

**Matthew E. Foster, Ph.D.**

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**PRESENT TITLE:** Assistant Professor  
University of South Florida

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**ACADEMIC APPOINTMENTS**

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-present Assistant Professor, Child and Family Studies, University of South Florida  
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**

- 2024 Teaching with Artificial Intelligence
- 2023 Instats Course on Using ChatGPT for Advanced Data Analysis with Peter H. Gruber
- 2023 Center for Benefit-Cost Studies of Education's Methods Training in Economic Evaluation. Sponsored by the Institute of Education Sciences (IES)
- 2023 Research Training Institute: Getting SMART: Comprehensive Program for Adaptive Interventions Training in Education (CATIE). Sponsored by the IES
- 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 Research Training Institute: Quasi-Experimental Research Design and Analysis. Sponsored by the IES – *Travel Scholarship Recipient.*
- 2016 Stanford Center for Education Policy Analysis Training in Education and Inequality in 21<sup>st</sup> Century America

- 2015 Statistical Horizon's Short Course on Latent Class Analysis with Stephanie Lanza.
- 2014 Research Training Institute: Cluster-Randomized Trials. Sponsored by the IES – *Travel Scholarship Recipient*.
- 2014 Modern Modeling Methods (M<sup>3</sup>), 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

- 2022 Publication Subvention Recipient (\$1,470), Awarded by the University of South Florida Publication's Committee
- 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 Recipient, 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

## RESEARCH AND PROJECTS

### CURRENT EXTERNALLY FUNDED RESEARCH

- 2021-2024 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

### **CURRENT INTERNALLY FUNDED RESEARCH**

- 2023-present University of South Florida (**Co- Principal Investigator**) – Pro STUDY006240  
*Feasibility and Initial Efficacy of a Multi-tiered System of Language Supports: Children with Autism Spectrum Disorder who use Augmentative and Alternative Communication* (PI: N. Almubark)
- 2023-present University of South Florida / Rightpath Startup Funds – Pro STUDY005777 (**Co-Principal Investigator**) *Cultural identity development, acculturation, and risky behaviors among Adolescents of Latino origin: A secondary data analysis* (PI: A. Perez Arias)
- 2022-present University of South Florida / Rightpath Startup Funds – Pro STUDY006025 (**Principal Investigator**) *Development and Validation of Kindergarten Dynamic Assessments to Predict Risk for Math Difficulties/Disabilities and Inform Instruction*
- 2021-present University of South Florida / Rightpath Startup Funds – Pro #00040674 (**Principal Investigator**) *Comparing NLM, VB MAPP, and NEPSY Assessments, Contributions of communication, inferencing, and social perception skills to reading and math performance*

### **COMPLETED EXTERNALLY FUNDED RESEARCH**

- 2022-2022 Institute of Education Sciences – R305A180037 (**Data Analysis Consultant**)  
*A Close Inspection of the Academic Language Used by K-3 Students* (PI: T. Spencer)  
\$1,323,166
- 2015-2019 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
- 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

### COMPLETED INTERNALLY FUNDED RESEARCH

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*

### RESEARCH IN PREPARATION

*Forthcoming*

### UNFUNDED PROPOSALS (Select)

2024 Institute of Education Sciences (**Principal Investigator**)  
*Development and Validation of a Dynamic Assessment to Predict Risk for Math Difficulties*  
\$1,999,956  
**Score – 2.78**

2023 Institute of Education Sciences (**Principal Investigator**)  
*Development and Validation of a Dynamic Assessment to Predict Risk for Math Difficulties*  
\$1,999,956  
**Score – 2.19**

2022 National Science Foundation (**Co-Investigator**)  
*AI Institute for Holistic and Resilient Support of K-12 Students with or at Risk for Learning and Cognitive Disabilities (PI-Slobodan Vucetic)*  
\$20,000,000

- 2020 William T. Grant Foundation Scholar's Program (**Principal Investigator**)  
*Reducing Academic Inequality among Language Minority Students through a Dual Language Narrative Intervention*  
\$349,929
- 2019 Institute of Education Sciences (**Principal Investigator**)  
*Development of a Dual Language STEM Intervention for English Learners At-Risk for Learning Disabilities*  
\$500,000
- 2019 Institute of Education Sciences – (**Co-Principal Investigator**)  
*Exploring Heterogeneity among the U.S. Latino Dual Language Learner Head Start Population: A Secondary Data Analysis* (PI: L. Lopez)  
\$500,000
- 2017 Institute of Education Sciences (**Principal Investigator**)  
*A Randomized Control Trial to Improve Numeric and Quantitative Understandings and Geometric, Spatial, and Measurement Skills in Kindergarten Students from Low Socioeconomic Backgrounds*  
\$3,299,999  
**Score – 2.46**

### PROPOSALS UNDER REVIEW

- 2023 Institute of Education Sciences (**Co-Investigator; Subaward PI**)  
*Validation of the Predictive Early Assessment of Reading and Language (PEARL)*  
\$583,532

### PROPOSALS IN PREPARATION

- 2023 National Institutes of Health (**Co-Principal Investigator**)  
*Refinement and Validation of a Universal Screening and Progress Monitor: Oral Language, Reading, and Math* (PI: D. Petersen)  
\$2,000,000

### PUBLICATIONS

#### Citation Counts (Google Scholar & ResearchGate)

h-index: 11 (i.e., 11 papers cited at least 11 times)

Research Interest 232.0

i10-index: 12 (i.e., 12 papers cited at least 10 times)

Total Citations: 386

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

- \*\*Almubark, N. A., Silva-Maceda, G., **Foster, M. E.**, & Spencer, T. D. (2023). Indices of narrative language associated with disability. *Children, 10*, 1815. <https://doi.org/10.3390/children10111815>
- Spencer, T. D., \*\*Tolentino, T. J., & **Foster, M. E.** (2023). Impact of language sampling context on language productivity and complexity. *American Journal of Speech-Language Pathology*. Advance online. [https://doi.org/10.1044/2023\\_AJSLP-22-00365](https://doi.org/10.1044/2023_AJSLP-22-00365)
- López, L. M., **Foster, M. E.**, \*\*Stutter, S., Nylund-Gibson, K., & \*\*Naji Arch, D. (2023). Subgroups within a heterogeneous population: Considering contextual factors that influence the formation of dual language learner profiles in Head Start. *Journal of Educational Psychology*. Advance online. <https://dx.doi.org/10.1037/edu0000825>
- Foster, M. E.**, Choo, A. L., & Smith, S. A. (2023). Speech-language disorder severity, academic success, and socioemotional functioning among multilingual and English monolingual children in the United States: The National Survey of Children's Health. *Frontiers in Psychology, 14*. <https://doi.org/10.3389/fpsyg.2023.1096145>
- Foster, M. E.** (2023). Evaluating the impact of supplemental computer-assisted math instruction in elementary school: A conceptual replication. *Journal of Research on Educational Effectiveness*. <https://doi.org/10.1080/19345747.2023.2174919>
- 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>
- Hadley, E. B., Scott, M., **Foster, M. E.**, Dickinson, D. K., Hirsh-Pasek, K., Golinkoff, R. M. (2022). Preschool teachers' fidelity in implementing a vocabulary intervention: Variation across settings and strategies. *Topics in Language Disorders, 42*(4), 319-335. <https://doi.org/10.1097/TLD.0000000000000294>
- Petersen, D. B., Staskowski, M., Spencer, T. D., **Foster, M. E.**, & \*\*Brough, P. M. (2022). The effects of a multitiered 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](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*, 53(4), 684-700. <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](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 prekindergarten 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](https://doi.org/10.1044/2019_LSHSS-18-0129)
- Foster, M. E.**, Anthony, J. L., Zucker, T. A., & Branum-Martin, L. (2019). 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

**Foster, M. E.,** López, L. M., \*\*Sutter, S., Nylund-Gibson, K., & \*\*Arch, D. (2023). Latine dual language learners' bilingual development in mathematics and cognition: A longitudinal latent profile analysis. [Manuscript – submitted for publication preparation]. Child and Family Studies, University of South Florida.

**Foster, M. E.,** López, L. M., Nylund-Gibson, K., \*\*Stutter, S., \*\*Naji Arch, D. (2023). Diversity in bilingual development for language, literacy, and mathematics among Latine learners. [Manuscript – submitted for publication]. Child and Family Studies, University of South Florida.

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. [Manuscript – submitted for publication]. Child and Family Studies, University of South Florida.

**Foster, M. E.,** Caemmerer, J. M., \*\*Hennessy, B., Smith, S. A., López, L. M., & Spencer, T. D. (2022). Predictors of kindergarten science achievement and its growth across elementary school for multilingual and English monolingual learners. [Manuscript – submitted for publication]. Child and Family Studies, University of South Florida.

#### ARTICLES IN PREPARATION

Foster, M. E., López, L. M., & \*\*Maddika, H. (2023). School readiness profiles of Latine dual language learners [Manuscript – in preparation].

Nylund-Gibson, K., \*\*Naji Arch, D., \*\*Stutter, S., López, L. M., & **Foster, M. E.** (2023). An application of advances in mixture modeling: A review and “how to” guide. [Manuscript – in preparation]

López, L. M., \*\*Naji Arch, D., Nylund-Gibson, K., \*\*Stutter, S., **Foster, M. E.** (2023). Longitudinal patterns of socioemotional development: A latent profile and latent transition analysis. [Manuscript – in preparation]. Child and Family Studies, University of South Florida.

Silva Maceda, G., Spencer, T. D., & **Foster, M. E.** (2023). Indices of language complexity using a flowchart scoring method: Effects of genre and task. [Manuscript – in preparation]. Child and Family Studies, University of South Florida.

Spencer, T. D., **Foster, M. E.**, & Silva Maceda, G. (2023). Academic language predictors of reading and math achievement. [Manuscript – in preparation]. Child and Family Studies, University of South Florida.

**Foster, M. E.**, Spencer, T. D., & Silva Maceda, G. (2023). Academic language profiles of diverse kindergarten students and their association with reading and math achievement. [Manuscript – in preparation]. Child and Family Studies, University of South Florida.

Kirby, M. S., Spencer, T. D., Stankowski, M., & **Foster, M. E.** (2023). Effects of a multitiered oral narrative intervention on first grade language and literacy skills. [Manuscript – in preparation]. Child and Family Studies, University of South Florida.

#### **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). *Understanding subgroups within a heterogeneous population: A latent profile investigation of Spanish-English preschoolers in Head Start*. U.S. Department of Education Office Institute of Education Sciences, National Center for Education Research.

**Foster, M. E.** (2020). *Improving mathematical achievement through computer assisted instruction: A randomized control pilot study*. University of South Florida, College of Behavioral and Community Science, Child and Family Studies.

Anthony, J. L. & **Foster, M. E.** (2018). *The utility of the VPK and KRT in the predicting*

*academic achievement of children Hillsborough County Public School children.*  
University of South Florida, College of Behavioral and Community Science, Rightpath  
Research and Innovation Center.

**Foster, M. E.** & Anthony, J. L. (2018). *Kindergarten readiness report of children entering Hillsborough County Public Schools in 2017.* University of South Florida, College of Behavioral and Community Science, Rightpath Research and Innovation Center.

## PREREGISTRATIONS

**Foster, M. E.,** López, L. M., Nylund-Gibson, K., \*\*Stutter, S., \*\*Naji Arch, D. (2023). *Diversity in bilingual proficiency growth for language, literacy, and mathematics among Latinx Learners.* [Preregistration]. <https://doi.org/10.17605/OSF.IO/38YR5>

López, L. M., **Foster, M. E.,** Nylund-Gibson, K., \*\*Stutter, S., \*\*Naji Arch, D. (2022). *Home and classroom resources associated with subgroups of dual language learners using data from the Florida English Language Learners Attending Head Start Study.* [Preregistration]. <https://doi.org/10.17605/OSF.IO/C94GQ>

## DEVELOPED TEST/MEASURES

Dynamic Assessments of Mathematics: Kindergarten. (2023). Language Dynamics.

Dynamic Assessment of Symbolic Learning and Arithmetic Instruction. (2023). Language Dynamics.

The Junior Undiscovered Math Prodigies Curriculum Placement and Mastery Test: Fifth Grade. (2017). Children's Learning Institute.

The Junior Undiscovered Math Prodigies Curriculum Placement and Mastery Test: Fourth Grade. (2016). Children's Learning Institute.

The Junior Undiscovered Math Prodigies Curriculum Placement and Mastery Test: Third Grade. (2015). Children's Learning Institute.

The Junior Undiscovered Math Prodigies Curriculum Placement and Mastery Test: Second Grade. (2015). Children's Learning Institute.

The Junior Undiscovered Math Prodigies Curriculum Placement and Mastery Test: First Grade. (2015). Children's Learning Institute.

**CONSORTIUMS**

2023-present Math by the Bay (Allsopp, D., Van Ingen, S., & **Foster, M. E.**)

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

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

\*\*Naji Arch, D., Nylund-Gibson, K., López, L, M., & **Foster, M. E.** (2024, July). Utility of mixture modeling to understand language and literacy proficiency in Latine DLLs: A methodological look at child development In **M. E. Foster (Chair)** *Diversity in heritage language proficiency and its impact on school readiness among Latine early childhood learners* [Symposium]. 30<sup>th</sup> annual meeting for the Society for the Scientific Study of Reading Conference, Copenhagen, Denmark.

López, L, M., \*\*Naji Arch, D., Nylund-Gibson, K., & **Foster, M. E.** (2024, July). Exploring cross-domain relations in bilingual language and literacy profiles of Latine dual language learners in the U.S. In **M. E. Foster (Chair)** *Diversity in heritage language proficiency and its impact on school readiness among Latine early childhood learners* [Symposium]. 30<sup>th</sup> annual meeting for the Society for the Scientific Study of Reading Conference, Copenhagen, Denmark.

López, L, M., \*\*Naji Arch, D., Smith, J., Linye, J., & **Foster, M. E. (Chair)** (2024, July). *Diversity in heritage language proficiency and its impact on school readiness among Latine early childhood learners* [Symposium]. 30<sup>th</sup> annual meeting for the Society for the Scientific Study of Reading Conference, Copenhagen, Denmark.

López, L, M., LaForett, D., Wackerle-Hollman, A., & **Foster, M. E.** (2024, May). Applying an anti-racist assets-based approach to conducting research with young DLLs and their families [Conversation Roundtable]. 2024 Society for Research on Child Development Special Topic Meeting, Panama City, Panama.

**Foster, M. E.**, López, L. M., Nylund-Gibson, K., \*\*Sutter, S., & \*\*Naji Arch, D. (2023, July). Diversity in bilingual proficiency growth for language, literacy, and math among Latine dual language learners. In A. Wackerle-Hollman (Chair). *Heterogeneity within heritage languages and their relation to language, early literacy, and academic outcomes* [Symposium]. 29<sup>th</sup> annual meeting for the Society for the Scientific Study of Reading Conference, Port Douglas, Australia.

- López, L. M., **Foster, M. E.**, Nylund-Gibson, K., \*\*Sutter, S., & \*\* Arch, D. (2023, July). Contextual home and classroom variables informing heterogeneity in language, literacy, math, and cognition profiles of Latine dual language learners in the U.S. In A. Wackerle-Hollman (Chair). *Heterogeneity within heritage languages and their relation to language, early literacy, and academic outcomes* [Symposium]. 29<sup>th</sup> annual meeting for the Society for the Scientific Study of Reading Conference, Port Douglas, Australia.
- Silva Maceda, G., Spencer, T. D., & **Foster, M. E.** (2023, July). Indices of language complexity using a flowchart scoring method: Effects of genre and task. In T. Spencer (Chair). *Academic language of primary students (ALPS): New data from a large corpus of spoken texts*. [Symposium]. 29<sup>th</sup> annual meeting for the Society for the Scientific Study of Reading Conference, Port Douglas, Australia.
- Spencer, T. D., **Foster, M. E.**, & Silva Maceda, G. (2023, July). Academic language predictors of reading and math achievement. In T. Spencer (Chair). *Academic language of primary students (ALPS): New data from a large corpus of spoken texts*. [Symposium]. 29<sup>th</sup> annual meeting for the Society for the Scientific Study of Reading Conference, Port Douglas, Australia.
- Foster, M. E.**, Spencer, T. D., & Silva Maceda, G. (2023, July). Academic language profiles of diverse K-3 students and their association with reading and math achievement. In T. Spencer (Chair). *Academic language of primary students (ALPS): New data from a large corpus of spoken texts*. [Symposium]. 29<sup>th</sup> annual meeting for the Society for the Scientific Study of Reading Conference, Port Douglas, Australia.
- 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 26<sup>th</sup> 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 26<sup>th</sup> 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 25<sup>th</sup> 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 25<sup>th</sup> 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 23<sup>rd</sup> annual meeting for the Society for the Scientific Study of Reading Conference, Porto, Portugal.

### REFEREED NATIONAL CONFERENCE PRESENTATIONS

\*\*Sutter, S., López, L. M., Foster, M. E., & Putnam, S. M. (2024, April). Within and cross-language relationships between oral language skills and literacy achievement for Spanish-English speaking DLLs. In *Unveiling the Complexity of Bilingual and Biliteracy Development: Quantitative Perspectives* [Paper presentation/Round table] 2024 annual meeting of the American Educational Research Association, Philadelphia, PA.

Spencer, T. D., \*\*Almubark, N., Silva-Maceda, G., & **Foster, M. E.** (2023, November). *Narrative and Expository Language of School-Age Students: Influence of Grade, Disability, and Bilingualism*. [Symposium]. 2023 American Speech Language and Hearing Association Convention, Boston, MA.

**Foster, M. E.,** López, L. M., Nylund-Gibson, K., \*\*Sutter, S., & \*\*Arch, D. (2023, April). Subgroups within a heterogeneous population: Considering contextual factors that influence the formation of DLL profiles. In S. Shaunacy (Chair) *Using Innovative Methodological Approaches to Explore the Heterogeneity of Latinx DLLs within Early Childhood Classrooms* [Symposium]. 2023 annual meeting of the American Educational Research Association, Chicago, IL.

\*\*Sutter, S., **Foster, M. E.,** & López, L. M. (2023, April). Relationships among oral language skills and reading and math achievement for emerging Spanish-English speaking bilinguals. In S. Shaunacy (Chair) *Using Innovative Methodological Approaches to Explore the Heterogeneity of Latinx DLLs within Early Childhood Classrooms* [Symposium]. Annual meeting of the American Educational Research Association, Chicago, IL.

López, L. M., **Foster, M. E.,** \*\*Sutter, S., Nylund-Gibson, K., & \*\*Arch, D. (2023, March). Considering classroom contextual factors that influence the formation of DLL profiles

- in Head Start. In L. López (Chair) *Early childhood classroom contextual factors essential in the academic success of dual language learners* [Symposium]. 2023 Society for Research on Child Development biennial meeting, Salt Lake City, Utah.
- Hadley, E. B., Scott, M., **Foster, M. E.**, Dickinson, D. K., Hirsh-Pasek, K., Golinkoff, R. M. (2023, March). Preschool teachers' fidelity in implementing a vocabulary intervention: Variation across settings and strategies. In A. Hindman (Chair) *Understanding early childhood teacher professional development around vocabulary instruction: The essential role of teacher fidelity* [Symposium]. 2023 Society for Research on Child Development biennial meeting, Salt Lake City, Utah.
- López, L. M., **Foster, M. E.**, & \*\*Sutter, S. (2023, February). A heterogeneous population of learners: A latent profile investigation of Spanish-English Preschoolers in Head Start. In L. López (Chair), M. Paez, L. Duran, & **M. Foster**, *Conducting Research with Dual Language Learners in Early Childhood Programs: Implications for Practice and Policy* [Symposium]. 52<sup>nd</sup> annual conference of the National Association for Bilingual Education, Portland, OR.
- 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]. 13<sup>th</sup> biennial conference on Research Innovations in Early Intervention, Coronado, CA.
- 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]. 2022 Institute of Education Sciences Principal Investigators Virtual 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 presentation]. Annual conference of the Society for Research on Educational Effectiveness, 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]. 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 69<sup>th</sup> 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*. [Presentation]. 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

- Foster, M. E.**, López, L., Nylund-Gibson, K., \*\*Sutter, S., & \*\* Arch, D. (2024, June 5–8). *Latine Dual Language Learners' (DLLs') Bilingual Development in Mathematics and Cognition: A Longitudinal Latent Profile Analysis* [Poster presentation]. Mathematics, Cognition, and Learning Society Conference, Washington D.C., United States.
- Foster, M. E.**, López, L., Nylund-Gibson, K., \*\*Sutter, S., & \*\* Arch, D. (2023, June 5–8). *Diversity in bilingual proficiency development for math and cognition among Latine dual language learners in the U.S.* [Poster presentation]. Mathematics, Cognition, and Learning Society Conference, Loughborough, UK.
- Foster, M. E.**, Smith, S. A., & \*\*García Plaza, E. (2022, May 2–4). *A systematic review of math achievement and dual language learners: Individual differences, instruction, and assessment* [Poster presentation]. 2022 Society for Research on Child Development Special Topic Meeting, Rico Grande, Puerto Rico.
- 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 presentation]. 23<sup>rd</sup> annual meeting for the Society for the Scientific Study of Reading Conference, Porto, Portugal.

### REFEREED NATIONAL CONFERENCE POSTER PRESENTATIONS

- Foster, M. E.**, Caemmerer, J. M., \*\*Hennessy, B., Smith, S. A., López, L. M., & Spencer, T. D. (2024, January 31–February 2). *Closing the Gap: Science Success and Multilingual Learners in U.S. Elementary Schools* [Poster presentation]. 32<sup>nd</sup> Annual Pacific Coast Research Conference, San Diego, CA, United States.
- Foster, M. E.** (2023, April 13–16). *Evaluating the impact of supplemental computer-assisted math instruction in elementary school: A conceptual replication* [Poster presentation]. 2023 American Educational Research Association, Chicago, IL, United States.
- Foster, M. E.**, Smith, S. A., & Spencer, T. D. (2023, March 23–25). *Domain-general processes and science achievement in multilingual and monolingual students in early elementary school* [Poster presentation]. 2023 Society for Research on Child Development biennial meeting, Salt Lake City, UT, United States.

- \*\*Sutter, S., **Foster, M. E.**, & López, L. M. (2023, March 23–25). *The relationships between oral language, literacy, and math achievement for emerging Spanish-English speaking bilingual children* [Poster presentation] 2023 Society for Research on Child Development Biennial Meeting, Salt Lake City, UT, United States.
- Foster, M. E.**, Smith, S. A., & Spencer, T. D. (2023, February 1–3). *Language proficiency, executive functioning, and science achievement among multilingual and monolingual students in elementary school* [Poster presentation]. 31<sup>st</sup> Annual Pacific Coast Research Conference, Coronado, CA, United States.
- Foster, M. E.** (2022, September 28–29). *Efficacy of computer-assisted math instruction in elementary school: A randomized control trial and conceptual replication* [Poster presentation]. 2022 National Council of Teachers of Mathematics Research Conference, Los Angeles, CA, United States.
- Foster, M. E.**, Smith, S. A., & \*\*García Plaza, E. (2022, February 17–19). *A systematic review of the empirical literature on dual language learners' math achievement* [Poster presentation]. 30<sup>th</sup> Annual Pacific Coast Research Conference, Coronado, CA, United States. <https://doi.org/10.13140/RG.2.2.31178.64961>
- Wackerle-Hollman, A., **Foster, M. E.**, Artman-Meeker, K., Durán, L., Kelley, E., & Spencer, T. D. (2022, February 10–12). *Ideas for integrating service delivery while simultaneously addressing bias and racism in early education* [Poster presentation]. 13<sup>th</sup> Biennial Conference on Research Innovations in Early Intervention, Coronado, CA, United States.
- Foster, M. E.**, Caemmerer, J. M., \*\*Hennessy, B., \*\*\*Sussman, J. & Smith, S. A. (2021, April 7–9). *Development of scientific thinking: The role of parent practices, language, cognition, math and reading skills* [Poster presentation]. Society for Research on Child Development Virtual Biennial Meeting.
- \*\*Eplin, P., **Foster, M. E.**, & Smith, S. A. (2021, April 7–9). *The home numeracy environment, verbal ability, and executive functioning: Describing numeracy in two populations* [Poster presentation]. Society for Research on Child Development Virtual Biennial Meeting.
- Foster, M. E.** (2021, February 11–12). *An efficacy study and cost-effectiveness analysis of the impact of supplemental computer-based math instruction* [Virtual poster presentation]. 29<sup>th</sup> Annual (virtual) Pacific Coast Research Conference.
- \*\*Eplin, P., **Foster, M. E.**, & Smith, S. A. (2021, February 11–12). *The home numeracy and home literacy environment, verbal ability, and executive functioning: Describing early*

*numeracy and literacy* [Virtual poster presentation]. 29<sup>th</sup> Annual (virtual) Pacific Coast Research Conference.

**Foster, M. E.,** Anthony, J. L., Williams, J. M., & \*\*\*Chen, Y. J. I. (2020, February 20–22). *Kindergarten math achievement and its association with language profiles of children from linguistically diverse backgrounds* [Poster presentation]. 28<sup>th</sup> Annual Pacific Coast Research Conference, Coronado, CA, United States.

**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 27<sup>th</sup> annual Pacific Coast Research Conference, Coronado, 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 4<sup>th</sup> 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 I 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 24<sup>th</sup> annual Pacific Coast Research Conference, Coronado, 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 23<sup>rd</sup> annual Pacific Coast Research Conference, Coronado, 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 (M<sup>3</sup>) 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 47<sup>th</sup> annual Gatlinburg Conference on Research and Theory and Intellectual and Developmental Disabilities, Chicago, IL.
- Foster, M. E.,** Sevcik, R. A., Morris, R. D., & Ronski, M. (2013, March). *Longitudinal precursors to mathematical achievement in children with mild intellectual disabilities*. Poster presented at the 46<sup>th</sup> annual Gatlinburg Conference on Research and Theory and Intellectual and Developmental Disabilities, San Antonio, TX. ***Dissertation Award Recipient.***
- Foster, M. E.,** Sevcik, R. A., Ronski, 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 136<sup>th</sup> Annual Meeting for the American Association on Intellectual and Developmental Disabilities, Charlotte, NC.

#### **REFERRED LOCAL CONFERENCE POSTER PRESENTATIONS**

- \*Kawa, N., \*Visgaitis, J., \*Derby, E. \*Morley, C., \*Maddika, H., & \*Foster, M. E. (2024, April 12). Exploring inferencing, theory of mind, and affect recognition as predictors of language development and reading achievement in children with autism spectrum disorders [Poster presentation]. 2024 USF Undergraduate Research Conference, Tampa, FL.
- \*Rios, I., \*Hiran, H., \*Sinclair, M., \*Escudero, A., \*\*Maddika, H., Silva Maceda, G. & Foster, M. E. (2024, April 12). The power of stories: Enhancing oral language proficiency in bilingual kids in the early primary grades. [Poster presentation]. 2024 USF Undergraduate Research Conference, Tampa, FL.
- \*Visgaitis, J., \*Ramadan, S., \*Hendry, C., \*Zurita, B., **Foster, M. E.,** & Spencer, T. D. (2023, April 7). *Beyond the Spectrum: Examining the Impact of Inferencing and Vocabulary Skills on Mathematical Achievement in Children with ASDs* [Poster presentation]. 2023 USF Undergraduate Research Conference, Tampa, FL.
- \*Brown, J., \* Bayyat, L., \*Cox, G., \*\*Kirby, M., **Foster, M. E.,** Spencer, T. D. (2022, April 7). *The relationship between the perceptual accessibility of vocabulary and K-3 students' narrative and expository language* [Poster presentation]. 2022 USF Undergraduate Research Conference, Tampa, FL. ***Audience Choice Award.***

- \*Hendry, C., \*Muraisi, C., \*\*Kirby, M., **Foster, M. E.**, & Spencer, T. D. (2022, April 7). *Broadening the spectrum: Insight into the impact that inferencing has on mathematics in children with autism spectrum disorder* [Poster presentation]. 2022 USF Undergraduate Research Conference, Tampa, FL.
- \*Zabih, B., \*Elkolalli, I., Spencer, T.D., **Foster, M. E.**, & \*O' Reilly, J. (2022, April 7). *Beyond the spectrum: Examining correlations between inferencing, theory of mind, and affect recognition skills in children diagnosed with autism spectrum disorders* [Poster presentation]. 2022 USF Undergraduate Research Conference, Tampa, FL.
- \*Zurita, B., \*Febres, I., \*\*Kirby, M., **Foster, M. E.**, & Spencer, T. D. (2022, April 7). *Inferencing ability and its relation to comprehension in children with autism spectrum disorders* [Poster presentation]. 2022 USF Undergraduate Research Conference, Tampa, FL.
- \*Cole, T., \*Green, J. N., & **Foster, M. E.** (2019, April 7). *Cognitive and linguistic processes associated with areas of early numeracy in kindergartners from Title I schools* [Poster presentation] 2019 USF Undergraduate Research Conference, Tampa, FL.

#### INVITED PRESENTATIONS

- Foster, M. E. (2023, October). *Mathematics and students with learning disabilities. Exploring the science to practice connection.* [Invited panelist]. 2023 Learning Disabilities Association of America 2023, virtual forum.
- \*\*Sutter, S. R., **Foster, M. E.**, & López, L. M. (2023, April). *Relationships between oral language skills, literacy, and mathematics achievement for Spanish-English speaking bilingual pre-k children* [Invited presentation]. University of South Florida Panel Discussion and Showcase, Embracing our Values: Education as a Catalyst for Social Justice and Human Rights.
- Foster, M. E.** (2023, March). *School Readiness: Contributions of children's individual differences during interactions in classroom and home environments* [Invited moderator]. 2023 Society for Research on Child Development biennial meeting, Salt Lake City, Utah.
- Foster, M. E.** & López, L. M. (2022, November). *Within group variability among Latine English learners in Head Start: A discussion of modeling decisions* [Invited virtual presentation]. University of California Santa Barbara, Department of Education doctoral training program.
- Foster, M. E.** (2022, November). *Lessons learned and approaches to postdoctoral training* [Invited virtual presentation]. Georgia State University, Area of Excellence in Language and Literacy doctoral training program.

- López, L. M., **Foster, M. E.**, Nylund-Gibson, K., & \*Sutter, S. (2022, January). *Understanding subgroups within a heterogeneous population: A latent profile investigation of Spanish-English preschoolers in Head Start* [Invited virtual presentation]. 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]. 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.
- Foster, M. E.** & Anthony, J. L. (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 7<sup>th</sup> 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 21<sup>st</sup> 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.

## **MEDIA**

**Foster, M. E.** (2024, January). *How students can make better habits.* Abigail Nichols: The Oracle Inquiry.

## **CONSULTATION**

**Consultant (2024-present).** Ongoing consultation to foster school readiness for children in Pinellas and Hillsborough County through an initiative called, Thrive by 5 of Tampa Bay. This initiative brings together community partners, businesses, parent and caregivers in a collaborative effort to serve preschool age children and their families.

**Consultant (2023-present).** Ongoing consultation to foster the mathematical achievement of students within the Tampa Bay Area in collaboration with administrators in local education agencies through a Consortium called Math by The Bay.

**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, Wimauma FL.

**Consultant (2021-2022).** 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 (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, OR.

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

**Consultant (2018-2019).** 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, FL.

**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, FL.

**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)

### **CURRENT EXTERNALLY FUNDED TRAINING GRANTS**

2023-present U.S. Department of Education, Office of Elementary and Secondary Education  
Office of Safe and Supportive Schools – S184X230042 (**Instructor**)  
*Project MABAS: Enhancing the Promotion of Mental Health Wellbeing of  
Children and Youth in High-Need Schools through Preparing School-Based*

*Behavior Analysts and Social Workers* (PIs-Drs. Cividini-Motta and Salloum)  
\$3,900,000

**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 2022   | Research in Community Settings (10) |
| 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***

|             |  |
|-------------|--|
| Summer 2024 | Advanced Undergraduate Research Experience (TBD) |
| Spring 2024 | Advanced Undergraduate Research Experience (10)  |
| Fall 2023   | Advanced Undergraduate Research Experience (7)   |
| Spring 2022 | Advanced Undergraduate 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

**UNIVERSITY INSTRUCTION: GRADUATE COURSES*****University of South Florida – College of Behavioral and Community Sciences***

|             |   |
|-------------|---|
| Summer 2024 | Statistical Applications in Translational Research and Evaluation, Doctoral (TBD) |
| Summer 2024 | Thesis, Master's (1)  |
| Spring 2024 | Thesis, Master's (1)  |
| Spring 2024 | Research and Evaluation in Child and Adolescent Behavioral Health, Master's (14)  |
| Fall 2023   | School Based Mental Health Services, Master's (8)                                 |
| Fall 2023   | Applied Field Experience, Master's (2)  |
| Fall 2023   | Thesis, Master's (1)  |
| Spring 2023 | Applied Field Experience, Master's (2)  |
| Spring 2023 | Thesis, Master's (1)  |
| Spring 2023 | Research and Evaluation in Child and Adolescent Behavioral Health, Master's (19)  |
| Fall 2022   | School Based Mental Health Services, Master's (7)                                 |
| 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 Mentored*

- 2021 Julie Caterson, 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 Mentored – University of South Florida*

- 2023-present Alexia Burns, B. A. in Language, Speech, & Hearing Services
- 2023-present Coral Morley, B. A. in Language, Speech, & Hearing Services
- 2023-present Emma Barney, B. A. in Language, Speech, & Hearing Services
- 2023-present Mia Sinclair, B. A. in Language, Speech, & Hearing Services
- 2023-present Caroline Kelley, B. A. in Language, Speech, & Hearing Services, *Undergraduate Research Scholar Award* (January, 2024)
- 2023-present Elaine Derby, B. A. in Language, Speech, & Hearing Services
- 2023-present Nicole Kawa, B. A. in Language, Speech, & Hearing Services, *Undergraduate Research Scholar Award* (November, 2023)
- 2023-present Isabella Rios, B. A. in Language, Speech, & Hearing Services, *The Mom's Project Research Award* (April, 2023)
- 2023-present Jolie Visgaitis, B. A. in Language, Speech, & Hearing Services, *The Mom's Project Research Award* (April, 2023)
- 2023 Nicole Brborich, B. A. in Language, Speech, & Hearing Services, *The Mom's Project Research Award* (April, 2023)
- 2023 Emely Hernandez, B. A. in Language, Speech, & Hearing Services, *The Mom's Project Research Award* (April, 2023)
- 2022-2023 Cassandra Hendry, B.A. in Language, Speech, & Hearing Services, *The Mom's Project Research Award* (February, 2022) & *Undergraduate Research Scholar Award* (July, 2022 & November, 2022)
- 2022 Iman El-Kolalli, B.A. in Language, Speech, & Hearing Services, *Undergraduate Research Scholar Award* (April, 2022)
- 2022 Breanna Zurita, B.A. in Language, Speech, & Hearing Services, *The Mom's Project Research Award* (February, 2022)
- 2022 Irene Febres, B.A. in Language, Speech, & Hearing Services
- 2021-2023 Lena Bayyat, B.A. in Language, Speech, & Hearing Services, *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, *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

- 2019-2021 Kaleigh Hoffman, B.A. in Psychology  
 2018-2019 Joel Green, B.A. in Social Work  
 2018-2019 Tyler Cole, B.A. in Behavioral Healthcare

***Undergraduate Students Mentored – Other Institutions***

- 2013-2015 Tonya Miller, B.A. in Psychology, Georgia State University; completed Ph.D. in clinical psychology at Mercer University

***Postbaccalaureate Students Mentored***

- 2023-present Adriana Escudero Badias, B.A. in Psychology, College of Arts and Sciences, University of South Florida

***Master’s Students Academic Advisor – University of South Florida***

- 2023-present Brooke Fiorenza, M.S. in Child and Adolescent Behavioral Health (CABH), College of Behavioral and Community Sciences (CBCS)  
 2022-present Kacey Wood, M.S. in CABH, CBCS, **ITRE Certificate Award** (December, 2023)  
 2022-2024 Haley Tompkins, M.S. in CABH, CBCS  
 2022-present Arielis Perez Arias, M.S. in CABH, CBCS, **ITRE Certificate Award** (May, 2023)  
 2022-2023 Shuana Bragg, M.S. in CABH, CBCS  
 2022-2023 Alyssa Hanley, M.S. in CABH, CBCS  
 2022 Jessica Shimon, M.S. in CABH, CBCS  
 2021-2023 Sydney Shupe, M.S. in CABH, CBCS  
 2021-2023 Jamie Bernstein, M.S. CABH, CBCS

***Master’s Field Experience Committees (\*Chair) – University of South Florida***

- 2024-present Rosmary Bohorquez, M.S. in CABH, CBCS  
 2022-2023 Shuana Bragg\*, M.S. in CABH, CBCS  
 2022-2023 Jamie Bernstein\*, M.S. in CABH, CBCS

***Master’s Thesis Committees (\*Chair) – University of South Florida***

- 2023-present Arielis Perez Arias\*, M.S. in CABH, CBCS  
 2021-2023 Sydney Shupe\*, M.S. in CABH, CBCS  
 2022-2023 Alyssa Hanley\*, M.S. CABH, CBCS  
 2021-2022 Trina Tolentino, M. S. in Communication Sciences & Disorders, CBCS

***Doctoral Students Mentored – University of South Florida***

- 2022 Tiara, Rowell, Ph.D. in School Psychology, College of Education  
 2022-2023 Brandon Budzisch, Ph.D. in School Psychology, College of Education  
 2020-2021 Paige Eplin, Ph.D. in Technology in Education and Second Language Acquisition

***Doctoral Students Mentored – Other Institutions***

2015-2020 Tonya Miller Roberts, completed Ph.D. in Clinical Psychology, Mercer University

***Doctoral Committees – University of South Florida***

2019-2022 Megan Kirby, Ph.D. in CBCS

2018-2020 Bonnie Brown, Ph.D. in CBCS

***Dissertation Committees (\*Chair) – University of South Florida***

2024-present Allahon Bailey, Ph.D. in Communication Sciences & Disorders, CBCS

2022-present Matthew Cox, Ph.D. in Interdisciplinary Studies, CBCS

2022-present Norah Almubark, Ph.D. in Communication Sciences & Disorders, CBCS

2019-2021 Amal Barzanji, Ph.D. in Technology in Education and Second Language Acquisition, College of Education

2020-2022 Megan Kirby, Ph.D in Interdisciplinary Studies, CBCS, ***Outstanding Graduate Student Research Award*** (April, 2022)

2019 Debbie Campbell, Ph.D. in Communication Sciences and Disorders, CBCS

2019-2020 Bonnie Brown\*, Ph.D. in Interdisciplinary Studies, CBCS

***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**

2022-present National Association of Bilingual Education

2021-present American Education Research Association

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 Pacific Coast Research Conference  
2013-present Society for Research on Educational Effectiveness  
2012-2015 American Association on Intellectual and Developmental Disabilities  
2009-2014 American Psychological Association, Division 33

### **Professional Affiliation Committees**

2023-present The Mathematical Cognition and Learning Society's Mission and Vision Committee

### **Editorial Positions** (\*International Journal)

#### **Associate Editor**

2024-present *Children*

#### **Consulting Editor**

2023-present *Child Development*\*

### **Principle Reviewer Board**

2022-present *Journal of Educational Psychology*\*

### **Ad Hoc Reviewer**

2024-present *Hispanic Journal of Behavioral Science*  
2023-present *Bilingualism: Language and Cognition*\*

2023-present *Journal of Speech, Language, and Hearing Research*  
2021-present *Journal of Learning Disabilities*  
2021-present *School Psychology Review*  
2021-2023 *Irish Educational Studies*\*

2020-2023 *Studies in Second Language Learning and Teaching*\*

2020-present *The Elementary School Journal*  
2020-present *Educational Researcher*  
2019-present *Learning Disability Quarterly*  
2019-2023 *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*  
2016-2024 *Learning and Individual Differences*\*

2016-2022 *Journal of Educational Psychology*\*

2015-2023 *Journal for Research in Mathematics Education*

**Conference Review Panels - International**

- 2024 The Mathematical Cognition and Learning Society Conference proposal reviewer
- 2023 The Mathematical Cognition and Learning Society Conference proposal reviewer
- 2021 The Mathematical Cognition and Learning Society Conference proposal reviewer

**Conference Review Panels - United States**

- 2023 American Education Research Association, Division C (Learning and Instruction)  
– Section 1c: Mathematics
- 2023 American Education Research Association, Division C (Learning and Instruction)  
– Section 1d: Science
- 2023 Society for Research on Educational Effectiveness, Research Methods Section
- 2022 Society for Research on Child Development, Panel 8: Education, Schooling
- 2022 American Education Research Association, Division C (Learning and Instruction)  
– Section 1c: Mathematics
- 2022 American Education Research Association, Division C (Learning and Instruction)  
– Section 1d: Science
- 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
- 2022 Society for Research on Educational Effectiveness, Early Childhood Education Section
- 2021 Society for Research on Educational Effectiveness, Research Methods Section

**Grant Review Panels – International**

- 2023 Health Research Council of New Zealand (HRC) (Te Kaunihera Rangahau Hauora o  
Aotearoa)
- 2022 Austrian Science Fund (FWF): Stand Alone Research Projects, FWF Der  
Wissenschaftsfonds

**Grant Review Panels – Panel Member**

- 2022 Education Innovation and Research Early Phase Grants, U.S. Department of Education
- 2022 Upward Bound, U.S. Department of Education
- 2021 Education Innovation and Research: 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***

- 2024-present Council Member, USF Publications Council  
2023-2024 Chair, USF Publications Council  
2022-2023 Vice Chair, USF Publications Council  
2018-2022 Council Member, USF Publications Council

***College of Behavioral and Community Sciences***

- 2023-present Chair of the CBCS Faculty Council  
2022-present Faculty Council Representative to the CBCS Dean's Council  
2021-2022 Vice Chair of the CBCS Faculty Council  
2021-present Child and Family Studies Representative to the CBCS Faculty Council  
2021-present College of CBCS Faculty Council Representative to the CFS Governance Council  
2019-2022 Judge, Annual CBCS Graduate Student Research Conference  
2020-2021 Judge, Annual University of South Florida Undergraduate Research Conference  
2021-2024 CBCS Faculty Liaison to USF's Center for Innovative Teaching and Learning Excellence (CITL)  
2019-2021 CBCS Faculty Liaison to USF's Academy for Teaching and Learning Excellence (ATLE)  
2018-present Committee Member, CBCS Interdisciplinary Doctoral Committee

***Child and Family Studies***

- 2023-2024 Child and Family Studies, Rightpath Research and Innovation Center, Faculty Search Committee  
2022-present Chair, Child and Family Studies Curriculum Committee  
2022-present Child and Family Studies Representative to the CBCS Faculty Council  
2022-2023 Child and Family Studies, Marriage and Family Therapy, Faculty Search Committee  
2021-present CABH Executive Committee Member  
2021-2022 Child and Family Studies Alternate Member to the CBCS Faculty Council  
2019-2021 Committee Member, Governance Council, Child and Family Studies  
2018-2022 Committee Member, Child and Family Studies Curriculum Committee  
2017-2021 Child and Family Studies Alternate Member to the CBCS 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**

- 2024-present Executive Committee, Thrive by 5  
2023-present Founding Member, Math by the Bay  
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 11<sup>th</sup> 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