

Kalani M. Palmer

EDUCATION

Doctor of Philosophy in Applied Developmental Psychology, April 2013

University of Pittsburgh, Pittsburgh, PA

Dissertation: Increases in Educational Attainment for Black Women: Implications for Parenting Practices and Beliefs Related to Children's Academic Success

Master of Science in Applied Developmental Psychology (*with honors*), April 2006

University of Pittsburgh, Pittsburgh, PA

Concentration: Program Design and Evaluation

Major Paper: A Developmental Approach to Preventing Risky Sexual Behavior with African American Adolescent Females

Bachelor of Art in Art/Art Education (*magna cum laude*), May 2003

Carlow College, Pittsburgh, PA

ADDITIONAL TRAINING/CERTIFICATION

Certified Family Life Educator (CFLE), November 2017-Present

Pennsylvania Quality Assurance System (PQAS) Certified Instructor, March 2017-Present

Knowledge Competency Groups include: (1) Child Growth and Development, (2) Curriculum and Learning Experiences (Learning Environment, Curriculum, Instruction), (3) Family, Schools and Community Collaborations and Partnerships, (4) Assessment (Comprehensive Assessment System, Child Assessment, Observation, Reporting and Documentation), (5) Communication Professionalism and Leadership (Professionalism, Ethics, Advocacy and Leadership), (6) Program Organization and Administration (Program Organization and Administration, Personnel, Technology and Marketing)

PQAS Strengthening Families Protective Factors Framework Instructor, May 2017 - Present

WIDA Early Years Master Cadre Program, July - December 2017

University of Wisconsin-Madison (Pittsburgh Cohort)

Content: Best practice for supporting dual language learners and their families

Interuniversity Consortium for Political and Social Research (ICPSR) Summer Program in Quantitative Methods of Social Science Research, June 2010

University of Michigan, Ann Arbor, MI

Course: Using Administrative Data to Conduct Research on Public Early Childhood Programs (*acceptance into the course highly competitive*)

Content: Reviewed statistical techniques/procedures, limitations, and uses of administrative data in early childhood program research.

PROFESSIONAL EXPERIENCE

2014-Present **Assistant Professor**

Human Development, Fashion, and Interior Design, School of Health and Human Services, Indiana University of Pennsylvania

- Teach four courses each semester (25-64 students each class)
- Academic Advisor 40-68 undergraduate students
- Supervise/Mentor 1-5 undergraduate research assistants each year
- Family and Consumer Science Education Program Coordinator
- Child Development and Family Relations Curriculum Committee Member
- Internship Coordinator
- Department Scholarship Committee Chair
- Health and Human Services Enrollment & Recruitment Management Committee Member
- President's Commission on Diversity - Faculty and Staff Recruitment & Retention Subcommittee
- IUP/Indi Kids Early Care and Education Advisory Committee
- Pennsylvania Children's Trust Strengthening Families Leadership Team
- Pennsylvania Higher Education Subcommittee of Southwestern Pennsylvania

HIGHER EDUCATION AND EMERGING ADULT PROJECTS

2017-2021

Child Care Access Means Parents in School at Indiana University of Pennsylvania

Principal Investigator/Project Director: Kalani M. Palmer, PhD & Co-Investigator Sarah L.H. Brown, PhD

Overview: This project provides low-income student-parents with the following: a child care scholarship, parent education (e.g., workshops), and advising/mentoring. The project also encourages parent involvement (e.g., parent monitoring of development). The overall goal is to increase the rates of persistence and graduation, while promoting family resilience.

Responsibilities: Manage/train project staff, manage the budget and expenses, design data monitoring system, construct measures as needed and assist in data collection, monitor overall data collection, design and conduct parent workshops, conduct process evaluation

Funded by: U.S. Department of Education (\$657,444)

2017-Present *Impact of Parent and Academic Advisor Involvement on Student Development*

Principal Investigator

Overview: Quantitative study of student characteristics, parent involvement, advisor involvement and the relationships among those factors with the student cognitive skills.

Responsibilities: All project duties (e.g., Institutional Review Board submissions, administrative data monitoring, recruitment, data analysis, manuscript writing).

Funded by: Indiana University of Pennsylvania (IUP) Research Institute (\$1,000)

2017-2018 *Virtual Training in Developmental Science*
Principal Investigator: Kalani M. Palmer, PhD & Co-Investigator: Sarah L.H. Brown, PhD
Overview: Students enrolled in a liberal studies Child Development course with an emphasis on culture and a 300 level Child Observation course utilize virtual reality in-class to increase exposure to other cultures and observation skills.
Responsibilities: All project duties (e.g., develop virtual reality activities, document virtual training activities, assess student perceptions, report findings)
Funded by: Indiana University of Pennsylvania (IUP) Academic Computing Policy Advisory Committee (ACPAC) (\$1,200)

YOUTH AND FAMILY SERVING NON-PROFIT PROJECTS

2016-2017 *Indiana County Needs Assessment*
Principal Investigator
Overview: Needs assessment intended to determine community needs and strengths of a rural county in PA (Indiana County) that will guide United Way of Indiana County to fund organizations that would best meet identified needs. The needs assessment will also communicate the type and magnitude of needs within the communities to potential donors and volunteers.
Responsibilities: All project duties (e.g., work scope negotiation, evaluation design, data collection, data analysis, report writing, student mentoring/supervision of 5 undergraduate research assistants).
Funded by: United Way of Indiana County (\$9,614)

2013-2013 *Familylinks Mentoring Initiative Evaluation*
Evaluation Researcher
Overview: Mixed method evaluation of a mentoring program for young adults (18-21 years of age) currently residing in a shelter for homeless, transient, and “at risk” youth. Mentoring program intended to improve future attitudes and support education and employment exploration.
Responsibilities: All project duties (e.g., work scope negotiation evaluation design, data collection, data analysis, report writing, student mentoring/supervision).
Funded by: Familylinks (\$30,000)

2012-2013 *The Communication Alliance*
Evaluation Researcher
Overview: Mixed method developmental evaluation of a workshop series that promotes effective communication strategies for nonprofit organizations serving families. The workshop series was created by an interdisciplinary team (psychologists, communication experts, and business professionals). Evaluator embedded in the project and provided real time feedback to assist in project development.
Responsibilities: All project duties (e.g., evaluation design, data collection, data analysis, report writing).
Funded by: The Mellon Foundation

- 2012-2013 *Fred Rogers Center Early Learning Environment Website Evaluation*
Evaluation Researchers: Kalani M. Palmer, PhD, Stephanie McCarthy, MBA, & Amie Matson, MSW
 Overview: Mixed method evaluation of a website intended to provide literacy supporting resources for caregivers of young children (birth to 5 years of age) and build caregiver efficacy in engaging in literacy promoting activities.
 Responsibilities: All project duties (e.g., evaluation design, data collection, data analysis, report writing, student mentoring/supervision).
 Funded by: Saint Vincent College Fred Rogers Center (\$50,000)
- 2008-2010 *Play a Day Curriculum with “At-Risk” Families*
Evaluation Researcher
 Overview: Mixed method evaluation of a project that utilized a curriculum entitled *Play a Day* to promote parent-child interaction with “at-risk” families. Program intended for families with low financial resources or families involved in the court system.
 Responsibilities: All project duties (e.g., technical assistance, evaluation design, data collection, data analysis, report writing).
 Funded by: Allegheny County Department of Human Services
- 2008-2010 *Promoting Economic Self-Sufficiency in Families*
Evaluation Researcher
 Overview: Mixed method evaluation of a project that focused on training parents and preparing them to enter a permanent employment position. This project also intended to assist with skills that would help the trainees maintain permanent employment.
 Responsibilities: All project duties (e.g., technical assistance, evaluation design, data collection, data analysis, report writing).
 Funded by: Allegheny County Department of Human Services

PK-12 EDUCATION PROJECTS

- 2013-2014 *Pittsburgh Public Schools Empowering Effective Teachers*
Human Capital Manager
 Overview: An initiative to maximize teacher effectiveness and improve student achievement.
 Responsibilities: Support principals in staffing schools, monitor and analyze school staffing data, design and evaluate formal new teacher mentoring program.
 Funded by: Bill & Melinda Gates Foundation
- 2012-2014 *Consortium for Public Education My Action Plan for Success (MAPS) Formative Evaluation*
Evaluation Researchers: Janell Smith-Jones, PhD & Kalani M. Palmer, PhD
 Overview: Qualitative evaluation of a program intended to support the personalization of education in Southwestern Pennsylvania public junior and senior high schools.
 Responsibilities: All project duties (e.g., evaluation design, measurement development, data collection, data analysis, report writing).
 Funded by: Consortium for Public Education (\$90,000)

- 2013-2013 *Propel Schools Fund My Future Program Evaluation*
Evaluation Researchers: Kalani M. Palmer, PhD, Joan Eichner, MPH, MPA
Overview: Mixed method evaluation of a college savings program for families with children enrolled in a public charter school (grades K-12). The college savings program is intended to promote family saving for college, parent-child conversations around college attendance, high future education expectations, and “grit”/persistence in students.
Responsibilities: All project duties (e.g., work scope negotiation, evaluation design, data collection, data analysis, report writing, student mentoring/supervision).
Funded by: Propel Schools (\$50,000)
- 2012-2013 *Something Worth Giving*
Applied/Evaluation Researchers: Junlei Li, PhD, Kalani M. Palmer, PhD, & Kelly Martin, MS
Overview: Qualitative evaluation of the active ingredients in youth serving organizations. Key characterizations of quality and development supporting programs are identified, captured through video, and then organized to tell a thematic story. The intended use of each story varied for each community partner. Some uses included professional development, fundraising, and advocacy. Community partners include homeless shelters, grant funders, after school programs, early childhood home visiting programs, and K-12 schools.
Responsibilities: Develop the project structure and system for production, develop relationships with community organizations, data collection, data analysis, and create supplemental materials (e.g., text for websites, newsletters, blogs).
Funded by: The Grable Foundation
- 2011-2012 *Parents and Education: Examining Decision Making in School Choice and Parent Self-Perceived Role in Education*
Principal Investigator: Kalani M. Palmer, MS & Co-Investigator Heather J. Bachman, PhD
Overview: Mixed methods study of the factors that contribute to African American parents’ early childhood and elementary school selection, as well as how parents support children’s education after they begin elementary school.
Responsibilities: Supervised students, managed budget, prepared Institutional Review Board documents and grant reports, created and maintained an administrative database, organized and managed recruitment, organized trainings, coordinated project activities.
Funded by: The School of Education, University of Pittsburgh Faculty and Student Research Award, University of Pittsburgh Student Research Award, & Council of Graduate Students in Education Research Award

- 2010-2011 *Family and Community Influences on Parents' Child Care and School Selection*
Research Coordinator
Principal Investigator: Heather J. Bachman, PhD
Overview: Mixed methods study of the factors that contribute to parents' early childhood and elementary school selection, as well as how parents support children's education after they begin elementary school.
Responsibilities: Supervised students, prepared Institutional Review Board documents and grant reports, created and maintained an administrative database, organized and managed recruitment, organized trainings, interviewed participants, coded and analyzed qualitative data, coordinated project activities.
Funded by: The University of Pittsburgh Provost's Office, Central Research Development Fund
- 2008-2010 *Pitt School Readiness Study*
Research Coordinator
Principal Investigator: Heather J. Bachman, PhD
Overview: Quantitative study of child characteristics, parenting practices, and child care activities that most directly enhance low-income children's early reading, mathematics, vocabulary, and social skills.
Responsibilities: Supervised students, managed budget, prepared Institutional Review Board documents and grant reports, created and maintained an administrative database, organized and managed recruitment, organized trainings, coordinated project activities.
Funded by: The Spencer Foundation
- 2006 - 2006 *Work Discretion and Job Crafting in the Childcare Industry*
Research Consultant
Principal Investigator: Carrie R. Leana, PhD
Overview: Study of how childcare workers use their discretion to "craft" their jobs with a goal of understanding the conditions or contexts that permit or stifle this individual and collaborative "job crafting".
Responsibilities: Conducted site observations using the Early Childhood Environmental Rating Scale – Revised (ECERS-R), program evaluation, and teacher-child relationship assessments.
Funded by: The University Research Council
- 2005 – 2005 *CreAting Relationships for Education (CARE)*
Graduate Student Researcher
Principal Investigator: Joan Vondra, PhD
Overview: Intervention study that intended to create relationships between teachers and parents of children enrolled in kindergarten in the Clairton School District.
Responsibilities: Assisted with home visits, child & parent data collection, and data entry.

CLINICAL RESEARCH PROJECTS

- 2007- 2008 *Identification and Therapy of Postpartum Depression*
Assessor and Case Manager
Principal Investigator: Katherine L. Wisner, M.D.
Overview: Study of postpartum depression with females ages 18 and older as well as the cost, obstacles, and effectiveness of a depression care management model.
Responsibilities: Conducted in home and office clinical assessments and case management services.
Funded by: The National Institute of Mental Health
- 2005 – 2007 *Fluoxetine in Depressed Adolescents and Young Adults with Alcohol Abuse: Long-term Outcomes*
Assessor and Counselor
Principal Investigator: Jack R. Cornelius, MD, MPH
Overview: Study of the long-term effects of fluoxetine in adolescents diagnosed with Major Depressive Disorder and Substance Use Disorders.
Responsibilities: Conducted diagnostic assessments, data collection, and clinical progress reports.
Funded by: The National Institute on Alcohol Abuse and Alcoholism
- 2005 – 2006 *Fluoxetine in Depressed Adolescents and Young Adults with Alcohol Abuse*
Fluoxetine for Major Depressive Disorder/Cannabis Disorder in Young
Assessor and Counselor
Principal Investigator: Jack R. Cornelius, MD, MPH
Overview: Study of the effects of fluoxetine in adolescents diagnosed with Major Depressive Disorder and Substance Use Disorders.
Responsibilities: Conducted diagnostic assessments, weekly treatment visits, data collection, and clinical progress reports.
Funded by: The National Institute on Alcohol Abuse and Alcoholism & National Institute on Drug Abuse
- 2005 – 2006 *Fluoxetine in Depressed Adolescents and Young Adults with Alcohol Abuse: Long-term Outcomes*
Project Coordinator
Principal Investigator: Jack R. Cornelius MD, MPH
Overview: Study of the long-term effects of fluoxetine in adolescents diagnosed with Major Depressive Disorder and Substance Use Disorders.
Responsibilities: Completed diagnostic assessments, recruitment, scheduled, prepared and submitted Institutional Review Board (IRB) & National Institute on Alcohol Abuse and Alcoholism (NIAAA) renewal grant documents, data collection, maintained administrative database, analyzed administrative data, and created reports for team review.
Funded by: The National Institute on Alcohol Abuse and Alcoholism

2001 – 2004 *Family and Peer Risk Factors for Preadolescent Drinking*

Research Associate

Principal Investigator: John Donovan, PhD

Overview: Study of risk factors associated with initiation of alcohol use, and the influence of family during middle childhood on the development of personality and peer risk factors associated with later alcohol use.

Responsibilities: Conducted home, office, and phone interviews with families, monitored recruitment and retention, data entry, data collection, maintained administrative database, analyzed administrative data, and created financial/budget reports.

Funded by: The National Institute of Mental Health

2003 – 2003 *Alcohol and Mental Disorders in ED-Treated Adolescents*

Research Consultant

Principal Investigator: Thomas Kelly, PhD

Overview: Study of the relationships between substance use and other mental disorders to injury in high-risk adolescents, to develop screening instruments for problematic alcohol use with this at-risk population, and to investigate health care and social service use in adolescents treated in emergency departments.

Responsibilities: Recruited participants, consented participants, administered breathalyzer, and assisted with interview questionnaires.

Funded by: The National Institute of Alcohol Abuse and Alcoholism

TEACHING

CDFR 482: Independent Study

Indiana University of Pennsylvania (Fall 2017- Present)

Assistant Professor

Develop individualized instruction for students pursuing original research projects. Monitor progress and assist with literature review, study design, data collection, analysis plan, and institutional review board submission.

CDFR 427: Administration of Human Service Programs

Indiana University of Pennsylvania (Spring 2016 - Present)

Assistant Professor

Teach an undergraduate course that focuses on skills and competencies needed to lead and manage a human service organization. Topics include but are not limited to leadership style, needs assessment, logic models, staff development, budgeting, and grant proposal writing.

CDFR/CNSV 493: Internship

Indiana University of Pennsylvania (Fall 2015 - Present)

Assistant Professor

Supervise undergraduate students completing internship experiences in human service organizations (e.g., early care and education settings, hospitals, behavioral health providers, advocacy groups, home-based parent education).

CDFR 426: Techniques of Parent Education

Indiana University of Pennsylvania (Fall 2015 - Present)

Assistant Professor

Teach an undergraduate course that focuses on the history, purpose, and strategies for implementing parent education.

CDFR 218: Child Development

Indiana University of Pennsylvania (Fall 2014- Present)

Assistant Professor

Teach two sections of an undergraduate course that follows the developing person from conception until middle childhood across multiple cultures. The course combines theory, research, and practical applications from developmental psychology.

CDFR 425: Adolescence: Risk and Resiliency

Indiana University of Pennsylvania (Fall 2014 - Present)

Assistant Professor

Teach an undergraduate course that focuses on adolescent development, risk factors, protective factors, and building resilience in adolescence.

CDFR 310: Observation and Assessment

Indiana University of Pennsylvania (Spring 2015)

Assistant Professor

Taught an undergraduate course that focused on observation and assessment techniques utilized by professionals working with children and families.

CDFR 321: Preschool Education: Play and Developmentally Appropriate Practice

Indiana University of Pennsylvania (Fall 2014-Spring 2015)

Assistant Professor

Taught an undergraduate course that focused on preschool education, early childhood practitioner's professional development, and developmentally appropriate practice in an early childhood setting.

PSYED 0005: Lifespan Development

University of Pittsburgh (Spring 2012)

Teaching Fellow

Taught an undergraduate course that followed the developing person from conception until the end of life. The course combines theory, research, and practical applications from developmental psychology.

PSYED 1001: Introduction to Educational Psychology

University of Pittsburgh (Fall 2011-Spring 2012)

Teaching Fellow

Taught an undergraduate course that focused on issues in education that psychological theory and research can address.

ECD 211: Family Systems

Community College of Allegheny County (Fall 2011)

Adjunct Faculty

Taught an undergraduate course specified for students in an early childhood associate degree program and those planning to transfer into a 4 year elementary education program. Course discussed the influence of family on development and issues of professionalism in working with diverse groups.

EDUC 2000: Psychology of Learning and Development for Education

University of Pittsburgh (Summer 2011)

Teaching Fellow

Taught a graduate course specified for students in masters of art in education (MAT) program. Course discussed life span development and learning and its relevance for educators. Partnered with Schenley Heights Community Development Program and had MAT students implement programming with summer camp students.

PSYED 1036: Developmental Meaning of Cultural Distinction

University of Pittsburgh (Spring 2008)

Adjunct Faculty

Taught an undergraduate course specified for early childhood educators in the TEACH program. Course discussed culture and the influence of culture on development and professional practice.

PSYED 1036: Developmental Meaning of Cultural Distinction

University of Pittsburgh (Fall 2007)

Teaching Fellow

Taught an undergraduate course on culture and the influence of culture on development and professional practice.

PSYED 2588: Methods and Practice in Applied Developmental Psychology Research

University of Pittsburgh (Fall 2007)

Teaching Assistant

Co-taught a graduate course on research methods and practices in the field of applied developmental psychology: assisted in teaching and grading of student assignments.

PSYED 2504: Development in Middle Childhood & Adolescence

University of Pittsburgh (Spring 2007)

Teaching Assistant

Co-taught a graduate course on development in middle childhood & adolescence: assisted in course planning, teaching, and grading of student assignments

PEER REVIEWED PUBLICATIONS

Palmer, K.M. & Bachman, H.J. (*Revise and Resubmit*). Parent Involvement Typologies and Socioeconomic Influences in Early Elementary Grades.

Bachman, H. J., Degol, J., Elliott, L., Scharphorn, L., El Nokali, N., & **Palmer, K.M.** (*in press* 2017). Preschool math exposure in private center-based care and low SES children's math development. Manuscript accepted to *Early Education and Development*.

Palmer, K.M. & Bachman, H.J. (2015). The role of education in the parenting practices of Black parents of preschoolers. *Dialog* 17(4), 66-82.

Groark, C.J., McCall, R.B., McCarthy, S.K., Eichner, J.C., Warner, H.A., Salaway, J., **Palmer, K.**, & Lopez, M. (2013). The effects of a social-emotional intervention on caregivers and children with disabilities in two Central American institutions. *Infants and Young Children*, 26(4), 286-305.

ADDITIONAL PUBLICATIONS

Li, J., Martin, K., **Palmer, K.** (2016). The simple human interactions that make learning possible. Retrieved from

<http://remakelearning.org/blog/2016/01/06/the-simple-human-interactions-that-make-learning-possible/>

Li, J., Martin, K., **Palmer, K.** (2016). The simple human interactions that make learning possible, part two: People who help us try. Retrieved from

<http://remakelearning.org/blog/2016/01/08/the-simple-human-interactions-that-make-learning-possible-part-two-3/>

Li, J., Martin, K., **Palmer, K.** (2016). The simple human interactions that make learning possible, part three: Technology that enriches, rather than replaces human interactions. Retrieved from

<http://remakelearning.org/tag/simple-interactions/>

Palmer, K.M. & Bachman, H.J. (2015). Black parents of preschoolers educational attainment: Implications for parenting practices. *Dialog* 17(4), 138-143.

PEER REVIEWED NATIONAL CONFERENCE PRESENTATIONS

Palmer, K. (2018, March). *Supporting effective parent involvement with diverse groups*. Proposal accepted at the annual conference National Coalition for Campus Child Care Centers Conference and Professional Institute, Albuquerque, NM.

Palmer, K., & Salaway, J. (2015, November). *Evaluating a mentoring program for at risk and transient youth*. Poster presented at the annual conference of the American Evaluation Association, Chicago, IL.

Palmer, K. & Bachman, H. J. (2013, November). *Increases in education for Black women: Implications for parent beliefs and expectations*. Paper presented at the annual conference of the National Council on Family Relations, San Antonio, Texas.

Bachman, H.J., Saafir, A., Crews, S., & **Palmer, K.** (2013, November). *Unpacking child care center selection in low-income families*. Poster presented at the annual Association for Public Policy Analysis and Management Conference, Washington, DC.

Matson, A., **Palmer, K.**, & Salaway, J. (2013, October). *Interdisciplinary approach to evaluation: Beyond professional training and expertise*. Poster presented at the annual conference of the American Evaluation Association, Washington, D.C.

Palmer, K. & Bachman, H. (2011, March). *The role of parental education in the home literacy environment of African American preschoolers*. Poster presented at the Society for Research in Child Development Biennial Meeting, Montreal, Quebec, Canada.

Pizzolato, J. & **Palmer, K.** (2007, August). *Inside and outside subject knowledge: Theorizing about integrated epistemological domains*. Poster presented at the American Psychological Association Conference, San Francisco, CA.

Palmer, K. & Pizzolato J. (2007, February). *Health risk behaviors and self-compassion in emerging adult mothers*. Poster presented at the Society for the Study of Emerging Adulthood Biennial Conference, Tucson, AZ.

PEER REVIEWED REGIONAL CONFERENCE PRESENTATIONS

Palmer, K. (2016, October). *Developing productive parent-school partnerships with marginalized groups*. Paper presented at the Annual Family Involvement Conference, Harrisburg, PA.

Palmer, K. (2016, April). *Boost learning with technology*. Paper presented at the annual conference of the Pennsylvania Association of Family and Consumer Sciences, Indiana, PA.

Palmer, K. (2014, October). *Maximizing and enhancing interactions with STEAM*. Paper presented at the biennial PAEYC and Allegheny County Family Support Conference, Pittsburgh, PA.

PUBLIC TALKS & INVITED PRESENTATIONS

2013, January Invited guest speaker (Topic: *Social Science Research*) for undergraduate course on sociology, Center for Urban Biblical Ministries, Pittsburgh, PA.

2011, November Invited guest speaker (Topic: *Qualitative Interviewing*) for graduate course on qualitative research methods, Department of Administrative and Policy Studies, University of Pittsburgh, Pittsburgh, PA.

2011, February Invited guest speaker (Topic: *Socioeconomic Status and Families*) for undergraduate course on lifespan development for nursing students, Department of Psychology in Education, University of Pittsburgh, Pittsburgh, PA.

ADDITIONAL PROFESSIONAL EXPERIENCE

2014 - Present *Career Consultant*

- Assist professionals with resume writing, cover letters, job searching, and interview preparation

2008 - 2010 *Child Care Coach*, University of Pittsburgh Office of Child Development, Pittsburgh, PA

- Provided support and coaching to early childhood education (ECE) providers enrolled or considering enrollment in the PA Keystone Stars quality assurance program.
- Assisted ECE providers in forming community networking groups.
- Developed a mentoring program for family providers.

2004 – 2005 *Child Development Specialist*, Family Care Connection, Children’s Hospital of Pittsburgh

- Conducted developmental assessments (Birth-6 years) and reviewed all center activities to ensure developmental appropriateness, implemented intervention based on research assessments, parenting classes, afterschool programs, and assisted in the design of a needs assessment tool/piloted the tool used for all county funded family support agency’s in Allegheny County. (LEAP tool – in conjunction with the University of Pittsburgh, Office of Child Development).

2003 – 2003 *Therapeutic Staff Support*, Southwestern Human Services, Pittsburgh, PA

- Provided treatment services for a child diagnosed with Attention Deficit Hyperactivity Disorder (ADHD) and Oppositional Defiant Disorder (ODD) during out of school time.
- Assisted parents with behavior plan implementation and utilized applied behavior analysis techniques to assist the child with social interactions.

1998 – 1999 *Tutor/Mentor*, Site: Institute for the Development of African American Youth, Temple University Get Smart Program, Philadelphia, PA

- Mentored African American and Latino males 16-21 years old convicted of firearm violations and provided tutoring in job, life and computer skills.
- Tutored African American females in preparation for the GED exam

PROFESSIONAL SERVICE

Manuscript Reviewer (2013-Present)

- Child & Youth Services (2017-Present)
- Early Education and Development (2013-Present)
- Journal of Family Issues (2013-2014)

Grant Reviewer (2013-2016)

- United States Department of Education Investing in Innovation i3 Development & Validation Grants (Parent and Family Engagement Content Reviewer & Evaluation Reviewer)

Undergraduate and Graduate Student Mentor (2013)

- National Council on Family Relations 2013 Annual Conference Speed Mentoring for Students, San Antonio, TX

Conference Proposal Reviewer (2008)

- American Educational Research Association 2008 Annual Meeting and Exhibition, New York, NY

COMMUNITY SERVICE

United Way of Indiana County (UWIC), 2016, Indiana, PA

- Indiana County Needs Assessment

Pittsburgh Regional Science & Engineering Fair, 2013, Pittsburgh, PA

- Social and Behavioral Science Middle School Judge

United Way of Pittsburgh, 2008-2013

- Grant Proposal Reviewer
- Annual Assessment Reviewer
- Tax Season Tax Preparation Volunteer
- Annual Day of Caring Volunteer

South Side Athletic Association, 2012, Pittsburgh, PA

- Baseball Team “Mom”
 - Communicate with parents, created and maintained social networking sites to keep parents informed and engaged in training and the baseball season.

A Plus Schools, 2010, Pittsburgh, PA

- School Works Volunteer
 - Completed qualitative interviews with School Counselors and Principals in K-12 public schools.

Schenley Heights Community Development Program, 2010, Pittsburgh, PA

- Fourth and Fifth grade After School Science Instructor
 - Designed and implemented science curriculum for Afterschool Tutorial Enrichment Program (ASTEP)

African American Alumni Council, 2007, University of Pittsburgh, Pittsburgh, PA

- Apple Seed Volunteer (Site: Schenley High School - Pittsburgh Public Schools)

Council of Three Rivers American Indian Center (COTRAIC) Head Start Program, Pittsburgh, PA
2003-2006

- Policy Council Board Member
- Family Services Committee Member