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AREAS OF EXPERTISE

Low-income Children's Language and Social Indicators of School Readiness in the context of Parent-child Interactions and Child Care and Early Childhood Education Programs and Policies

FACULTY POSITIONS

July 2008 to present

Rutgers University, New Brunswick, New Jersey
Assistant Professor, Bloustein School of Planning & Public Policy; Director of Ecology of Education Lab.

January 2007 to July 2008

Rutgers University, New Brunswick, New Jersey
Assistant Research Professor, National Institute for Early Education Research, Graduate School of Education

January 2004 to December 2006

College of Human Sciences, Florida State University, Tallahassee, Florida
Assistant Professor, Family & Child Sciences; Director of Ecology of School Readiness Lab.

PROFESSIONAL DEGREES

2002 Ph.D. University of Virginia, Developmental & Community Psychology
1999 M.A. University of Virginia, Developmental Psychology
1997 B.A. Wittenberg University, Psychology, Magna Cum Laude

HONORS AND AWARDS

1996 Outstanding Minority Student in Psychology, Wittenberg University
1996 Broadwell Chinn Award, Wittenberg University
1997 Psychology Department Honors, Wittenberg University
1997-1999 University of Virginia Dean's Fellow
1999-2002 National Academy of Sciences, Ford Foundation Predoctoral Fellow
2002 Awarded Head Start Fellowship
2002-2004 American Association for the Advancement of Science, Society for Research on Child Development Policy Fellow
2003 Society for Research on Child Development Millennium Fellow Junior Mentor

- 2004 Tyner Endowed Lecturer at Florida State University
 2007-2011 Elected Member At-large for *National Association for Education of Young Children's* Governing Board
 2008 Faculty Merit Award from Rutgers University

RESEARCH FUNDING

Stephanie M. Curenton, Principal Investigator. *Theory of Mind and Narrative Development in African American Preschoolers*. National Academy of Sciences, National Research Council, Ford Foundation. 7/1/1999 --7/30/2002, \$44,000.

Stephanie M. Curenton, Principal Investigator. *The Impact of Early Childhood Development Programs*. Florida State University, First Year Assistant Professor Award, 5/1/2005-8/1/2005, \$14,000.

Stephanie M. Curenton, Principal Investigator. *Socioemotional Interaction Quality and Early Learning*. Florida State University, Research Initiation Award, 3/1/2005-8/1/2005, \$4,000.

Stephanie M. Curenton, Principal Investigator. *Socioemotional Interaction Quality and Early Learning: Phase 2*. Florida State University, Research Support for Black Faculty, 7/1/2005-8/1/2006, \$4,000.

Stephanie M. Curenton, Principal Investigator. *Storytelling as a Source of Decontextualized Language*. Florida State University, Research Initiation Award, 12/6/2005-5/26/2006, \$4,000.

Diane Schilder, Principal Investigator; Stephanie M. Curenton, Co-Investigator; Youngok Lim, Co-Investigator. *The Impact of Pre-K Expansion on Child Care for Low-income Families*, Administration for Children and Families, Office of Program Research and Evaluation, 10/1/07 – 9/30/10, \$797,999.

Submitted Sponsored Research Proposals

W. Steven Barnett, Principal Investigator; Ellen Frede, Stephanie M. Curenton, Debra Ackerman, Co-Investigators. *An Experimental Trial of Teacher Qualification and Salary in Georgia's Bright from the Start Pre-K System*. US Department of Education, Institute of Education Sciences, denied.

Stephanie M. Curenton, Principal Investigator; W. Steven Barnett, Co-Investigator. *How Does the Trajectory of Socioeconomic Hardship for Early Childhood Education Participants Affect Their Literacy Skills Throughout Elementary School?* US Department of Education, Institute of Education Sciences, denied.

Stephanie M. Curenton, Principle Investigator; Laura M. Justice, Co-Investigator. *Language Leads to Literacy: Teachers' Instructional Strategies across Classroom Activities*, US Department of Education, Institute of Education Sciences, denied.

Stephanie M. Curenton, Principle Investigator; Diane Schilder, Co-Investigator. *Pre-K Impact Study*, Mailman Foundation, submitted.

PUBLICATIONS

Referred Publications

- Lillard, A. S., & Curenton, S. M. (1999). Do young children understand what others feel, want, and know? *Young Children*, 54(5), 52-57.
- Lillard, A. S., Zeljo, A., Curenton, S. M., & Seja, A. (2000). Children's understanding of the animacy constraint on pretense. *Merrill-Palmer Quarterly*, 46, 21-44.
- Curenton, S.M., & Wilson, M.N. (2003). "I'm happy with my mommy": Low-income preschoolers' causal attributions for emotions. *Early Education and Development*, 14(2), 199-213.
- Curenton S.M. (2003). Low-income Preschoolers' False Belief Performance. *Journal of Genetic Psychology*, 164(4), 411-424.
- Curenton, S.M. & Justice, L. (2004). African American and Caucasian Preschoolers' Use of Decontextualized Language: Use of Literate Language Features in Oral Narratives. *Language, Speech, and Hearing Services in the Schools*, 35, 240-253.
- Curenton, S.M. (2004). The association between narratives and false belief in low-income preschoolers. *Early Education and Development*, 15, 121-145.
- Garner, P.W., Curenton, S & Taylor, K (2005). Predictors of Mental State Understanding in Preschoolers of Varying Socioeconomic Backgrounds. *International Journal of Behavioral Development*, 29, 271-281.
- Curenton, S. M. (2006). Oral storytelling: A Cultural Art that Promotes School Readiness. *Young Children*, 61, 78-89.
- Curenton, S. M., Craig, M. J., & Flanigan, N. (2008). Use of Decontextualized Talk across Story Contexts: How Oral Storytelling and Emergent Reading Can Scaffold Children's Development. *Early Education and Development*, 18, 161-187.
- Curenton, S. M. & Justice, L. M. (2008). Children's Preliteracy Skills: Influence of Maternal Education and Mothers' Beliefs about Shared-reading Interactions, *Early Education and Development*, 19, 261-283.
- Curenton, S. M., McWey, L. M., & Bolen, M. (in press). Distinguishing maltreating versus non-maltreating at-risk families: Implications for foster care and early childhood interventions. *Families in Society*.

Chapters

- Barnett, W. S., Curenton, S. M., & Strickland, D. (in press). Head Start. *Encyclopedia of African American Education*. Thousand Oaks, CA: Sage
- Curenton, S. M. (in press). *Multicultural issues: Children with language disorders*. In J. N. Kaderavek (Ed.), *Language disorders in children: Fundamental concepts of assessment and intervention*. Boston, MA: Allyn & Bacon.
- Curenton, S.M. (2005). Towards Better Definition and Measurement in Early Childhood Professional Development. In M. Zaslow & I. Martinez-Beck (Eds). *Early Childhood Professional Development and Children's Successful Transition to Elementary School*. Baltimore: Brooks.
- Curenton, S. M. & Lucas, T. M. (2007). Assessing young children's oral narrative skills: The story pyramid framework. In K. Pence (Ed.), *Assessment in Emergent and Early Literacy*. San Diego: Plural.

Sofka, A., Sutton, M., Bojczyk, K., & Curenton, S. (2007). Assessing the quality of storybook reading. In K. Pence (Ed.), *Assessment in Emergent and Early Literacy*. San Diego: Plural.

Other Publications & Media

Curenton, S. M. (2007). [Review of the book *Literacy Leadership in Early Childhood: An Essential Guide*]. *Preschool Matters*, 5, 9.

Curenton, S. M., Barnett, W. S., & Frede, E., (under review). A Coordinated System of Early Care and Education: Why We Need It and Recommendations for How to Create It *Preschool Policy Brief*.

Curenton, S. M. (in press). [Review of the book *Ready or Not: Leadership Choices in Early Care and Education*]. *Preschool Matters*.

Curenton, S. M. (in press). Early Childhood Leaders and Literacy. [Review of the book *Literacy Leadership in Early Childhood: An Essential Guide*]. *Early Childhood Research Quarterly*.

Technical Reports

Curenton, S.M., Barnett, W. S., & Jagannathan, R. (under internal review). *Who's in the Circle?: Results from a parent and director telephone survey for Florida's Voluntary Prekindergarten Program*. New Brunswick, NJ: National Institute for Early Education Research.

INVITED LECTURES/PRESENTATIONS

Wilson, M.N., & Curenton, S. M. (1998, June). *Eliminating language prejudice in the classroom: Ebonics and education*. Presented at the Conference on Children, Youth, & Families: Building on Cultural Strength, Chicago, IL.

Craig, M. J. & Curenton, S. M. (2007, June). *Socializing through storytelling: Mothers' internal state language and preschoolers' social skills*. Presented at the Jean Piaget Society, Amsterdam, the Netherlands.

Curenton, S.M. & Wilson, M.N. (1999, May). *Ebonics in the classroom: African American children's storytelling skills*. Presented at the conference on Race, Culture, Mental Health Services, and Family Well-being, Symposium on Contextual Issues of African American Family Life, Charlottesville, VA.

Curenton, S.M. (2000, June). *Linking narratives and cognition: Low-income children's understanding of stories*. Presented at the 6th Annual Black Graduate Students in Psychology Conference, University of Virginia, Charlottesville, VA.

Curenton, S.M. & Connors-Tadros, L. (2003, January). *Literacy Research: Implications for child care*. Presented at the Child Care Bureau Mini-training Session on the *Good Start, Grow Smart* Initiative, Administration for Children and Families, Washington, DC.

Curenton, S.M. (2003, September). *Psychology and Public Policy: Lessons Learned*. Presented at the American Association for the Advancement of Science, Washington, DC.

Curenton, S.M. (2003, November). *Choosing a Career in Psychology*. Paper presented at Wittenberg University's Invited Alumni Symposium, Springfield, OH.

- Curenton, S.M. (2004, January). *Good Start, Grow Smart's Implications for Early Education and Literacy: Addressing Issues of Diversity*. Presented at Florida State University for the Tyner Endowed Lecture Series, Tallahassee, FL.
- Curenton, S.M., Connors-Tadros, L., & Krajec, V. (2004, June). *Embedding Early Learning Guidelines into Professional Development: Options for Policy and Practice*. Presented at the National Association for the Education of Young Children Professional Development Institute, Baltimore, MD.
- Rudd, L. & Curenton, S. M. (2004, February). *Training Providers to Promote Infants' and Toddlers' Language Skills*. Presented at the 8th Annual Birth to Three Institute, Baltimore, MD.
- Curenton, S.M., Parlakian, R., & Connors-Tadros, L. (2004, February). *The Foundation for School Readiness in Infants and Toddlers*. Presented at the 8th Annual Birth to Three Institute, Baltimore, MD.
- Curenton, S. M. (2007, November). *Decontextualized Discourse across Story Contexts*. Developmental Psychology Brown Bag at New York University, New York, NY.
- Hustedt, J, Boyd, J., & Curenton, S. M. (2007, November). *State Preschool Yearbook: Findings and Future Directions*. Presented at National Association of Early Childhoods Specialists in Departments of Education, Chicago, IL.

JURIED PRESENTATIONS

- Brown, C. E., Carpenter, K. L., Curenton, S. M., Duncan, E. R., Greg, D. R., & Smith, A. J. (1997, August). *Evaluations of exploitative and self-sacrificing inter-racial female negotiators*. Presented at the 105th Convention of the American Psychological Association, Chicago, IL.
- Curenton, S. M., Acker, M., & Wilson, J. (1998, May). *Womanhood according to Culture: Gender conformity and gender stereotypes among Black and White adolescents*. Presented at the 3rd Annual Black Graduate Students in Psychology Conference, Ann Arbor, MI.
- Curenton, S. M. (1999, April). *The mental aspect of pretense: Children's direction of reasoning*. Presented at the 1999 Biennial Meeting of the Society for Research in Child Development, Albuquerque, NM.
- Curenton, S.M., Wilson, M.N., & Lillard, A.S. (2000, June). *The role of narratives in low-income, Black children's false belief performance*. Presented at Head Start's 5th National Research Conference: Developmental and Contextual Transitions of Children and Families, Implications for Research, Policy, and Practice, Washington, DC.
- Curenton, S.M., Wilson, M.N., & Lillard, A.S. (2000, August). *Black preschoolers' social cognition: Storytelling and false belief*. Presented at the 108th Convention of the American Psychological Association, Washington, DC.
- Curenton, S.M. (2001, April). *Linking narratives and cognition: Low-income children's understanding of fictional narratives*. Presented at the Biennial Meeting of the Society for Research on Child Development, Minneapolis, MN.
- Skibbe, L. & Curenton, S. (2001, June). *Implementing collaborations: Effects on resource distribution and parent stress*. Presented at the 8th Biennial Conference of the Society for Community Research & Action, Atlanta, GA.
- Curenton, S.M., Skibbe, L.E., Wilson, M.N., & Sewell, M. (2001, June). *A collaboration in transition: Effects on parent satisfaction*. Presented at 8th Biennial Conference of the Society for Community Research and Action, Atlanta, GA.

- Skibbe, L.E., Curenton, S.M. (2001, November). *Theory of mind and social skills in low-income children*. Presented at the Cognitive Development Society, Virginia Beach, VA.
- Curenton, S.M. (2002, April). *Low-income preschoolers' emotion explanations*. Presented at the Conference on Human Development, Charlotte, NC.
- Curenton, S.M. & Martinez-Beck, I. (2003, April). *The Child Care Bureau's Research Agenda, Administration for Children and Families*. Presented at the Society for Research in Child Development Biennial Meeting, Tampa, FL.
- Curenton, S.M. & Connors-Tadros, L. (2003, November). *Diversity in the Child Care Workforce: Good Start, Grow Smart's Implications for States' Professional Development Plans around Early Literacy*. Presented at the National Association for the Education of Young Children, Chicago, IL.
- Curenton, S.M., & Connors-Tadros, L. (2004, February). *Promoting Quality in Child Care by Understanding Child Care Providers' Diversity*. Presented at the National Association for Child Care Resource and Referral Agencies, Washington, DC.
- Curenton, S.M. & Justice, L.M. (2004, June). *Use of Literate Language Features in Low-income Preschoolers' Narratives*. Presented at Head Start's 7th National Research Conference, Washington, DC.
- Curenton, S. M. (2005, June). *Early Childhood Programs and Literacy: A Preliminary Exploration of Program Type by Children's Ethnicity*. Presented at 10th Biennial Conference of the Society for Community Research and Action, Urbana-Champaign, IL.
- Curenton, S. M. & Craig, M. (2006, May). *Story-telling versus Story-reading. How oral storytelling promotes decontextualized language*. Presented at the Narrative Matters Conference, Nova Scotia, Canada.
- Curenton, S. M. & Justice, L. M. (2007, March). *Appalachian Children's Preliteracy Skills: Mothers' Literacy Beliefs as a Mediating Variable*. Presented at the Society for Research in Child Development Biennial Meeting, Boston, MA.
- Curenton, S. M. (2008, June). *Mother-child Storytelling Interactions: Implications for Literacy/Educational Interventions with Mothers*. Presented at Head Start's 9th National Research Conference, Washington, DC.
- Curenton, S. M., Craig, M., & Flanigan, N. (2008, April). *Can oral storytelling and emergent reading scaffold children's development?* Presented at the 20th Biennial Conference on Human Development, Indianapolis, IN.

RESEARCH EXPERIENCE

- 1998-2000 **Principal Investigator**, Low-income Children's Narrative Skills, University of Virginia. This study examined preschoolers' language and social cognitive skills. Faculty Mentors: Melvin Wilson & Angeline Lillard.
- 1999-2001 **Site Coordinator** at University of Virginia, Racial Identity Longitudinal Study, University of Michigan. This multi-university study examined African American students' experiences during their first two years of college. Principal Investigator: Robert Sellars.
- 1999-2002 **Principal Investigator**, Parent-child Reading Interactions, University of Virginia. This study examined parent-child interactions during shared book reading. Data for this project are part of the national multi-site project funded by the National Institute for Child Health and Human Development (NICHD). Faculty Mentor: Bob Pianta.

- 2000-2001 **Co-principal Investigator**, Head Start Home-visits, University of Virginia and Monticello Area Community Action Agency Head Start. This study examined African American parents' satisfaction with Head Start, their home literacy practices, and their child's social skills. This project was funded by a National Academy of Sciences Ford Foundation Predoctoral Fellowship. Co-PI: Lori E. Skibbe. Faculty Mentor: Melvin Wilson.
- 2002 **Principal Investigator**, Storytelling and Literacy in Puerto Rican Families, University of Virginia. This study examined the storytelling and literacy practices of Puerto Rican families. This project was funded by a National Academy of Sciences Ford Foundation Predoctoral Fellowship and a University of Virginia Harrison Fellowship for Undergraduate Research. Faculty Mentor: Nancy Weinfield.
- 2002-2003 **Coordinator**, Child Care Subsidy Evaluation, Child Care Bureau. This multi-state evaluation conducted by Abt Associates examined the impact of child care subsidy policies on the well-being of low-income families and children. This project was funded by the US Department of Health and Human Services, Administration for Children and Families. Project Officer: Karen Tvedt.
- 2005- present **Principal Investigator**, Socioemotional Interaction Quality and Early Learning, Florida State University. This study examines the socioemotional quality of mother-child interactions during shared-reading and its association to preschoolers' school readiness indicators, such as language, literacy, and social skills. This project was funded by Florida State University, College of Human Sciences.
- 2005-2006 **Principal Investigator**, Impact of Early Childhood Programs, Florida State University. This study uses the Early Childhood Longitudinal Study-Kindergarten Cohort database to examine the 3rd grade longitudinal literacy and language outcomes of low-income children who participated in various early childhood development programs when they were preschoolers. This project was funded by Florida State University, Council for Research and Creativity.
- 2005-2007 **Principal Investigator**, Oral Storytelling as a Source of Intervention to Enhance African American Children's Language Skills. This study explores whether oral storytelling can be used as an intervention technique to enhance low-income African American children's language skills. This project was funded by Florida State University, College of Human Sciences.
- 2007-present **Project Lead**, Florida Voluntary Pre-K Telephone Survey. This study is a NIEER project that is intended to answer questions about which families and providers are participating in Florida's universal voluntary Pre-K program. This project is funded by the Pew Charitable Trust.
- 2007-present **Project Lead**, Georgia Voluntary Pre-k Telephone Survey. This study is a NIEER project that is intended to answer questions about which families are participating in Georgia's universal voluntary Pre-K program. This project is funded by the Pew Charitable Trust.

- 2007-present **Co-Principal Investigator**, Impact of Pre-K and Child Care for Low-income Families. This study is a joint project with the Educational Development Center (PI: Diane Schilder) and is designed to answer questions about how state pre-k impacts the child care market at the county and state-levels. This project is funded by the Administration for Children and Families/Office of Program Evaluation and Research.
- 2008 **Team Leader**, New Jersey Preschool Needs Assessment. This study is a NIEER project that is intended to answer questions about New Jersey's capacity to expand preschool to throughout the state. This is funded by the New Jersey Department of Education.

POLICY & EVALUATION CONSULTATIONS

- 1998 **Program Analyst**, Head Start, Monticello Area Community Action Agency, Charlottesville, Virginia. Investigated program policies of various Head Start programs across the country. Suggested revisions and amendments to the policies of Monticello Community Action Agency's Head Start. Supervisor: Mary Reese. (January – May 1998).
- 2000 **Assessment Advisor**, Head Start, Monticello Area Community Action Agency, Charlottesville, Virginia. Researched and summarized the psychometric properties of developmental screening devices and recommended replacements. Assessed children using the newly selected assessment tool and presented the results to Head Start staff. Trained teachers to administer the assessment. Supervisor: Meg Sewell (January – June 2000)
- 2000-2001 **Collaboration Evaluator**, Head Start, Monticello Area Community Action Agency, Charlottesville, Virginia. Evaluated an inter-agency collaboration between Head Start and a local preschool. Supervisor: Meg Sewell (September 2000 – June 2001).
- 2000 **Data Manager**, Head Start, Monticello Area Community Action Agency, Charlottesville, Virginia. Managed ChildPlus database system and prepared PRI report. Attended ChildPlus training in Atlanta. Trained other data management specialists. Supervisor: Meg Sewell. (May – July 2001)
- 2002-2004 **Research & Policy Fellow**, Child Care Bureau, Administration for Children and Families, Washington, DC. Monitored and administered grants; planned and supervised grant reviews; managed large scale contract of subsidy evaluation; represented the bureau at conferences and public meetings; collaborated with colleagues on the planning and development of program announcements; developed RFAs and RFPs to elicit grant contracts and proposals; attended federal project officer trainings. Supervisor: Karen Tvedt.
- 2004 **Research & Policy Analyst**, Child Care Bureau, Administration for Children and Families, Washington, DC. Monitored and administered grants; planned and supervised grant reviews; managed large scale contract of subsidy evaluation; represented the bureau at conferences and public meetings; collaborated with colleagues on the planning and development of program announcements;

developed RFAs and RFPs to elicit grant contracts and proposals; attended federal project officer trainings. Supervisor: Karen Tvedt. (Sept – Dec 2004).

- 2006 **Research Consultant**, National Institute for Early Education Research, Rutgers University, New Brunswick, NJ. Prepared research-based policy brief regarding the creation of an integrated system of early care and education; designed and managed an evaluation of preschool for the state of Florida; collaborated with colleagues on the planning and development of the evaluation. Supervisor: W. Steve Barnett. (Sept – December).

TEACHING EXPERIENCE

Careers in Psychology (PSYC 308—undergraduate), University of Virginia; Spring 2000

Early Intervention and Children's Development (PSYC 402—undergraduate), University of Virginia; Summer 2002

Child Psychology (PSYC 235—undergraduate), Piedmont Valley Community College; Spring 2002

Individual & Family Life Span Development (FAD 3220 –undergraduate), Florida State University; Spring, Fall, and Summer 2005

Child & Family Policy (CHD 4615 – undergraduate), Florida State University; Spring 2006

Education Policy (Public Policy 883—graduate), Rutgers University; Fall 2008

UNIVERSITY & PROFESSIONAL SERVICE

Editorial/Review Activities

Ad hoc Reviewer for *Journal of Educational Psychology*; *American Journal of Speech-Language Pathology*; *Journal of Speech, Language, and Hearing Research*

Member of Editorial Board for *Early Education and Development* and *Early Childhood Research Quarterly*

Guest Editor for *Early Education and Development Special Issue: Narratives as Learning Tools to Promote School Readiness*

Guest Editor for *American Journal of Speech-Language Pathology*

Grant Reviewer Activities

2003 Priority Area Grant Review Manager, Child Care Bureau Research Scholar Grants

2003 Sub-area Grant Review Manager, Child Care Bureau Early Learning Opportunities Act Grants, Administration for Children and Families

- 2003 Attended training on the Early Childhood Longitudinal Study – Kindergarten Cohort Database
- 2006 Grant Reviewer for the National Research Council’s Ford Foundation Pre-doctoral Fellowships
- 2007 Grant Reviewer for the National Research Council’s Ford Foundation Pre-doctoral Fellowships

School/Department Service

- 2008 Admissions Committee for Public Policy Program, Rutgers University
- 2000 Co-chair Minority Concerns Committee, University of Virginia
- 1999-2001 Ethnic Minority Student Recruitment Committee, University of Virginia
- 1999-2000 Graduate Student Representative, Ethnic Minority Relations Committee, University of Virginia
- 1999-2000 Planning Committee for 2000 Black Graduate Students in Psychology Conference, University of Virginia
- 1998-1999 Co-coordinator for Weekly Developmental Area Lunch, University of Virginia
- 1997-2002 Member of Psychology Students of Color, University of Virginia
- 1997-2002 Member of Minority Concerns committee, University of Virginia

University Service

- 2008 Member of Academic Standing Committee, Rutgers University

DATABASE/STATISTICAL TRAININGS

- 2003 Attended training on the Early Childhood Longitudinal Study – Kindergarten Cohort Database, National Center for Education Statistics.
- 2004 Attended training on the Early Childhood Longitudinal Study—Birth Cohort Database, National Center for Education Statistics.
- 2007 Attended training on the Social and Economic Contexts of Child Care and Early Education Workshop by Research Connections, University of Michigan.
- 2008 Attended the Institute for Education Sciences Summer Research Training Institute on Cluster Randomized Trials, Northwestern University.

STATISTICAL COURSE WORK

Quantitative Methods I (University of Virginia)
 Quantitative Methods II (University of Virginia)
 Multivariate Methods (University of Virginia)
 Lifespan Development (University of Virginia)

Structural Equation Modeling (course audit, University of Virginia)
Discrete Methods (course audit, Rutgers University)

PROFESSIONAL AFFILIATIONS

National Association for the Education of Young Children, Member
Society for Research on Child Development, Member
Society for Community Research and Action, Member