

Matthew E. Foster, Ph.D.

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PRESENT TITLE: Assistant Professor
University of South Florida

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ACADEMIC APPOINTMENTS

2017-present Assistant Professor, Child and Family Studies, University of South Florida
2022-present Director for Research and Evaluation, Child and Adolescent Behavioral Health,
Child and Family Studies
2021-present Affiliate Faculty (Courtesy Appointment), Florida Center for Inclusive
Communities
2017 Assistant Professor of Pediatrics, University of Texas Health Science Center at
Houston

EDUCATION AND TRAINING

2014-2016 University of Texas Health Science Center at Houston
Institute of Education Sciences Post-Doctoral Research Fellowship in Special
Education and Early Intervention
Interventions and Professional Development Models in Language & Literacy
Award No. R324B110007
Faculty Mentor and PI: Jason Anthony, Ph.D.

2011-2014 Georgia State University
Pre-doctoral Fellowship: Research on the Challenges of Acquiring Language &
Literacy Training Program
PIs: Rose A. Sevcik, Ph.D. & Paul Alberto, Ph.D.

2009-2014 Georgia State University
Degree: Ph.D. in Developmental Psychology
Dissertation: Structure of mathematics achievement and response to intervention
in children with mild disabilities.
Chair & Faculty Advisor: Rose A. Sevcik, Ph.D.

2011 Georgia State University

Graduate Certificate: Public Health
Faculty Advisor: Daniel Crimmins, Ph.D.

- 2009-2011 Georgia State University
Degree: M.A. in Psychology
Thesis: Indicators of mathematics skill in children with mild intellectual disability: Phonological awareness, naming speed, and vocabulary knowledge.
Chair: Rose A. Sevcik, Ph.D.
- 2009 Georgia State University
Teaching Certificate: Reading Endorsement in Middle and Secondary Education
- 2002-2004 Auburn University
Degree: M.Ed. in Collaborative Teaching in Special Education
Faculty Advisor: Robert Simpson, Ph.D.
- 1997-2001 Auburn University
Degree: B.A. in Psychology
Minor: Human Development and Family Studies

OTHER RESEARCH, TRAINING, AND PROFESSIONAL DEVELOPMENT

- 2022 Statistical Horizon's Short Course on Power Analysis and Sample Size Planning with Christopher Aberson
- 2021 Faculty Success Program, Alumni Program, National Center for Faculty Development & Diversity
- 2021 Faculty Success Program Summer Training Institute, National Center for Faculty Development & Diversity
- 2020 American Education Research Association (AERA) and National Science Foundation (NSF) Institute on Statistical Analysis: Development of Mathematics Competencies in Early Childhood. *Travel Scholarship Recipient.*
- 2016 Summer Research Training Institute: Quasi-Experimental Research Design and Analysis. Sponsored by the Institute of Education Sciences (IES). *Travel Scholarship Recipient.*
- 2016 Stanford Center for Education Policy Analysis Training in Education and Inequality in 21st Century America.
- 2015 Statistical Horizon's Short Course on Latent Class Analysis with Stephanie Lanza.
- 2014 Summer Research Training Institute: Cluster-Randomized Trials. Sponsored by the IES. *Travel Scholarship Recipient.*
- 2014 Modern Modeling Methods (M³), Pre-Conference Training Workshop with Bengt Muthén: Advances in Latent Variable Modeling Using Mplus.
- 2013 Society for Research on Educational Effectiveness, Hierarchical Linear Modeling Short

Course with Stephen Raudenbush and Anthony Byrk.

2012 American Psychological Association (APA) Advanced Training in Exploratory Data Mining in the Behavioral Sciences. *Travel Scholarship Recipient.*

LICENSURE AND CERTIFICATION

Collaborative Teaching in Special Education (Pre-K-12) with Reading Endorsement,
Georgia Department of Education License #659730
Alabama Department of Education License #371799

HONORS AND AWARDS

2020 College of Behavioral and Community Sciences Nominee for the William T. Grant Foundation Early Scholars Program

2020 Travel Scholarship Recipient, AERA and NSF Institute on Statistical Analysis

2018 Academy for Teaching & Learning Excellence Professional Distinction, USF

2016 Travel Scholarship Recipient, IES Summer Training Institute

2014 Travel Scholarship Recipient, IES Summer Training Institute

2011-2014 Language and Literacy Pre-Doctoral Fellowship, Georgia State University

2013 Dissertation Award, The Annual Gatlinburg Conference on Research and Theory and Intellectual and Developmental Disabilities

2013 Percival Rogers Statistics Award, Georgia State University

2012 Travel Scholarship, APA Advanced Training Institute

2005 Teacher of the Month Award, Crews Middle School, Lawrenceville, GA.

2003-2004 Teacher Training Award, Master's Degree, Auburn University

2000 Psi Chi National Honor Society Member, Auburn University

1999-2001 Board of Trustees Scholarship, Auburn University

FUNDED RESEARCH AND PROJECTS

CURRENT

2021-present University of South Florida / Rightpath Startup Funds – Pro #00040674 (Co-Principal Investigator) *Comparing NLM, VB MAPP, and NEPSY Assessments, Contributions of communication, inferencing, and social perception skills to reading and math performance* (PI: T. Spencer)
\$forthcoming

2021-2023 Institute of Education Sciences – R305A210182 (Co-Principal Investigator) *Exploring Heterogeneity Among the U.S. Latino Dual Language Learner Head Start Population: A Secondary Data Analysis* (PI: L. Lopez)
\$546,262

2015-2022 Institute of Education Sciences – R305A150430 (Co-Investigator)
Development of Math and Science Domains of the School Readiness Curriculum Based Measurement System (PI: J. Anthony)
\$1,597,625

COMPLETED

2018-2020 University of South Florida / Rightpath Startup Funds – Pro #00037635 (Principal Investigator) *Improving Mathematical Achievement through Computer Assisted Instruction: A Randomized Control Pilot Study*
\$96,409

2017 Texas Education Agency & U.S. Department of Education – 171044037110001 (Co-Investigator) *2016-2017 Early Childhood School Readiness Program* (PI: S. Landry)
\$3,500,000

2015-2018 Texas Education Agency & U.S. Department of Education – ISAS#3108 (Postdoctoral Fellow/Key Personnel) *Development of the Texas Kindergarten Entry Assessment* (PI: J. Anthony)
\$4,500,000

2015-2017 A.R. Tony and Maria J. Sanchez Family Foundation (Co-Principal Investigator) *Implementation of the Junior Undiscovered Math Prodigies (JUMP) Program: Math Intervention and Enrichment Outreach Program* (PI: L. Ewing-Cobbs)
\$365,000

2014-2018 Institute of Education Sciences – R305A110549 (Postdoctoral Fellow/Co-Investigator) *Development of the School Readiness Curriculum Based Measurement System* (PI: J. Anthony)
\$1,701,261

PROPOSALS UNDER REVIEW

2022 Institute of Education Sciences (Principal Investigator)
Development and Validation of a Dynamic Assessment to Predict Risk for Math Difficulties
\$1,999,956

PUBLICATIONS

Citation Counts

h-index: 7 (i.e., 7 papers cited at least 7 times)

RG impact factor (July 2022): 17.66

i10-index: 7 (i.e., 7 papers cited at least 10 times)

Research Interest 170.90

Total Citations: 230

REFEREED ARTICLES (*undergraduate, **graduate, and ***postdoctoral student author)

Hadley, E. B., Scott, M., **Foster, M. E.**, Dickinson, D. K., Hirsh-Pasek, K., Golinkoff, R. M. (accepted). Preschool teachers' fidelity in implementing a vocabulary intervention: Variation across settings and strategies. *Topics in Language Disorders*.

Foster, M. E., Smith, S. A., & Spencer, T. D. (2022). Sources of individual differences in early elementary school science achievement among multilingual and English monolingual children. *Cognitive Development*, 63, 101223.

<https://doi.org/10.1016/j.cogdev.2022.101223>

Petersen, D. B., Staskowski, M., Spencer, T. D., **Foster, M. E.**, & **Brough, P. M. (2022). The effects of a multi-tiered system of language support on kindergarten oral and written language: A large-scale clustered randomized controlled trial. *Language, Speech, and Hearing Services in Schools*, 53(1), 44-68. https://doi.org/10.1044/2021_LSHSS-20-00162

Wackerle-Hollman, A., Spencer, T. D., Artman-Meeker, K., Kelley, E., Durán, L., & **Foster, M. E.** (2021). Multi-tiered system of supports in early childhood: Identifying gaps, considerations for application, and solutions. *Early Childhood Research Quarterly*, 56(3), 201-212. <https://doi.org/10.1016/j.ecresq.2021.03.010>

Smith, S. A., Choo, A. L., & **Foster, M. E.** (2021). Latent class analysis reveals distinct groups based on executive function and socioemotional traits and developmental conditions: a population study. *Child Psychiatry and Human Development*. Advance online. <https://doi.org/10.1007/s10578-021-01160-3>

López, L. M. & **Foster, M. E.** (2021). Examining heterogeneity among Latino dual language learners' school readiness profiles of English and Spanish at the end of Head Start. *Journal of Applied Developmental Psychology*, 73. Advance online. <https://doi.org/10.1016/j.appdev.2021.101239>

Smith, S. A., **Foster, M. E.**, Briggs Baffoe-Djan, J., **Li, Z., & Sun, Y. (2020). Unifying the current self, ideal self, attributions, self-authenticity, and intended effort: A partial

- replication study among Chinese University English Learners. *System*, 95. Advance Online. <https://doi.org/10.1016/j.system.2020.102377>
- Petersen, D. B., Spencer, T. D., **Konishi, A., **Sellars, T. P., **Foster, M. E.**, & Robertson, D. (2020). Using parallel, narrative-based measures to examine the relationship between listening and reading comprehension: A pilot study. *Language, Speech, and Hearing Services in Schools*, 51(4), 1097-1111. https://doi.org/10.1044/2020_LSHSS-19-00036
- Kung, M., **Stolz, K., *Lin, J., **Foster, M. E.**, Schmitt, S. A., & Purpura, D. J. (2020). The home numeracy environment and measurement of numeracy performance in English and Spanish for dual language learners. *Topics in Early Childhood Special Education*, 40(4), 241-252. <https://doi.org/10.1177/0271121420942588>
- Assel, M. A., Montroy, J. J., Williams, J. M., **Foster, M. E.**, Landry, S. H., Zucker, T., Crawford, A., Hyatt, H., & Bhavsar, V. (2020). Initial validation of a math progress monitoring measure for pre-kindergarten students. *Journal of Psychoeducational Assessment*, 38(8), 1014-1032. <https://doi.org/10.1177/0734282920922078>
- Petersen, D. B., Tonn, P., Spencer, T. D., & **Foster, M. E.** (2019). The classification accuracy of a dynamic assessment of inferential word learning for bilingual English/Spanish-speaking school-age children. *Language, Speech, and Hearing Services in Schools*, 51(1), 144-164. https://doi.org/10.1044/2019_LSHSS-18-0129
- Foster, M. E.**, Anthony, J. L., Zucker, T. A., & Branum-Martin, L. (2019). The prediction of English and Spanish kindergarten math achievement from English and Spanish cognitive and linguistic abilities in Hispanic dual language learners. *Early Childhood Research Quarterly*, 46(1), 213-227. <https://doi.org/10.1016/j.ecresq.2018.02.007>
- Foster, M. E.**, Anthony, J. L., Clements, D. H., Sarama, J. H., & Williams, J. M. (2018). Hispanic dual language learning kindergarten students' response to a numeracy intervention: A randomized control trial. *Early Childhood Research Quarterly*, 43(2), 83-95. <https://doi.org/10.1016/j.ecresq.2018.01.009>
- Foster, M. E.**, Anthony, J. L., Clements, D. H., Sarama, J. H., & Williams, J. M. (2016). Improving mathematics learning of kindergarten students through computer assisted instruction. *Journal for Research in Mathematics Education*, 47(3), 206-232. <https://doi.org/10.5951/jresmetheduc.47.3.0206>
- Foster, M. E.**, Anthony, J. L., Clements, D. H., & Sarama, J. (2015). Processes in the development of mathematics in kindergarten children from Title 1 schools. *Journal of Experimental Child Psychology*, 140, 56-73. <https://doi.org/10.1016/j.jecp.2015.07.004>

Foster, M. E., Sevcik, R. A., Ronski, M., & Morris, R. D. (2014). The effects of phonological awareness and naming speed on mathematics skills in children with mild intellectual disability. *Developmental Neurorehabilitation, 18*(5), 304-316.

<https://doi.org/10.3109/17518423.2013.843603>

REFEREED ARTICLES UNDER REVIEW (*Indicates student author)

Foster, M. E. (2022). Evaluating the impact of supplemental computer-assisted math instruction in elementary school: A conceptual replication. *Journal of Research on Educational Effectiveness*. Accepted pending revision.

Foster, M. E., **Hennessy, B., Caemmerer, J. M., Smith, S. A., López, L., & Spencer, T. D. (2022). Predictors of kindergarten science achievement and its growth across elementary school for dual and non-dual language learners. *Learning and Individual Differences*. Revise and resubmit.

Foster, M. E., Smith, S. A., & **Garcia Plaza, E. (2022). Dual language learners and math achievement: A systematic review. Submitted for publication.

Petersen, D. B., Staskowski, M., Spencer, T. D., **Foster, M. E.,** & **Douglas, K. (2022). Multi-tiered oral narrative language intervention with kindergarten students: Improving academic narrative language.

ARTICLES IN PREPARATION (*Indicates student author)

López, L. M., **Foster, M. E.,** Nylund-Gibson, K., & **Stutter, S. (2022). Home and classroom resources associated with subgroups of dual language learners using data from the Florida English Language Learners Attending Head Start Study.

Foster, M. E., Lopez, L. M., & Smith, S. A. (2022). Diversity in language, literacy, and math development among young dual language learners.

Smith, S. A., **Foster, M. E.,** Briggs Baffoe-Djan, J. **Li, Z., & Sun, Y. (2022). Latent profile analyses of motivation, outside of class engagement, and L2 English outcomes in two modalities among Chinese English Learners.

NON-REFEREED PUBLICATIONS

Foster, M. E. (2017). *Early Childhood and Learning Mathematics Course: Areas of Importance*. Houston, TX: Texas School Ready and the Children's Learning Institute.

TECHNICAL REPORTS

López, L. M., **Foster, M. E.**, Nylund-Gibson, K., & Stutter, S. (2022, August). *Understanding subgroups within a heterogeneous population: A latent profile investigation of Spanish-English preschoolers in Head Start*. Report to the U.S. Department of Education Office of English Language Acquisition and Institute of Education Sciences.

Foster, M. E. (2020, October). *Improving mathematical achievement through computer assisted instruction: A randomized control pilot study*. Report to the Pasco County Public School System. Land O' Lakes, FL.

Anthony, J. L. & **Foster, M. E.** (2018, September). *The utility of the VPK and KRT in the predicting academic achievement of children Hillsborough County Public School children*. Report to the Hillsborough County Public Schools, Conn Foundation, and the Children's Board of Hillsborough County, Tampa, FL.

Foster, M. E. & Anthony, J. L. (2018, April). *Kindergarten readiness report of children entering Hillsborough County Public Schools in 2017*. Report to the Hillsborough County Public Schools, Conn Foundation, and the Children's Board of Hillsborough County, Tampa, FL.

DEVELOPED TEST/MEASURES

Foster, M. E. (2017). *The Junior Undiscovered Math Prodigies Curriculum Placement and Mastery Test: Fifth Grade*. Houston, TX: Children's Learning Institute.

Foster, M. E. (2016). *The Junior Undiscovered Math Prodigies Curriculum Placement and Mastery Test: Fourth Grade*. Houston, TX: Children's Learning Institute.

Foster, M. E. (2015). *The Junior Undiscovered Math Prodigies Curriculum Placement and Mastery Test: Third Grade*. Houston, TX: Children's Learning Institute.

Foster, M. E. (2015). *The Junior Undiscovered Math Prodigies Curriculum Placement and Mastery Test: Second Grade*. Houston, TX: Children's Learning Institute.

Foster, M. E. (2015). *The Junior Undiscovered Math Prodigies Curriculum Placement and Mastery Test: First Grade*. Houston, TX: Children's Learning Institute.

CONSORTIUMS

2019-present Nurture Me Alliance, Spencer, T. D., Wackerle-Hollman, A. K., Kelley, E. S., Durán, L., Artman-Meeker, K., & **Foster, M. E.** Nurture Me Alliance.

PRESENTATIONS (*undergraduate, **doctoral, & *** postdoctoral student author)**REFEREED INTERNATIONAL CONFERENCE PRESENTATIONS**

Foster, M. E., Carlo, M. S., Anthony, J. L., & Williams, J. M. (2019, July). Profiles of English and Spanish oral language growth trajectories in Latino dual language learners and monolingual English speakers in U.S. kindergartens. In S. Smith (Chair), *Heterogeneity within Spanish-English bilingual children in the U.S.: Implications for literacy*. Symposium conducted at the 26th annual meeting for the Society for the Scientific Study of Reading Conference, Toronto, Canada.

Anthony, J. L., **Foster, M. E.**, ***Chen Y., & Williams, J. M. (2019, July). Growth mixture modeling of bilingual language development and literacy outcomes. In J. Anthony (Chair), *Bi- and multilingualism 2*. (Chair) Symposium conducted at the 26th annual meeting for the Society for the Scientific Study of Reading Conference, Toronto, Canada.

Montroy, J. J., Anthony, J. L., Williams, J. M., & **Foster M. E.** (2018, July). Which sounds should be scored as correct on an English test of letter sounds? In J. Anthony (Chair), *Critical evaluation of the conceptualization and operationalization of letter knowledge*. Symposium conducted at the 25th annual meeting for the Society for the Scientific Study of Reading Conference, Brighton, United Kingdom.

Foster, M. E., Anthony, J. L., Montroy, J. J., & Williams, J. M. (2018, July). Bias in the assessment of English letter name and English letter sound knowledge: Group differences by gender, racial, and language status groups. In J. Anthony (Chair), *Critical evaluation of the conceptualization and operationalization of letter knowledge*. Symposium conducted at the 25th annual meeting for the Society for the Scientific Study of Reading Conference, Brighton, United Kingdom.

Foster, M. E., & Anthony, J. L. (2016, July). Hispanic English language learners' response to kindergarten numeracy intervention: The impact of vocabulary. In D. Purpura (Chair), *Language: A critical connection between mathematics and literacy*. Symposium conducted at the 23rd annual meeting for the Society for the Scientific Study of Reading Conference, Porto, Portugal.

REFEREED NATIONAL CONFERENCE PRESENTATIONS

López, L. M., **Foster, M. E.**, & **Sutter, S. (2023). A heterogeneous population of learners: A latent profile investigation of Spanish-English Preschoolers in Head Start. In L. López (Chair), *Conducting Research with Dual Language Learners in Early Childhood*

Programs: Implications for Practice and Policy. Symposium submitted to the National Association for Bilingual Education Conference.

- López, L. M., **Foster, M. E.**, & **Sutter, S. (2022, February). Understanding subgroups within a heterogeneous population: A latent profile investigation of Spanish-English preschoolers in Head Start. In L. Durán (Chair), *The Critical Role of Language Proficiency in Assessment and Intervention with Multilingual Learners* Symposium conducted at the 13th Biennial Conference on Research Innovations in Early Intervention.
- López, L. M. & **Foster, M. E.** (2022, January). Examining within group variability among English learners in preschool settings. In D. LaForett (Chair), *The Importance of Identifying English Learners in Educational Research Studies*. Symposium conducted at the 2022 Institute of Education Sciences Principal Investigators Meeting: Advancing Equity and Inclusion in the Education Sciences.
- Foster, M. E.** (2021, September). *Effects, costs, and cost-effectiveness of two computer assisted instruction math programs when used as supplements to regular education math instruction.* Paper presented at the Society for Research on Educational Effectiveness annual conference, Arlington, VA.
- López, L. M. & **Foster, M. E.** (2021, April). Examining heterogeneity among Latino dual language learners' school readiness profiles at the end of prekindergarten. In M. Paez (Chair), *Dual language learners' school readiness skills, classroom experiences, and parental influences in early childhood settings*. Symposium conducted at the 2021 Society for Research on Child Development Virtual Biennial Meeting.
- Petersen, D. B., Spencer, T. D., & **Foster, M. E.** (2019, December). *A multi-tiered system of language support improves oral and written academic language.* Paper presented at the 69th Literacy Research Association annual conference, Tampa, FL.
- Kelley, E. S., Spencer, T. D., **Foster, M. E.**, Artman-Meeker, K., & Duran, L. (2019, November). *Integration is key: Extending the effect of SLPs' language interventions into the classroom.* Symposium conducted at the 2019 American Speech Language and Hearing Association Convention, Orlando, FL.
<https://doi.org/10.13140/RG.2.2.35769.80486>
- Anthony, J. L. Williams, J. M. Assel, M. A. Montroy, J. J., Hsu, H. -Y., **Foster, M. E.**, **Erazo, N., & Carlo, M. S. (2019, December). *Advances in Early Language and Literacy Assessment: School Readiness Curriculum Based Measurement English and Spanish.* Symposium conducted at the 2019 American Speech Language and Hearing Association Convention, Orlando, FL.

Erazo, N., Anthony, J. L., Chen, Y. J. I., Williams, J. M. & **Foster, M. E. (2019, December). *Spanish Letter Name Knowledge: El Conocimiento de los Nombres de las Letras del Español*. Symposium conducted at the 2019 American Speech Language and Hearing Association Convention, Orlando, FL.

Anthony, J. L., Williams, J. M., **Foster, M. E.**, Montroy, J., Assel, M., & **Erazo, N. (2019, March). Development and validation of the school readiness curriculum based measurement system. In C. Ebanks (Chair), *Measuring School Readiness Skills of Dual Language Learners: Development and Validation of Assessment Tools*. Symposium conducted at the 2019 Society for Research on Child Development biennial meeting, Baltimore, MD.

Foster, M. E., Anthony, J. L., Williams, J. M., & Carlo, M. S. (2017, October). *Does improved vocabulary enhance Hispanic English learners' response to mathematics intervention?* Symposium conducted at the Erikson Institute's Promising Math: A Conference Linking Research and Practice. Chicago, IL.

Foster, M. E. (2017, October). *Digital tools in mathematics education and dual language learners: Evidence from a randomized control trial*. In T. Kaldor (Chair), *Digital learning*. Symposium conducted at the at the Erikson Institute's Promising Math: A Conference Linking Research and Practice, Chicago, IL.

Foster, M. E., Anthony, J. L., Clements, D. H., & Sarama, J. H., & Williams, J. M. (2016, March). A randomized control trial evaluating the effectiveness of computer assisted instruction in numeracy on math outcomes for monolingual English speaking kindergartners from Title 1 schools. In A. Jitendra (Chair), *Improving mathematics instructional practice*. Symposium conducted at the Spring 2016 Conference for the Society for Research on Educational Effectiveness, Washington D.C.

Cohen, E. A., **Foster, M. E.**, Bucklen, M., & Hughes, N. (2008, July). Differentiated Math Instruction for Students with Mild Intellectual Disabilities. Symposium conducted at the University of West Georgia Learning Festival, Atlanta, GA.

REFEREED INTERNATIONAL CONFERENCE POSTER PRESENTATIONS

Montroy, J., Anthony, J. L., Williams, J. M., & **Foster, M. E.**, Li, C., Jung, K., Bowles, R., & Hudson, N. (2016, July). *What does the X say? What letter sounds should be scored correct on a letter sound test*. Poster presented at the 23rd annual meeting for the Society for the Scientific Study of Reading Conference, Porto, Portugal.

REFEREED NATIONAL CONFERENCE POSTER PRESENTATIONS

- Foster, M. E.** (2022, September). *Efficacy of computer-assisted math instruction in elementary school: A randomized control trial and conceptual replication*. Poster presented at the 2022 National Council of Teachers of Mathematics Research Conference, Los Angeles, CA.
- Foster, M. E.**, Smith, S. A., & **García Plaza, E. (2022, May). *A systematic review of math achievement and dual language learners: Individual differences, instruction, and assessment*. Poster presented at the 2022 Society for Research on Child Development Special Topic Meeting, Rico Grande, Puerto Rico.
- Foster, M. E.**, Smith, S. A., & **García Plaza, E. (2022, February). *A systematic review of the empirical literature on dual language learners' math achievement*. Poster presented at the 30th Annual Pacific Coast Research Conference, San Diego, CA.
- Wackerle-Hollman, A., **Foster, M. E.**, Artman-Meeker, K., Durán, L., Kelley, E., & Spencer, T. D. (2022). Ideas for integrating service delivery while simultaneously addressing bias and racism in early education. Poster presented at the 13th Biennial Conference on Research Innovations in Early Intervention 2022, San Diego, CA.
- Foster, M. E.**, Caemmerer, J. M., **Hennessy, B., ***Sussman, J. & Smith, S. A. (2021, April). *Development of scientific thinking: The role of parent practices, language, cognition, math and reading skills*. Poster presented at the Society for Research on Child Development Virtual Biennial Meeting.
- **Eplin, P., **Foster, M. E.**, & Smith, S. A. (2021, April). *The home numeracy environment, verbal ability, and executive functioning: Describing numeracy in two populations*. Poster presented at the Society for Research on Child Development Virtual Biennial Meeting.
- Foster, M. E.** (2021, February). *An efficacy study and cost-effectiveness analysis of the impact of supplemental computer-based math instruction*. Virtual poster presented at the 29th annual Pacific Coast Research Conference.
- **Eplin, P., **Foster, M. E.**, & Smith, S. A. (2021, February). *The home numeracy and home literacy environment, verbal ability, and executive functioning: Describing early numeracy and literacy*. Virtual poster presented at the 28th annual Pacific Coast Research Conference.
- Foster, M. E.**, Anthony, J. L., Williams, J. M., & ***Chen, Y. J. I. (2020, February). *Kindergarten math achievement and its association with language profiles of children from linguistically diverse backgrounds*. Poster presented at the 28th annual Pacific Coast Research Conference, San Diego, CA.

- Foster, M. E., & Anthony, J. L.** (2019, February). *English and Spanish profiles of oral language growth trajectories of dual language learners and monolingual English speakers*. Poster presented at the 27th annual Pacific Coast Research Conference, San Diego, CA.
- Anthony, J. L., Williams, J. M., **Foster, M. E.,** **Erazo, N., Assel, M., Montroy, J. J., & Cen, W. (2018, October). *Psychometric evaluation of the Spanish school readiness curriculum based measurement system*. Poster presented at the 4th Annual Florida Psycholinguistics Meeting, University of South Florida, Tampa, FL.
- Anthony, J. L., Williams, J. M., **Foster, M. E.,** **Erazo, N., Assel, M., Montroy, J. J., & Cen, W. (2018, May). *Psychometric evaluation of the Spanish school readiness curriculum based measurement system*. Poster presented at the Bilingual Research Conference, Children's Learning Institute, Houston, TX.
- Foster, M. E., & Anthony, J. L.** (2016, December). *Cognitive and linguistic predictors of kindergarten mathematics outcomes for Hispanic language minority students from Title 1 schools*. Poster presented at the annual Principal Investigators Meeting for the Institute of Education Sciences, Washington D.C.
- Foster, M. E., & Anthony, J. L.** (2016, February). *Computer assisted instruction improves math outcomes for kindergartners at-risk for learning difficulties*. Poster presented at the 24th annual Pacific Coast Research Conference, San Diego, CA.
- Foster, M. E., Anthony, J. L., & Williams, J. M.** (2015, December). *A randomized control trial evaluating the effectiveness of computer assisted instruction in numeracy on math outcomes for English learners in kindergarten: Implications for measurement of student academic outcomes*. Poster presented at the annual Principal Investigators Meeting for the Institute of Education Sciences, Washington D.C.
- Foster, M. E., & Anthony, J. L.** (2015, February). *Processes in the development of mathematics in kindergarten children*. Poster presented at the 23rd annual Pacific Coast Research Conference, San Diego, CA.
- Foster, M. E., Branum-Martin, L., Sevcik, R. A., Morris, R. D., & Cirino, P. T.** (2014, June). *Investigation of treatment effects and measurement bias for mathematics achievement in children with mild disabilities*. Poster presented at the Modern Modeling Methods (M³) Conference, Storrs, CT.
- Foster, M. E., Sevcik, R. A., Morris, R. D., & Ronski, M.** (2014, March). *Effects of language development on reading and mathematics achievement in children with mild intellectual disabilities*. Poster presented at the 47th annual Gatlinburg Conference on Research and Theory and Intellectual and Developmental Disabilities, Chicago, IL.

Foster, M. E., Sevcik, R. A., Morris, R. D., & Romski, M. (2013, March). *Longitudinal precursors to mathematical achievement in children with mild intellectual disabilities*. Poster presented at the 46th annual Gatlinburg Conference on Research and Theory and Intellectual and Developmental Disabilities, San Antonio, TX. ***Dissertation Award Recipient.***

Foster, M. E., Sevcik, R. A., Romski, M., & Morris, R. D. (2012, May). *The effects of phonological awareness and naming speed on mathematics skills in children with mild intellectual disability*. Poster presented at the 136th Annual Meeting for the American Association on Intellectual and Developmental Disabilities, Charlotte, NC.

REFERRED LOCAL CONFERENCE POSTER PRESENTATIONS

*Brown, J., *Bryant, L., *Cox, G., **Kirby, M., **Foster, M. E.,** Spencer, T. D. (2022). *The relationship between the perceptual accessibility of vocabulary and K-3 students' narrative and expository language*. Poster presented at the 2022 USF Undergraduate Research Conference, Tampa, FL. ***Audience Choice Award.***

*Hendry, C., *Muraisi, C., **Kirby, M., **Foster, M. E.,** & Spencer, T. D. (2022). *Broadening the spectrum: Insight into the impact that inferencing has on mathematics in children with autism spectrum disorder*. Poster presented at the 2022 USF Undergraduate Research Conference, Tampa, FL.

*Zabih, B., *Elkolalli, I., Spencer, T.D., **Foster, M. E.,** & *O' Reilly, J. (2022). *Beyond the spectrum: Examining correlations between inferencing, theory of mind, and affect recognition skills in children diagnosed with autism spectrum disorders*. Poster presented at the 2022 USF Undergraduate Research Conference, Tampa, FL.

*Zurita, B., *Febres, I., **Kirby, M., **Foster, M. E.,** & Spencer, T. D. (2022). *Inferencing ability and its relation to comprehension in children with autism spectrum disorders*. Poster presented at the 2022 USF Undergraduate Research Conference, Tampa, FL.

*Cole, T., *Green, J. N., & **Foster, M. E.** (2019, April). *Cognitive and linguistic processes associated with areas of early numeracy in kindergartners from Title I schools*. Poster presented at the 2019 USF Undergraduate Research Conference, Tampa, FL.

INVITED PRESENTATIONS

López, L. M., **Foster, M. E.,** Nylund-Gibson, K., & Stutter, S. (2022). *Understanding subgroups within a heterogeneous population: A latent profile investigation of Spanish-English preschoolers in Head Start*. Invited virtual presentation to the U.S. Department of Education Office of English Language Acquisition and Institute of Education Sciences.

- Foster, M. E.**, Caemmerer, J., *Hennessy, B., & ***Sussman, J. (2020, February). *Parallel process latent growth modeling: Children's developmental trajectories in mathematics, reading, and science*. Invited presentation for the American Education Research Association and National Science Foundation Institute on Statistical Analysis: Development of Mathematics Competencies in Early Childhood. Laguna Beach, CA.
- Foster, M. E.** (2018, February). *English and Spanish profiles of oral language growth trajectories of dual language learners and monolingual English speakers*. Invited presentation for the University of South Florida Dual Language Learners Faculty Group Meeting. Tampa, FL.
- Anthony, J. L. & **Foster, M. E.** (2018, September). *The utility of the VPK and KRT in the predicting academic achievement of children Hillsborough County Public School children*. Invited presentation for the Hillsborough County Public Schools, Conn Foundation, and the Children's Board of Hillsborough County, Tampa, FL.
- Anthony, J. L. & **Foster, M. E.** (2018, April). *Kindergarten readiness report of children entering Hillsborough County Public Schools in 2017*. Invited presentation at Hillsborough County Public Schools, Conn Foundation, and the Children's Board of Hillsborough County, Tampa, FL.
- Foster, M. E.** (2017, October). *Digital tools in mathematics education and dual language learners: Evidence from a randomized control trial*. In T. Kaldor (Chair), *Digital learning*. Symposium conducted at the at the Erikson Institute's Promising Math: A Conference Linking Research and Practice, Chicago, IL.
- Foster, M. E.** & Coffey, S. (2017, July). *Mathematics, language and instruction in preschool number knowledge: A developmental progressions approach*. Invited presentation at 7th Annual Texas School Ready Early Childhood Summer Institute, Dallas, TX.
- Foster, M. E.** (2017, February). *Mathematics, language, and critical components of intensive intervention*. Invited presentation conducted at the United Way of Houston's Winter Lunch and Learn, Houston, TX.
- Foster, M. E.** (2016, May). *The potential of computer assisted instruction in reducing mathematics disparities by increasing the mathematics proficiency of Hispanic dual language learners in kindergarten*. Poster presented at the Education and Inequality in 21st Century America conference, Stanford, CA.
- Foster, M. E.**, Anthony, J. L., Williams, J. M., Clements, D. H., & Sarama, J. H. (2014,

October). *Can software alone build mathematics competencies? Evaluation of the Building Blocks software suite*. Poster presented at the Medical School's Development Board Meeting, University of Texas Health Sciences Center, Houston, TX.

Foster, M. E., & Anthony, J. L. (2014, September). *Processes in the development of mathematics in kindergarten children*. Paper presented at the Texas Institute for Measurement, Evaluation, and Statistics Research Colloquium, University of Houston, Houston, TX.

Foster, M. E. (2013, January). *Effects of language development on reading and math achievement in children with mild intellectual disabilities*. Paper presented at the Language and Literacy Initiative, Georgia State University, Atlanta, GA.

Foster, M. E. (2012, September). *Introduction to classification and regression tree (CART) analyses*. Invited presentation at the Department of Psychology, Georgia State University, Atlanta, GA.

Foster, M. E. (2010, December). *Math development in children with mild intellectual disabilities*. Invited presentation at the Department of Psychology, Georgia State University, Atlanta, GA.

Foster, M. E. (2010, November). *Disparity in graduation rates and students with disabilities*. Invited guest lecture for graduate students in the School of Public Health: Disability and Epidemiology, Georgia State University, Atlanta, GA.

CONSULTATION

Consultant (2021-present). Ongoing consultation to students, postdoctoral fellows, and faculty internationally through the Mathematics Cognition Learning Society (MCLS). Consultation focuses on statistics and understanding math development.

Consultant (2019-present). Ongoing consultation to foster the academic achievement of elementary aged children from Spanish-speaking homes with Mrs. Linda Miles-Adams, community partner. Redlands Christian Migrant Association (RCMA) Charter School Board Sub-committee.

Consultant (2018-2019). Agreement to provide consultation on an early numeracy web application. Grant proposal, *Enhancing KinderTEK for English Learners: Spanish Math Instruction and Classroom Bridging Activities to Support Early Numeracy (ELK)*, written with Mari Strand, partner. Eugene, Oregon.

Consultant (2018-2019). Ongoing consultation to foster academic achievement of children from language and racial minority backgrounds with Javen Frinks, community partner. Wimauma Community Development Center, Wimauma Florida.

Consultant (2018-2019). Ongoing consultation to prepare G3 Life Applications to evaluate the impacts of their after school programs on children's academic achievement and social emotional development with Malik R. Waters, community partner. Tampa, Florida.

Consultant (2018-2019). Ongoing consultation to support the Dream Center of Tampa to provide evidence-based reading instruction in their after school programs, with Charles Davis III, community partner. Tampa, Florida.

Consultant (2017-2019). Ongoing consultation regarding kindergarten readiness of children in Hillsborough County with the Conn Memorial Foundation, Hillsborough County Public Schools (HCPS), and Early Learning Coalition of Hillsborough County, community partners. Tampa, FL.

TEACHING **Term, Course Name (number of students)*

COURSE DEVELOPED: UNDERGRADUATE

Research in Community Settings – Summer and Fall 2018

COURSE DEVELOPED: MASTER'S

School-based Mental Health Services – Spring, Summer, and Fall 2018

UNIVERSITY INSTRUCTION: UNDERGRADUATE COURSES

University of South Florida – Interdisciplinary Studies

Fall 2021	Research in Community Settings (7)
Spring 2020	Research in Community Settings (10)
Fall 2019	Research in Community Settings (10)
Spring 2019	Research in Community Settings (7)
Fall 2018	Research in Community Settings (11)

University of South Florida - College of Behavioral and Community Sciences

Spring 2022	Advanced Research Experience (10)
Spring 2019	Directed Study (2)

Georgia State University - Department of Psychology

Spring 2014	Introduction to Research Design and Analysis
Fall 2013	Introduction to Research Design and Analysis
Fall 2013	Guest Panelist: Issues in Scientific and Professional Ethics

Fall 2012	Guest Panelist: Issues in Scientific and Professional Ethics
Fall 2011	Guest Panelist: Issues in Scientific and Professional Ethics
Spring 2011	Graduate Learning Assistant: Abnormal Psychology
Spring 2011	Graduate Learning Assistant: Introduction to General Psychology
Summer 2010	Graduate Learning Assistant: Abnormal Psychology
Spring 2010	Graduate Learning Assistant: Drugs and Behavior
Spring 2010	Graduate Learning Assistant: Writing Lab Tutor
Fall 2010	Guest lecture: Disparity in graduation rates and students with disabilities
Fall 2009	Graduate Learning Assistant: Interpersonal Behavior
Fall 2009	Graduate Learning Assistant: Statistics Lab Tutor

Georgia State University - College of Education

Spring 2013	Graduate Teaching Assistant: Child Development
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UNIVERSITY INSTRUCTION: GRADUATE COURSES

University of South Florida – College of Behavioral and Community Sciences

Fall 2022	School Based Mental Health Services, Master's (8)
Summer 2022	Statistical Applications in Translational Research and Evaluation, Doctoral (11)
Spring 2022	Research and Evaluation in Child and Adolescent Behavioral Health, Master's (23)
Spring 2022	Thesis, Master's (1)
Spring 2022	Dissertation, Doctoral (1)
Fall 2021	School Based Mental Health Services, Master's (7)
Fall 2020	School Based Mental Health Services, Master's (5)
Summer 2020	Dissertation, Doctoral (1)
Summer 2020	Directed Research in Behavioral and Social Sciences, Doctoral (1)
Summer 2020	Statistical Applications in Translational Research and Evaluation, Doctoral (8)
Spring 2020	Dissertation, Doctoral (1)
Spring 2020	Directed Research in Behavioral and Social Sciences, Doctoral (1)
Fall 2019	School Based Mental Health Services, Master's (7)
Fall 2019	Dissertation, Doctoral (1)
Spring 2019	Directed Research in Behavioral and Social Sciences, Doctoral (1)
Fall 2018	School Based Mental Health Services, Master's (7)
Summer 2018	Statistical Applications in Translational Research and Evaluation (12)

ACADEMIC ADVISING / MENTORING

High School Students

- 2021 Julie Catterson, Berkeley Prep Capstone, *The achievement gap, and bilingual learning programs' effectiveness for ESL students*
- 2021 Gabriella Stafford, Sarasota High School's MAST Research Program, *The Prosocial value of children's media*

Undergraduate Students

- 2022-present Cassandra Hendry, B.A. in Language, Speech, & Hearing Services, University of South Florida, *The Mom's Project Research Award* (February, 2022) & *Undergraduate Research Scholar Award* (July, 2022)
- 2022-present Iman El-Kolalli, B.A. in Language, Speech, & Hearing Services, University of South Florida, *Undergraduate Research Scholar Award* (April, 2022)
- 2022-present Breanna Zurita, B.A. in Language, Speech, & Hearing Services, University of South Florida, *The Mom's Project Research Award* (February, 2022)
- 2022-present Irene Febres, B.A. in Language, Speech, & Hearing Services, University of South Florida
- 2021-present Lena Bayyat, B.A. in Language, Speech, & Hearing Services, University of South Florida, *The Mom's Project Research Award* (February, 2022), *Undergraduate Research Scholar Award* (April, 2022), & *Undergraduate Research Scholar Award* (July 2022)
- 2021-2022 Jade Brown, B.A. in Language, Speech, & Hearing Services, University of South Florida, *The Mom's Project Research Award* (February, 2021) & *Undergraduate Research Scholar Award* (April, 2022)
- 2018-2021 Arielle Ialacci, B.A. in Psychology & B.A. in Statistics, University of South Florida
- 2019-2021 Kaleigh Hoffman, B.A. in Psychology, University of South Florida
- 2018-2019 Joel Green, B.A. in Social Work, University of South Florida
- 2018-2019 Tyler Cole, B.A. in Behavioral Healthcare, University of South Florida
- 2013-2015 Tonya Miller, B.A. in Psychology, Georgia State University; completed Ph.D. in clinical psychology at Mercer University

Master's Student/Committees

- 2022-present Haley Tompkins, M.S. in Child and Adolescent Behavioral Health, College of Behavioral and Community Sciences, University of South Florida
- 2022-present Arielis Perez Arias, M.S. in Child and Adolescent Behavioral Health, College of Behavioral and Community Sciences, University of South Florida
- 2022-present Trina Tolentino, M. S. in Communication Sciences & Disorders, College of Behavioral and Community Sciences, University of South Florida
- 2022-present Jessica Shimon, M.S. in Child and Adolescent Behavioral Health, College of Behavioral and Community Sciences, University of South Florida
- 2021-present Sydney Shupe, M.S. in Child and Adolescent Behavioral Health, College of

Behavioral and Community Sciences, University of South Florida
2021-present Jamie Bernstein, M.S. in Child and Adolescent Behavioral Health, College of Behavioral and Community Sciences, University of South Florida

Master's Thesis Committees (*Chair)

2022-present Alyssa Hanley, M.S. in Child and Adolescent Behavioral Health, College of Behavioral and Community Sciences, University of South Florida
2021-present Sydney Shupe*, M.S. in Child and Adolescent Behavioral Health, College of Behavioral and Community Sciences, University of South Florida

Doctoral Students and Doctoral Committees

2022 Tiara, Rowell, Ph.D. in School Psychology, College of Education, University of South Florida
2022-present Brandon Budzisch, Ph.D. in School Psychology, College of Education, University of South Florida
2020-2021 Paige Eplin, Ph.D. in Technology in Education and Second Language Acquisition, College of Education, University of South Florida
2019-2022 Megan Kirby, Ph.D. in Behavioral and Community Sciences, Doctoral Committee, University of South Florida
2018-2020 Bonnie Brown, Ph.D. in Behavioral and Community Sciences, Doctoral Committee, University of South Florida, Lead Epidemiologist at the Manatee County Substance Abuse Prevention Coalition and Associate Researcher at FMHI
2015-2020 Tonya Miller Roberts, completed Ph.D. in Clinical Psychology, Mercer University

Dissertation Committees

2022-present Norah Almubark, Ph.D. in Communication Sciences & Disorders, College of Behavioral and Community Sciences, University of South Florida
2019-2021 Amal Barzanji, Ph.D. in Technology in Education and Second Language Acquisition, College of Education, University of South Florida
2020-2022 Megan Kirby, Ph.D., in Behavioral and Community Sciences, College of Behavioral and Community Sciences, University of South Florida, **Outstanding Graduate Student Research Award** (April, 2022)
2019 Debbie Campbell, Ph.D. in Communication Sciences and Disorders, College of Behavioral and Community Sciences, University of South Florida

Dissertation Chair/Co-Chair

2019-2020 Bonnie Brown, Ph.D. in Behavioral and Community Sciences, College of Behavioral and Community Sciences, University of South Florida

Postdoctoral Students

2018-2020 Anna Garcia, Ph.D. in Applied Behavior Analysis, University of South Florida

PROFESSIONAL K-12 TEACHING EXPERIENCE

2005-2009 Cognitive Development Specialist, Georgia State University Reading Project, Atlanta, GA (Institute of Education Sciences Award No. H324K0007)
 2004-2005 Certified Interrelated Teacher in Special Education, Lawrenceville, GA
 2003-2004 Instructional Aide, Auburn High School, Auburn, AL
 2003 Behavior Disorders/Autism Clinic Teacher, Auburn University, Auburn, AL
 2002-2003 Homebound Teacher, Montgomery County School System, Montgomery, AL
 1999-2000 Project Coordinator, Child Study Lab, Auburn University, Auburn, AL
 1998-1999 Research Assistant, Child Study Lab, Auburn University, Auburn, AL

SERVICE**Service To The Profession****Professional Affiliations**

2021-present The Society for Research on Child Development
 2020-present The Mathematical Cognition and Learning Society
 2016-present National Council of Teachers of Mathematics
 2015-present Society for the Scientific Study of Reading
 2014-present Member, Pacific Coast Research Conference (PCRC)
 2013-present Society for Research on Educational Effectiveness (SREE)
 2012-2015 American Association on Intellectual and Developmental Disabilities (AAIDD)
 2009-2014 American Psychological Association (APA) Division 33

Editorial Positions **International Journal***Principle Reviewer Board**

2022-present *Journal of Educational Psychology**

Ad Hoc Reviewer

2021-present *Journal of Learning Disabilities*
 2021-present *School Psychology Review*
 2021-present *Irish Educational Studies**
 2020-present *Studies in Second Language Learning and Teaching**
 2020-present *The Elementary School Journal*
 2020-present *Educational Researcher*

2019-present *Learning Disability Quarterly*
 2019-present *Child Development*
 2018-present *British Journal of Educational Technology**
 2018-present *Mathematical Thinking and Learning**
 2017-present *Early Childhood Research Quarterly*
 2016-present *Review of Educational Research*
 2016-present *Learning and Individual Differences*
 2016-2022 *Journal of Educational Psychology**
 2015-present *Journal for Research in Mathematics Education*

Conference Review Panels - International

2021 The Mathematical Cognition and Learning Society (MCLS) Online Conference
 proposal reviewer

Conference Review Panels - United States

2022 American Education Research Association, Division C (Learning and Instruction)
 – Section 1c: Mathematics Review Panel
 2022 American Education Research Association, Division C (Learning and Instruction)
 – Section 1d: Science Review Panel
 2022 American Education Research Association, Division G (Social Context of Education) –
 Section 1: Education and Place, Space, Time
 2022 Society for Research on Educational Effectiveness, Research Methods Section Review
 Panel
 2022 Society for Research on Educational Effectiveness, Early Childhood Education Section
 Review Panel
 2021 Society for Research on Educational Effectiveness, Research Methods Section
 Review Panel

Grant Review Panels – International

2022 Austrian Science Fund (FWF): Stand Alone Research Projects, FWF Der
 Wissenschaftsfonds

Grant Review Panels (Panel Member)

2022 Upward Bound, U.S. Department of Education
 2021 Education Innovation and Research Program: Early Phase Grants, U.S. Department of
 Education
 2021 Early Intervention and Early Childhood Education Grants, U.S. Department of Education,
 Institute of Education Sciences
 2016 Carol M. White Physical Education Program Grants, U.S. Department of Education
 2016 Preschool Pay for Success Feasibility Pilot Grants, U.S. Department of Education Office
 of Early Learning Programs

2014 Preschool Development Grants, U.S. Department of Education and U.S. Department of Health and Human Services

UNIVERSITY SERVICE

University of South Florida

- 2022-present Faculty Council Representative to the College of Behavioral and Community Sciences Dean's Council
- 2022-2023 Child and Family Studies, Marriage and Family Therapy, Faculty Search Committee
- 2021-present Vice Chair of the College of Behavioral and Community Sciences Faculty Council
- 2021-present Child and Family Studies Representative to the College of Behavioral and Community Sciences Faculty Council
- 2021-present Child and Adolescent Behavioral Health Executive Committee Member
- 2021-present College of Behavioral and Community Sciences Faculty Council Representative to the CFS Governance Council
- 2021-2022 Child and Family Studies Alternate Member to the College of Behavioral and Community Sciences Faculty Council
- 2021-present Child and Family Studies Faculty Liaison to USF's Center for Innovative Teaching and Learning Excellence (CITL)
- 2019-2021 Child and Family Studies Faculty Liaison to USF's Academy for Teaching and Learning Excellence (ATLE)
- 2019-2021 Committee Member, Governance Council, Child and Family Studies
- 2019-2022 Judge, Annual College of Behavioral and Community Sciences Graduate Student Research Conference
- 2020-2021 Judge, Annual University of South Florida Undergraduate Research Conference
- 2018-present Council Member, USF Publications Council
- 2018-present Committee Member, Child and Family Studies Curriculum Committee
- 2018-present Committee Member, College of Behavioral and Community Sciences Interdisciplinary Doctoral Committee
- 2017-2021 Child and Family Studies Alternate Member to the College of Behavioral and Community Sciences Research Council

Georgia State University

- 2011–2013 Co-President, Graduate Association of Student Psychologists, Department of Psychology
- 2010–2013 Ronald E. McNair Post-Baccalaureate Achievement Program, Symposium and Poster Presentations Research Judge

- 2010–2012 Executive Committee Graduate Representative, College of Arts and Sciences
2010–2012 Executive Committee Graduate Representative, Department of Psychology

OTHER SERVICE

- 2019-Present Member, Redlands Christian Migrant Association (RCMA) Charter School Board
Sub-committee
- 2020-2022 Mentor for the Institute of Education Sciences (IES) Post-doctoral Training
Committee (Nancy McIntyre, University of Central Florida)
- 2019 Judge for the judge for the 11th Annual College of Behavioral and Community
Sciences Graduate Research Symposium
- 2018-2019 Consultant, G3 Life Applications, Inc.
- 2018-2019 Consultant, DreamCenter of Tampa
- 2018 Wimauma Community Development Corporation Community-Based
Participatory Research Partnership
- 2017-2019 Early Learning Collective Impact Partnership: Hillsborough County Public
Schools and Hillsborough County Early Learning Coalition
- 2016 Best Buddies Friendship Walk Volunteer
- 2010-2011 Children's Group Facilitator, Caminar Latino Domestic Violence Center
- 2010-2011 Migrant Farmworker Initiative Volunteer, Georgia State University
- 2001 Psychological Services Center Volunteer, Auburn University
- 1998-2001 Project Uplift Volunteer (Big Bother), Auburn University