for Tulsa (BEST). BEST is a place-based strategy that aims to profoundly alter the nurturing context of a city by focusing on the early years of the human lifespan during which well-designed programs and services typically have their greatest benefits.
- 2018-Present **Research & Evaluation Consultant**, Kate B. Reynolds Charitable Trust Great Expectations, a long-term, early childhood initiative based in Forsyth County, North Carolina. The initiative seeks to increase developmental, educational and health-related outcomes for children by improving the key systems that serve children and families.
- 2017-Present **Senior Research Advisor**, National Black Child Development Institute (NBCDI). Support the research and evaluation efforts of NBCDI regarding expulsion and suspension of black children and transforming the workforce.
- 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

- 2019 Mentor, Black Caucus Mentoring Program, National Association for the Education of young Children
- 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.**, Lucas, M., Gillanders, C., & Adegbuyi, T. (accepted) Factors impacting the preschool to kindergarten school transition patterns for Latino Boys. *Journal of Applied Developmental Psychology*.
- 2) Sheridan, S. M., Koziol, N., Witte, A., **Iruka, I. U.**, & Knoche, L. (accepted). Longitudinal and geographic trends in family engagement during the pre-kindergarten to kindergarten transition. *Early Childhood Education Journal*.
- 1) Richardson, P., Bocknek, E., McGoron, L., Raveau, H., & **Iruka, I. U.** (in press). Finding the Superwoman: Parenting strengths of urban African American mothers. *Child Development*.
- 2) **Iruka, I. U.** (2020). Commentary: High quality child care as an effective anti-poverty strategy: Emerging evidence from Canada. *Pediatrics*, 146(1), e20200483. <https://10.1542/peds.2020-0483>
- 3) **Iruka, I. U.**, DeKraai, M., Walther, J., Sheridan, S. M., & Abdel-Monem, T. (2020). Examining how rural ecological contexts influence children's early learning opportunities. *Early Childhood Research Quarterly*, 52, 15-29. <https://doi.org/10.1016/j.ecresq.2019.09.005>
- 4) **Iruka, I. U.**, Curenton, S. M., Sims, J., Blicht, K. A., & Gardner, S. (2020). Factors associated with early school readiness profiles for Black girls. *Early Childhood Research Quarterly*, 51, 215-228. <https://10.1016/j.ecresq.2019.10.012>
- 5) Curenton, S. M., **Iruka, I. U.**, Humphries, M., Jensen, B., Durden, T., Rochester, S. E., . . . Kinzie, M. B. (2019). Validity for the Assessing Classroom Sociocultural Equity Scale (ACES) in Early Childhood Classrooms. *Early Education and Development*, 1-20. <https://10.1080/10409289.2019.1611331>
- 6) Roberts, A. M., Gallagher, K. C., Daro, A. M., **Iruka, I. U.**, & Sarver, S. L. (2019). Workforce well-being: Personal and workplace contributions to early educators' depression across settings. *Journal of Applied Developmental Psychology*, 61, 4-12. doi:10.1016/j.appdev.2017.09.007
- 7) **Iruka, I. U.**, & Forry, N. D. (2018). Links between patterns of quality in diverse settings and children's early outcomes. *Journal of Education*, 198(1), 95-112. doi:10.1177/0022057418800941.
- 8) Boyd, B. A., **Iruka, I. U.**, Pierce, N. P. (2018). Strengthening service access for children of color with autism spectrum disorders: A proposed conceptual framework. *International Review of Research in Developmental Disabilities*, 54, 1-33. doi:10.1016/bs.irrdd.2018.07.001.
- 9) Dev, D., Williams, N., **Iruka, I. U.**, Garcia, A. S., Guo, Y., Patwardhan, I., Cummings, K.,...Sedani, A. (2018). Improving the nutrition and screen time environment through self-assessment in family childcare homes in Nebraska. *Public Health Nutrition*. doi:10.1017/S1368980018001416
- 10) Holochwost, S. J., Volpe, V. V., **Iruka, I. U.**, & Mills-Koonce, W. R. (2018). Maternal warmth, intrusiveness, and executive functions in early childhood: tracing developmental processes among African American children. *Early Child Development and Care*, 1-9. doi:10.1080/03004430.2018.1461096

- 11) **Iruka, I. U.**, Jones Harden, B. P., Bingham, G., Eстераich, 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
- 12) **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
- 13) **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
- 14) 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.
- 15) **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.
- 16) **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
- 17) 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
- 18) 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
- 19) **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
- 20) **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
- 21) **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
- 22) 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
- 23) 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
- 24) 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
- 25) 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

- 26) **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
- 27) 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
- 28) **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
- 29) 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
- 30) **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
- 31) 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
- 32) **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
- 33) **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
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CHAPTERS

- 35) Wingates, M. S., McDaniel, H., Briesendine, A. E., & **Iruka, I. U.** (forthcoming) Chapter 18, Research Methods. In S. Verbiest, & R. Kirby (Eds.), *Maternal Child Health, 4th Edition*. Burlington, MA: Jones & Bartlett Learning.
- 36) Gadsden, V., & **Iruka, I. U.** (forthcoming). African American Fathers and Their Young Children: Lessons from the Field. In H. E. Fitzgerald (Ed.), *Fathers and Child Development: Prenatal to Preschool*. New York, NY: Springer
- 37) **Iruka, I. U.** (2020) Using a Social Determinants of Early Learning Framework to Eliminate Educational Disparities and Opportunity Gaps. In Foundation for Child Development (Ed.), *Getting it Right: Using Implementation Research to Improve Outcomes in Early Care and Education* (pp. 63-86). New York, NY: Foundation for Child Development. https://www.fcd-us.org/assets/2020/06/GettingitRight_UsingImplementationResearchtoImproveOutcomesinECE_2020.pdf
- 38) **Iruka, I. U.** (2019). Supporting families of young children in the 21st century: Charting a new evidence-based direction. In B. H. Fiese, M. Celano, K. Deater-Deckard, E. N. Jouriles, & M. A.

¹ Doctoral student

² Doctoral student

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- 39) **Iruka, I. U.** (2019). Early Childhood Research in a Globalized Society: Accounting for Demographic Shifts and Changes. In B. H. Wasik, & S. L. Odom (Eds.), *Research, Policy, and Practice in Child Development: Foundations and Future Directions* (pp. 27-47). New York: Brookes.
 - 40) Cabrera, N., Gardner-Neblett, N., & **Iruka, I. U.** (2019). Reflections on Racial, Ethnic, Linguistic, Cultural, and Socioeconomic Diversity. In B. H. Wasik, & S. L. Odom (Eds.), *Research, Policy, and Practice in Child Development: Foundations and Future Directions* (pp. 115-135). New York: Brookes.
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 - 43) **Iruka, I. U.**, Durden, T., & Kennel, P. (2015). Changing faces: Parenting, culture, and child learning and development. *Zero to Three*, 35(4), 10-18.
 - 44) **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.
 - 45) **Iruka, I. U.**, Mount-Cors, M F., Odom, S. L., Naom, 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.
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 - 47) **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

- 48) Allen, R., **Iruka, I. U.**, Neitzel, J., & Shapland, D., (under review). Creating anti-racist early childhood spaces. *Manuscript submitted for publication*.
- 49) Durden, T., Boyd, B., Curenton, S., **Iruka, I. U.**, Humphries, M., Gardner-Neblett, N., Boynton Jarrett, R. (under review). Where are we now? Teacher education and the pursuit towards culturally relevant and equitable teaching for Black children. *Manuscript submitted for publication*.
- 50) Gardner-Neblett, N., Humphries, M., **Iruka, I. U.** (under review). Dismantling the Black-White achievement gap paradigm: Why and how we need to focus instead on systemic change. *Manuscript under review*..

- 51) Gillanders, C., **Iruka, I. U.**, Bagwell, C., & Adegbuyi, T. (under review). Parents' perceptions of a K-3 formative assessment. *Manuscript submitted for publication.*
- 52) **Iruka, I. U.** (in progress). Use of Critical Race Theory to ensure equitable opportunities and support innovation in early childhood education. *Manuscript in progress.*
- 53) **Iruka, I. U.**, Boyd, B., & Pierce, N. (in progress). Socioeconomic and racial differences in parenting practices and child outcomes in autism. *Manuscript in progress.*
- 54) **Iruka, I. U.**, & Hawkins, C. (under review). Black preschool girls: Are they invisible? In J. L. Moore & C. W. Lewis (Eds.), *African American Female Students in PreK-12 Schools and Beyond: Informing Research, Policy, and Practice* (pp. xx). Bingley, UK: Emerald Group Publishing Limited.
- 55) **Iruka, I. U.**, Kainz, K., Kuhn, L., Yazejian, N., Jackson, B., Niño, S., Torkaz, S., & Guss, S. (under review). Early childhood program ethnic composition and associations with quality and children's language and social-emotional development. *Manuscript submitted for publication.*
- 56) **Iruka, I. U.**, Sheridan, S. M., Koziol, N., Kerby, H., Prokasky, A., & Witte, A. (under review). Examining malleable factors that explain the end of Kindergarten racial ethnic gaps. *Manuscript submitted for publication.*
- 57) Legette, K., & **Iruka, I. U.** (under review). Profiles of teachers' racial beliefs and affect: Examinations of association with teacher demographics and political orientation. *Manuscript submitted for publication.*

BOOKS/TEXTBOOKS

- 58) Alanis, I., & **Iruka, I. U.** (Eds.) (*forthcoming*). *NAEYC Equity Book*. Washington, DC: National Association for the Education of Young Children.
- 59) **Iruka, I. U.**, Curenton, S. M., Durden, T., & Escayg, K.-A. (2020) *Don't Look Away: Embracing Anti-Bias Classrooms*. Lewisville, NC: Gryphon House.
- 60) **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.
- 61) **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.
- 62) Curenton, S. M., & **Iruka, I. U.** (2013). *Cultural Competence in Early Childhood Education*. San Diego, CA: Bridgepoint Education, Inc.

REPORTS/BRIEFS

- 63) **Iruka, I. U.**, & Frazer, A. (July 2020). *Building Partnerships to Access Head Start Funding*. Trust for Learning, Washington, DC.
- 64) **Iruka, I. U.**, & Frazer, A. (May 2020). *Policy Actions Needed to Support Access to Ideal Learning Programs Through Head Start: Lessons Learned from the Ideal Learning Head Start Network*. Trust for Learning, Washington, DC.
- 65) **Iruka, I. U.** (September 2019). *Race and Racism in Early Childhood Education: Redressing the Past to Forge Forward*. Lincoln, NE: Exchange.
- 66) **Iruka, I. U.**, & James, C. (May 2019). *Delivering on Affirming Early Childhood Education: Lessons from Community Voices*. National Black Child Development Institute, Silver Spring, MD.
- 67) James, C. & **Iruka, I. U.** (December 2018). *Delivering on the Promise of Effective Early Childhood Education*. National Black Child Development Institute, Silver Spring, MD.
- 68) Iruka, I. U., Kainz, K., Kuhn, L., Yazejian, N., Jackson, B., Niño, S., Torkaz, S., & Guss, S. (2019). *Racial/Ethnic Composition: Associations with Classroom Environment and Children's Outcomes*, Research-Practice Brief. Chicago, IL: Ounce of Prevention Fund.

- 69) James, C., & **Iruka, I. U.** (November 2018). *Delivering on the Promise of Effective Early Childhood Education*. Silver Spring, MD: National Black Child Development Institute.
- 70) 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>.
- 71) 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).
- 72) **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
- 73) **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
- 74) 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.
- 75) **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.
- 76) **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.
- 77) 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.
- 78) 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.
- 79) **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.
- 80) 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.
- 81) 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.
- 82) **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.

POPULAR PRODUCTS/BLOGS/OP-ED

Iruka, I. U. (August 17, 2020). *Zoom Circles and Google Hangouts for Parents: Teachers as Essential Conduits to Relationship Building*. Retrieved on August 18, 2020 from <https://www.naeyc.org/resources/blog/teachers-essential-conduits-relationship-building>

INVITED TALKS

- Iruka, I. U.** (September 2020). *2020 National Prenatal-to-3 Research to Policy Summit: Building a State Policy Roadmap to Strengthen the Earliest Year*. Keynote and Panelist for the Prenatal-to-3 Research to Policy Summit, Austin, TX (virtual).
- Iruka, I. U.** (September 2020). *Racial and Gender Equity in Early Childhood*. Panelist at the 2020 Virtual Children First Virtual Conference, Miami, FL (virtual).
- Iruka, I. U.** (August 2020). *Solidifying our Villages: Addressing Opportunity Gaps and the Education Debt Through a Racial Equity Lens*. Keynote at 2020 NC Campaign for Grade-Level Reading Summer Meeting, Raleigh, NC (virtual).
- Iruka, I. U.** (August 2020). *Embracing Anti-Racist Approaches and Centering Race and Racism in the Life Course Research Agenda*. Presentation at Life Course Intervention Research Network Meeting (virtual).
- Iruka, I. U.** (August 2020). *Solidifying our Villages: Addressing Opportunity Gaps and the Education Debt Through a Racial Equity Lens*. Keynote for United Way of Miami, Early Head Start-Child Care Partnership Professional Development Series.
- Iruka, I. U.** (August 2020). *Ensuring the Wellbeing of Black Children through Anti-Racist Learning Opportunities*. Keynote for Teachstone's Inaugural InterAct Now: Teacher Summit (Virtual).
- Iruka, I. U.** (July 2020). *Solidifying our Villages: Addressing Opportunity Gaps and the Education Debt Through a Racial Equity Lens*. Keynote for Educare Chicago Professional Development Series.
- Iruka, I. U.** (July 2020). *Embracing Anti-Bias Classrooms: A Response to Racism in America*. Panelist for Kaplan edWebinar.
- Iruka, I. U.** (June 2020). *Racial Justice, Equity and the role of Child Care*. Panelist for Child Care Aware of American Webinar Series.
- Iruka, I. U.** (June 2020). *Family Engagement and Support: An Essential Component for Child's Wellbeing and Learning*. Speaker for NAEYC Virtual Institute.
- Iruka, I. U.** (June 2020). *Creating Anti-Racist Early Childhood Spaces*. Speaker for The National Center of Pyramid Model Innovations, Virtual Webinar Series.
- Iruka, I. U.** (May 2020). *Racial Disparities in COVID-19: Implications for Policy, Practice, Research, and Teaching*. Speaker, UNC School of Social Work, Office of Diversity, Equity and Inclusion, Jordan Institute for Families, The University of North Carolina-Chapel Hill, Virtual.
- Iruka, I. U.** (May 2020). *HighScope Envisions the Future of Early Childhood Education With Stacey Abrams*. Panelist and Moderated by Chastity Pratt of Detroit Public Television, Virtual. <https://www.onedetroitpbs.org/highscope-early-childhood-education/>
- Iruka, I. U.** (May 2020). Don't Look Away: Embracing Anti-Bias Classrooms. Panelist at Boston University Wheelock's Social Justice & Equity Webinar Series, <https://www.youtube.com/watch?v=vVvFuT0e2jw&feature=youtu.be>
- Iruka, I.U.** (April 2020). *Family Engagement and Support: Essential Ingredient for Child Achievement, Wellbeing, and Excellence*. Closing Keynote (Day 1) at the 2020 National Head Start Association Annual Conference, Virtual (formerly slated for Phoenix, AZ).
- Iruka, I. U.** (February 2020). *Ensuring Excellence and Addressing Inequities in Early Childhood Education for Black Children*. Speaker at the Community Literacy Summit 2020 Ready to Ready, Ready to Succeed: Developing Literacy Birth to Five, Grand Rapids, MI.
- Iruka, I. U.** (November 2019). *Creating Inclusive and Equitable Classroom Experiences*. Speaker at LENA ECE in Equity Webinar.
- Iruka, I. U.** (October 2019). *Pathways to Educational Excellence: Addressing Disparities Through Early Childhood Experience*. Speaker at Clayton Early Learning Annual Professional Development, Denver, CO (Virtual).

- Iruka, I. U.** (February 2019). *Ensuring Excellence and Addressing Inequities in Early Childhood Education for Black Children*. Speaker at the Community Literacy Summit 2020: Ready to Read, Ready to Succeed, Grand Rapids, MI.
- Iruka, I. U.** (October 2019). *Racial Equity and Early Childhood Education*. Speaker at Color of Education Conference, Raleigh, NC.
- Iruka, I. U.** (October 2019). *Quality in Early Childhood: Ensuring Equity*. Speaker at Ohio State University's Early Childhood Symposium and Policy Forum, Columbus, OH
- Iruka, I. U.** (October 2019). *Inequity in Infancy: Racial Disparities and African American Infants – Early Childhood*. Panel presentation at Zero to Three Annual Conference, Ft. Lauderdale, FL.
- Luthar, S., & **Iruka, I. U.** (August 2019). *The National Academy of Science Report on Maximizing the Well-Being of Children and Families in Early Childhood*. Report presented at the American Psychological Association Convention, Chicago, IL.
- Iruka, I. U.** (May 2019). *Addressing Inequities and Ensuring Excellence Role of Early Learning Systems & Programs*. Keynote at the 2019 Young Child Expo, New York, NY.
- Iruka, I. U.** (March 2019). *Measuring more than reading and math*. Presentation at the Public Montessori Symposium, Washington, DC.
- Iruka, I. U.** (March 2019). *The Invisible One: Ensuring Equity for Young Black Girls*. Presentation at the Virginia Education Sciences Training (VEST) Program, Curry School of Education, University of Virginia, Charlottesville, VA.
- Iruka, I. U.** (March 2019). *Addressing Opportunity and Achievement Gaps Through an Equity Lens: School Psychologists' Roles*. President invited speaker at the National Association of School Psychologist 2019 Convention, Atlanta, GA.
- Iruka, I. U.** (September 2018). *Dismantling Racism and Bias: Role of Early Learning Systems and Programs*. Invited speaker at FLAEYC 2018 Annual Conference, Leadership Summit: Compassion to Action, Orlando, FL.
- Iruka, I. U.** (June 2018). *Getting Real with Racial Equity in the Classroom: Setting the Stage*. Invited Presenter and Discussant at ACF's National Research Conference on Early Childhood, Arlington, VA.
- Iruka, I. U.** (April 2018). *A State of Crisis: Exploring Solutions to Counter Systemic Inequities*. Panelist at the Early Childhood Policy Summit at University of Michigan – Flint, Flint, MI.
- 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). *Revisioning 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

- Curenton, S. M., Rochester, S. E., Sims, J., Garcia-Miranda, A. & **Iruka, I. U.** (2020, Apr 17 - 21). *Equitable Sociocultural Practices in Pre-Kindergarten Classrooms: Predicting Children's Academic, Social, and Behavioral Gains* [Roundtable Session]. AERA Annual Meeting San Francisco, CA <http://tinyurl.com/r5ty7b6> (On site conference canceled)
- Iruka, I. U.**, Sheridan, S M., Koziol, N., Kerby, H., Prokasky, A., & Witte, A. (January 2020). Beyond Achievement Gap Gazing: Examining Gap-Reducing Mechanism. Paper presentation at the Institute for Education Sciences' Principal investigator Annual Meeting, Washington, DC.
- Durden, T., Curenton, S., Escayg, K., & **Iruka, I. U.** (November 2019). *Where are we now? Our 30-year journey in anti-bias education and culturally relevant teaching in early childhood classrooms*. Presentation at the National Association for the Education of Young Children, Nashville, TN.
- Iruka, I. U.** (March 2019). *Investigating and Ameliorating Teachers' Racialized Perceptions and the Race Disparities in Students' Schooling*. Discussant at 2019 Biennial Society for Research in Child Development Conference, Baltimore, MD.
- Iruka, I. U.**, Sheridan, S., Knoche, L., & Witte, A. (March 2019). *Examining Child-Teacher Relationships and Classroom Quality Across Racial Groups*. Paper presented at 2019 Biennial Society for Research in Child Development Conference, Baltimore, MD.
- Iruka, I. U.**, Kuhn, L., & Yazejian, N. (March 2019). *Family Support Staff: Examining their Approach to Supporting Families*. Paper presented at 2019 Biennial Society for Research in Child Development Conference, Baltimore, MD.
- 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 Society for Research in Child Development 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 Society for Research in Child Development Conference 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 2013 Biennial 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 2013 Biennial 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*

Guest Editor

2018-Present *Early Childhood Research Quarterly*, Family Engagement Special Issue

Co-Editor

2012-2015 *Social Policy Report*

Editorial Board Member

2020-Present *Journal of Early Intervention*

2019-Present *Adversity and Resilience Science*

2019-Present *Social Sciences & Humanities Open*

2018-Present *American Journal of Orthopsychiatry*

2018-Present *Journal of Family Psychology*

Consulting Editor

2015-Present *Journal of Family Psychology*

2012-Present *American Journal of Orthopsychiatry*

2010-2017 *Early Childhood Research Quarterly*

Ad Hoc Journal Peer Reviewer

2018-Present *Journal of Education*

2014-2018 *Journal of Family Psychology*

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	<i>Journal of African American Studies</i>
2010-Present	<i>Educational Assessment</i>
2010-Present	<i>Journal of Family Issues</i>
2009-Present	<i>Child Development Perspectives</i>
2009-Present	<i>International Journal for Education Research</i>
2009-Present	<i>Social Science Research</i>
2008-Present	<i>Child Development</i>
2008-Present	<i>NHSA Dialog: A Research-to-Practice Journal for Early Intervention Field</i>
2008-2009	<i>Early Childhood Research Quality</i>

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

2020	<i>Reviewer</i> , U.S. Department of Health and Human Services, Office of Planning, Research and Evaluation in the Administrations for Children and Families, Secondary Analyses of Data on Early Care and Education
2018	<i>Panel Chair</i> , 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	<i>Principal Member</i> , U.S. Department of Education, Institute of Education Science, Early Intervention and Early Childhood Education Review Panel
2013	<i>Panel Chair</i> , 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	<i>Reviewer</i> , U.S. Department of Education, Institute of Education Science, Early Intervention and Early Childhood Education Review Panel
2010	<i>Reviewer</i> , U.S. Department of Education, Office of Innovation and Improvement, Full-Service Community Schools
2010	<i>Reviewer</i> , 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	<i>Reviewer</i> , National Science Foundation, Developmental and Learning Sciences
2009	<i>Reviewer</i> , U.S. Department of Health and Human Services, Administration for Children and Families, Child Care Bureau, Child Care Scholars Grant
2009	<i>Reviewer</i> , North Carolina Partnership for Children, Inc., Ready Schools Technical Assistance Grant
2006	<i>Reviewer</i> , U.S. Department of Education, Parent Information Resource Center Competition

NATIONAL SERVICE

2020-Present	Board Member , Trust for Learning, Washington, DC
2020	Technical Workgroup Member , US Department of Education, National Center for Education Research (NCER) at the Institute of Education Sciences (IES), TWG on Quality in Early Childhood Settings
2019-Present	National Advisory Council Member , Prenatal-to-Three Policy Impact Center at The University of Texas at Austin, Austin, TX
2018-Present	Member , National Early Education Council, Jumpstart, Boston, MA
2018-Present	Senior Research Associate , National Center for Montessori in the Public Sector, Washington, DC
2018	Technical Workgroup Member for Families of Children with Disabilities , US Department of Education, National Center for Special Education Research (NCSER) at the Institute of Education Sciences (IES)
2018-2020	Committee Member , National Academies of Sciences, Engineering, and Medicine Committee on Applying Neurobiological and Socio-behavioral Sciences from Prenatal through Early Childhood Development: A Health Equity Approach, Washington, DC
2018-Present	Member , Ideal Learning Roundtable, Washington, DC
2017-2019	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
2017-2020	Developmentally Appropriate Practices Workgroup Member , National Association for the Education of Young Children, Washington, DC.
2016-2018	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, Washington, DC
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

2019-Present	Member (Governor-appointed) , North Carolina Child Care Commission, Raleigh, NC
2018-Present	Chair , Durham PreK Governance Committee, Durham, NC
2018-Present	Board of Trustee , Montessori Community School, Durham, NC
2018-Present	Member , Color of Education Guiding Committee, The Public School Forum of North Carolina, in partnership with Duke Policy Bridge at Sanford and the Samuel DuBois Cook Center on Social Equity at Duke University, Raleigh, NC
2018	Design Team Member , City Garden Training Center, St. Louis, MO
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

2019-Present	<i>Qualifying Project Committee</i> , Marisa Solé (Lehigh University)
2017-Present	<i>Committee Member</i> , Merrill Palmer Skillman Institute National Steering Committee, Wayne State University
2016-Present	<i>Dissertation Committee Member</i> , Dalhia Lloyd (University of Nebraska – Lincoln)
2016-2018	<i>Dissertation Committee Member</i> , Mei-Ling Lin** (UNC-CH)
2016-2017	<i>Dissertation Committee Member</i> , Patty Richardson** (Wayne State University, Detroit, MI)
2015-2016	<i>Search Committee Member</i> , 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	<i>Committee Member</i> , Collaboration Initiative Steering Committee, University of Nebraska
2014-2017	<i>Dissertation Committee Member</i> , Chetna Seti** (UNC-CH)
2014-2016	<i>Dissertation Committee Co-Chair</i> , Sandra García (UNC-CH)
2012-2015	<i>Graduate and Dissertation Committee Member</i> , Katrina Cummings** (University of North Carolina at Greensboro)
2013-2015	<i>Dissertation Committee Member</i> , Melissa Van Dyke** (University of South Florida)
2013-2014	<i>Graduate Thesis Committee Member</i> , Jan Eстераich (University of Nebraska - Lincoln)
2013-2014	<i>Independent Study Advisor</i> , Meredith Jones (UNC-CH)
2010-2014	<i>Dissertation Committee Member</i> , Yannic Orthodoxou** (UNC-CH)
2011-2013	<i>Dissertation Committee Member</i> , Dari Jigjidsuren** (UNC-CH)
2011-2012	<i>Honor Thesis Committee Member</i> , Hannah Kibort-Crocker (UNC-CH)
2010-2012	<i>Dissertation Committee Member</i> , Amanda Clincy** (UNC-CH)
2009- 2011	<i>Dissertation Committee Member</i> , Cindy Bagwell** (UNC-CH)
2007-2009	<i>Board Member</i> , Post Doctoral Association Board, North Carolina

**Student Graduated