Matthew E. Foster, Ph.D.

(ORCiD: 0000-0002-6549-6380)

PRESENT TITLE: Associate Professor
University of South Florida

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ACADEMIC APPOINTMENTS

2025-present	Courtesy Appointment, Communication Sciences and Disorders, University of South Florida
2024-present	Associate Professor, Child and Family Studies, University of South Florida
2022-present	Director for Research and Evaluation, Child and Adolescent Behavioral Health, Child and Family Studies
2021-present	Affiliate Faculty (Courtesy Appointment), Florida Center for Inclusive Communities
2017-2024	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
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.

2011-2014 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 & 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 21st 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^3), 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

Forth coming

CURRENT INTERNALLY FUNDED RESEARCH

2024-2025 University of South Florida / The Corridor Early-Stage Innovation Fund (**Principal Investigator**) *Equipping Bilingual Leaders for Special Education Related Careers*
$25,000

2023-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

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

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

2006-2009 Institute of Education Sciences – H324K040007 (**Cognitive Development Specialist/Predoctoral Trainee**) *Evaluating the Effectiveness of Reading Interventions for Students with Mild MR* (PI: R. Sevcik)
$2,878,446

COMPLETED INTERNALLY FUNDED RESEARCH

2023-2024 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)

2023-2024 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)

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

PROPOSALS UNDER REVIEW

2024 Institute of Education Sciences **(Co-I; Subaward PI)**
The Impact of Explicit, Systematic, and Sequential Language Instruction on Long Term Reading and Writing Outcomes: An Efficacy and Implementation SMART Study
$1,000,000

2024 Institute of Education Sciences (**Principal Investigator**)
Development and Validation of a Kindergarten Dynamic Assessment of Mathematics
$1,999,956

2024 Spencer Foundation (**Principal Investigator**)
Development and Validation of a Kindergarten Dynamic Assessment to Predict Risk for Mathematics Difficulties (MD) and Disabilities (MLD)
$499,984

2024 National Institutes of Health (**Consultant**)
The Latent Structure of Stuttering and Interactive Effects of Speech and Related Factors (PI: Meier)
$50,000

PROPOSALS IN PREPARATION

2025 Department of Education (**Principal Investigator)**
Innovate STEM: Enhancing Student Learning through Hands-On Exploration
$10,000,000

2025 Institute of Education Sciences (**Co-Principal Investigator**)
***F**ellows **A**dvancing **I**nterdisciplinary **R**esearch, and Equity in Education Sciences (FAIR)* $5,000,000 (PI: L. Restrepo)

2025 Institute of Education Sciences (**Co-Investigator; Subaward PI**)
Validation of the Predictive Early Assessment of Reading and Language (PEARL)
$583,532 (PI: T. Spencer)

2025 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

UNFUNDED PROPOSALS (Select)

2024 Department of Education, Office of English Language Acquisition (**Co-Investigator**). *Project POSSIBLE (**P**reparing **O**ur **S**tudents to be **S**uccessful and **I**nspirational **B**ilingual **L**anguage **E**ducators*) (PI: L. López)
$3,306,603

2023 Institute of Education Sciences (**Principal Investigator**)
Development and Validation of a Dynamic Assessment to Predict Risk for Math Difficulties
$1,999,956
Score – 2.78

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

$583,532

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

2020 Department of Health and Human Services (**Co-Investigator**)
Trajectories of Academic Development and Behavior Problems among Head Start Children: The Impact of Parental Engagement (PI: S. Yampolskaya)
$500,000

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-Investigator**)
Thinking Forward! Tiers, Teams, & Technology in Model MTSS PreK Classrooms (PI: H. Goldstein)
$1,400,000

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

2017 National Institutes of Health (**Co-Investigator**)
The Behavioral and Neural Basis for Developmental Dyscalculia: Three Facets of Numerical Magnitude Processing (PI: J. Anthony)
$2,430,315

PUBLICATIONS

Citation Counts (Google Scholar & ResearchGate)

h-index: 13 (i.e., 13 papers cited at least 13 times) Research Interest 290.2
i10-index: 15 (i.e., 15 papers cited at least 10 times) Total Citations: 534

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

Smith, S. A., **Foster, M. E.,** & Li, Z. (2025). Latent profile analysis reveals heterogeneity related to motivation, effort, and outside of class behaviors in digital environments among Chinese university students. *System, 129*, 129. https://doi.org/10.1016/j.system.2025.103604

Almubark, N. A., Spencer, T. D., & **Foster, M. E. (2025). AAC narrative intervention for children with autism. *Augmentative and Alternative Communication,* 1–14. https://doi.org/10.1080/07434618.2024.2433959

Petersen, D. B., Staskowski, M., **Foster, M. E.**, & **Douglas, K., Konishi-Therkildsen, Spencer, T. D. (2024). Explicit and systematic narrative language instruction to improve language comprehension: A three-arm randomized controlled trial. *Journal of Reading and Writing*. https://doi.org/10.1007/s11145-024-10590-z

Foster, M. E., Caemmerer, J. M., **Hennessy, B., Smith, S. A., López, L. M., & Spencer, T. D. (2024). Predictors of kindergarten science achievement and its growth across elementary school for multilingual and English monolingual learners. *Elementary School Journal*. Advanced online. https://doi.org/10.1086/732691

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

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

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

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

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

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/jresematheduc.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., Romski, 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., & Shupe, S. (2025). Understanding socioemotional development in children with and without disabilities: Insights from kindergarten through fifth grade. [Manuscript – submitted for publication]. Child and Family Studies, University of South Florida.

Perez Arias, A., **Foster, M. E.**, Callejas, L. M., & Levin, B. (2024). Cultural identity, acculturation, and unhealthy risky behaviors among Latino adolescents. [Manuscript – submitted for publication]. Child and Family Studies, University of South Florida.

Foster, M. E., López, L. M., **Sutter, S., Nylund-Gibson, K., & **Arch, D. A. N. (2024). Latine dual language learners' bilingual development in mathematics and cognition: A longitudinal latent profile analysis. [Manuscript – submitted for publication]. Child and Family Studies, University of South Florida.

Foster, M. E., López, L. M., Nylund-Gibson, K., **Stutter, S., **Arch, D. A. N. (2024). Diversity in bilingual development for language, literacy, and mathematics among Latine learners. [Manuscript – submitted for publication]. Child and Family Studies, University of South Florida.

López, L. M., **Arch, D. A. N, **Foster, M. E.**, Nylund-Gibson, K. (2024). Exploring cross-domain relations in bilingual language and literacy profiles of Latine dual language learners in the U.S. [Manuscript – submitted for publication]. Child and Family Studies, University of South Florida.

Arch, D. A. N., Nylund-Gibson, K., **Foster, M. E., & López, L. M. (2024). Utility of mixture modeling in understanding student language and literacy proficiency in Latine DLLs: A methodological look at child development. [Manuscript – submitted for publication]. Child and Family Studies, University of South Florida.

ARTICLES IN PREPARATION

Foster, M. E., & López, L. M., & **Sutter, S. (2023). School readiness profiles in the prediction of growth in science and mathematics among Latine dual language learners [Manuscript – in preparation]. University of South Florida.

López, L. M., **Arch, D. A. N., 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, Rigthpath Research and Innovation Center.

PREREGISTRATIONS

Foster, M. E., López, L. M., Nylund-Gibson, K., **Stutter, S., **Arch, D. A. N. (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., **Arch, D. A. N. (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 Early Mathematics: Kindergarten. (2023). Foster.

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

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.**, and leaders from multiple counties in Bay Area school districts).

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

Silva Maceda, G., Spencer, T. D., & **Foster, M. E.** (2025). The mediating role of narrative and expository language between maternal education and reading Comprehension. [Spoken Paper]. 31st annual meeting for the Society for the Scientific Study of Reading Conference, Calgary, Canada.

Arch, D. A. N., 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]. 30th annual meeting for the Society for the Scientific Study of Reading Conference, Copenhagen, Denmark.

López, L, M., **Arch, D. A. N., 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]. 30th annual meeting for the Society for the Scientific Study of Reading Conference, Copenhagen, Denmark.

López, L, M.., **Arch, D. A. N., 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]. 30th 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., & **Arch, D. A. N. (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]. 29th 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. A. N. (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]. 29th 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]. 29th 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]. 29th 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]. 29th 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 26th annual meeting for the Society for the Scientific Study of Reading Conference, Toronto, Canada.

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

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

Foster, M. E., Anthony, J. L., Montroy, J. J., & Williams, J. M. (2018, July). Bias in the assessment of English letter name and English letter sound knowledge: Group differences by gender, racial, and language status groups. In J. Anthony (Chair), *Critical evaluation of the conceptualization and operationalization of letter knowledge.* Symposium

conducted at the 25th annual meeting for the Society for the Scientific Study of Reading Conference, Brighton, United Kingdom.

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

REFEREED NATIONAL CONFERENCE PRESENTATIONS

Sutter, S., Flowers, C.E., **Foster, M.E., López, L.M. (2025, April) Examining the Cross-language Relationships Between Math Skills and Home Language in Spanish-English DLLs. In S. Sutter (Chair), *Examining Home and Classroom Contextual Factors Associated with School Readiness Development of Spanish-English Speaking DLLs* [Paper presentation/Round table] 2025 SCRD annual meeting, Minneapolis, MN.

Sutter, S., López, L.M., **Foster, M.E. (2025, April) Examining Home Language Input and Cross-Language Associations in Bilingual Children: A Propensity Score Analysis. In J. Smith (Chair), *A Holistic Portrait of Bilingual Home Environments and Bilingual Development in Preschool Children* [Paper presentation/Round table] 2025 SCRD annual meeting, Minneapolis, MN.

Sutter, S., López, L. M., **Foster, M. E., & Dedrick, R., Mariano, J.M., Putnam, S. (2025, April). Quantitative methods for assessing Spanish-English speaking dual language learners in PreK: A systematic review. In N. Xu (Chair), *Assessing State of the Art in Bi-/Multilingual Education Research and Scholarship* [Paper presentation/Round table] 2025 annual meeting of the American Educational Research Association, Denver, CO.

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. A. N. (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. A. N. (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]. 52nd 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]. 13th 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 69th Literacy Research Association annual conference, Tampa, FL.

Kelley, E. S., Spencer, T. D., **Foster, M. E.**, Artman-Meeker, K., & Duran, L. (2019, November). *Integration is key: Extending the effect of SLPs' language interventions into the classroom.* [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. A. N. (2024, June 5–8). *Latine Dual Language Learners' (DLLs') Bilingual Development in Mathematics and Cognition: A Longitudinal Latent Profile Analysis* [Poster accepted]. Mathematics, Cognition, and Learning Society Conference, Washington D.C., United States.

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]. 23rd annual meeting for the Society for the Scientific Study of Reading Conference, Porto, Portugal.

REFEREED NATIONAL CONFERENCE POSTER PRESENTATIONS

Foster, M. E., López, L., Nylund-Gibson, K., Sutter, S., & Arch, D. A. N. (2025, May 1–3). *Profiles of Bilingual Mathematics and Cognitive Development in Latine Dual language Learners: A Longitudinal Study* [Poster presentation]. Society for Research on Child Development Biennial Meeting, Minneapolis, MN, United States.

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]. 32nd 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]. 31st 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]. 30th 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]. 13th 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]. 29th 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]. 29th 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]. 28th 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 27th 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 4th Annual Florida Psycholinguistics Meeting, University of South Florida, Tampa, FL.

Anthony, J. L., Williams, J. M., **Foster, M. E.,** **Erazo, N., Assel, M., Montroy, J. J., & Cen, W. (2018, May). *Psychometric evaluation of the Spanish school readiness curriculum based measurement system*. Poster presented at the Bilingual Research Conference, Children's Learning Institute, Houston, TX.

Foster, M. E., & Anthony, J. L. (2016, December). *Cognitive and linguistic predictors of kindergarten mathematics outcomes for Hispanic language minority students from Title 1 schools.* Poster presented at the annual Principal Investigators Meeting for the Institute of Education Sciences, Washington D.C.

Foster, M. E., & Anthony, J. L. (2016, February). *Computer assisted instruction improves math outcomes for kindergartners at-risk for learning difficulties.* Poster presented at the 24th annual Pacific Coast Research Conference, 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 23rd 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^3) Conference, Storrs, CT.

Foster, M. E., Sevcik, R. A., Morris, R. D., & Romski, M. (2014, March). *Effects of language development on reading and mathematics achievement in children with mild intellectual disabilities.* Poster presented at the 47th annual Gatlinburg Conference on Research and Theory and Intellectual and Developmental Disabilities, Chicago, IL.

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

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

REFERRED LOCAL CONFERENCE POSTER PRESENTATIONS

*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 1 schools* [Poster presentation] 2019 USF Undergraduate Research Conference, Tampa, FL.

INVITED PRESENATIONS

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 7th Annual Texas School Ready Early Childhood Summer Institute, Dallas, TX.

Foster, M. E. (2017, February). *Mathematics, language, and critical components of intensive intervention.* Invited presentation conducted at the United Way of Houston's Winter Lunch and Learn, Houston, TX.

Foster, M. E. (2016, May). *The potential of computer assisted instruction in reducing mathematics disparities by increasing the mathematics proficiency of Hispanic dual language learners in kindergarten.* Poster presented at the Education and Inequality in 21st Century America conference, Stanford, CA.

Foster, M. E., Anthony, J. L., Williams, J. M., Clements, D. H., & Sarama, J. H. (2014, October). *Can software alone build mathematics competencies? Evaluation of the Building Blocks software suite.* Poster presented at the Medical School's Development Board Meeting, University of Texas Health Sciences Center, Houston, TX.

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

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

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

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

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

MEDIA

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

CONSULTATION

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 2018–Fall 2021	Research in Community Settings (7–11 students)

University of South Florida - College of Behavioral and Community Sciences

Spring 2025	Advanced Undergraduate Research Experience (2 sections; 14 Students)
Spring 2019–Fall 2024	Advanced Undergraduate Research Experience (6–12 students)
Spring 2019	Directed Study (2)

Georgia State University - Department of Psychology

Fall 2013–Spring 2014	Introduction to Research Design and Analysis (> 30)
Fall 2011–Fall 2013	Guest Panelist: Issues in Scientific and Professional Ethics
Summer 2010, Spring 2011	Graduate Learning Assistant: Abnormal Psychology (> 30)
Spring 2011	Graduate Learning Assistant: Intro to General Psychology (> 30)
Spring 2010	Graduate Learning Assistant: Drugs and Behavior (> 30)
Spring 2010	Graduate Learning Assistant: Writing Lab Tutor
Fall 2010	Guest lecture: Disparity in graduation rates & students with disabilities
Fall 2009	Graduate Learning Assistant: Interpersonal Behavior (> 30)
Fall 2009	Graduate Learning Assistant: Statistics Lab Tutor

Georgia State University - College of Education

Spring 2013	Graduate Teaching Assistant: Child Development (> 30)

UNIVERSITY INSTRUCTION: GRADUATE COURSES

University of South Florida – College of Behavioral and Community Sciences

Spring 2025	Applied Field Experience, Master's (1)
Spring 2025	Research and Evaluation in Child and Adolescent Behavioral Health, Master's (16)
Fall 2024	Applied Field Experience, Master's (1)
Fall 2024	School Based Mental Health Services, Master's (3)
Summer 2024	Statistical Applications in Translational Research & Evaluation, Doctoral (9)
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 Scholars Mentored (select) – University of South Florida

2024-present Grace Cruzado, B. A. in Language, Speech, & Hearing Services
Bilingual Students in Training Assistantship, August 2024

2024-present Valeria Gonzalez, B. A. in Early Childhood Education
Bilingual Students in Training Assistantship, August 2024

2024-present Vallerye Rivera Aldea, B. A. in Language, Speech, & Hearing Services
Bilingual Students in Training Assistantship, August 2024

2024-present Sarah Urrea, B. A. in Elementary Education
Bilingual Students in Training Assistantship, August 2024

2024-present Alyssa Gill, B. A. in Language, Speech, & Hearing Services
Undergraduate Research Scholar Award, November, 2024

2024-present Alys Jimenez, B. A. in Language, Speech, & Hearing Services
Bilingual Students in Training Assistantship, August 2024
Undergraduate Research Scholar Award, December, 2024

2023-2024 Alexia Burns, B. A. in Language, Speech, & Hearing Services
Undergraduate Research Scholar Award**,** April, 2024

2023-present Coral Morley, Health Care Administration
Undergraduate Research Scholar Award (April, 2024; November 2024)

2023-present Emma Barney, B. A. in Language, Speech, & Hearing Services
Undergraduate Research Scholar Award (November, 2024)

2023-present Mia Sinclair, B. A. in Language, Speech, & Hearing Services
Undergraduate Research Scholar Award (June, 2024; November, 2024; December, 2024), ***Bilingual Students in Training Assistantship*** (August, 2024)

2023-present Caroline Kelley, B. A. in Language, Speech, & Hearing Services,
Undergraduate Research Scholar Award (January, 2024; April, 2024; June 2024; November, 2024; December, 2024)

2023-present Isabella Rios, B. A. in Language, Speech, & Hearing Services
The Mom's Project Research Award (April, 2023)
Undergraduate Research Scholar Award (June, 2024; November, 2024; December, 2024)

2023-2024 Elaine Derby, B. A. in Language, Speech, & Hearing Services
Undergraduate Research Scholar Award (November, 2023)

2023-2024 Nicole Kawa, B. A. in Language, Speech, & Hearing Services
Undergraduate Research Scholar Award (November, 2023)
The Mom's Project Research Award (April, 2023)

2023-2024 Jolie Visgaitis, B. A. in Language, Speech, & Hearing Services
The Mom's Project Research Award (April, 2023)
Dean's Undergraduate Research Award (April, 2024)
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)
2021-2022 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
Undergraduate Research Scholar Award (November, 2023)
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 Conference Global Citizens Award (April, 2022)
Undergraduate Research Conference Audience Choice 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)

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 – University of South Florida

2023-present Adriana Escudero Badias, B.A. in Psychology, College of Arts and Sciences,
Bilingual Students in Training Research Fellowship

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

2023-present Brooke Fiorenza*, M.S. in CABH, CBCS
2024-present Rosmary Bohorquez, CABH, CBCS
2022-2025 Kacey Wood*, M.S. in CABH, CBCS
ITRE Certificate Award (December, 2023)
2023-2024 Aleena Ruscella, CABH, CBCS
2022-2023 Shuana Bragg*, CABH, CBCS

2021-2023 Jamie Bernstein*, CABH, CBCS

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

2022-2024 Arielis Perez Arias*, M.S. in CABH, CBCS
ITRE Certificate Award (May, 2023) – *Doctoral Student at New York University*
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 – 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

2022-present Matthew Cox, Ph.D. in Interdisciplinary Studies, CBCS
2022-2024 Norah Almubark, Ph.D. in Communication Sciences & Disorders, CBCS
2020-present Shaunacy Sutter, Ph.D. in Educational Psychology, College of Education
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

2022-2024 National Association of Bilingual Education
2021-2024 American Education Research Association
2021-present Society for Research on Child Development
2020-present Mathematical Cognition and Learning Society
2016-2024 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

2024-present Society for Research on Child Development Publication's Committee
2023-present The Mathematical Cognition and Learning Society's Mission and Vision Committee

Editorial Positions (*International Journal)

Associate Editor

2024-present *Journal of Early Intervention*

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*
2020-2024 *Educational Researcher*
2019-2024 *Learning Disability Quarterly*
2019-2023 *Child Development*
2018-2024 *British Journal of Educational Technology*[*]
2018-2024 *Mathematical Thinking and Learning*[*]
2017-2024 *Early Childhood Research Quarterly*
2016-2024 *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

2021-2024 The Mathematical Cognition and Learning Society Annual Conference

Conference Review Panels - United States

2024 Society for Research on Educational Effectiveness, Research Methods Section
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

2025 Discovery Research PreK-12 (DRK-12), National Science Foundation

2025 Early Intervention and Early Childhood Education Grants, U.S. Department of Education, Institute of Education Sciences
2024 Education Innovation and Research: Early Phase Grants, U.S. Department of Education
2024 Access to Infant and Toddler Care and Education: Research and Evaluation Grants, U.S. Department of Education
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 Committee Member, Conflict of Interest Committee
2024-2025 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

2023-2025 Chair of the CBCS Faculty Council
2022-2025 Faculty Council Representative to the CBCS Dean's Council
2021-2022 Vice Chair of the CBCS Faculty Council
2021-2025 Child and Family Studies Representative to the CBCS Faculty Council
2021-2025 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 & Learning Excellence
2018-present Committee Member, CBCS Interdisciplinary Doctoral Committee

Child and Family Studies

2024-present Faculty Search Committee Member, Florida Center for Inclusive Communities

2023-2025 Faculty Search Committee Member, Rightpath Research & Innovation Center
2022-2024 Chair, Curriculum Committee
2022-2025 Representative to the CBCS Faculty Council
2022-2023 Faculty Search Committee, Marriage and Family Therapy
2021-present CABH Executive Committee Member
2021-2022 Alternate Member to the CBCS Faculty Council
2019-2021 Committee Member, Governance Council
2018-2022 Committee Member, Curriculum Committee
2017-2021 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

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, 11th Annual College of Behavioral and Community Sciences Graduate Research Symposium
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