

Mary E. Bratsch-Hines

Frank Porter Graham Child Development Institute • University of North Carolina at Chapel Hill
517 South Greensboro Street, 124 Sheryl Mar North, CB#8180 • Chapel Hill, NC 27599
(919) 962-7322 • bratsch@email.unc.edu • <https://fpg.unc.edu/profiles/mary-e-bratsch-hines>

Education

2012	Ph.D. in Education , University of North Carolina at Chapel Hill
2012	Teaching Licensure , Birth to Kindergarten and Elementary, University of North Carolina at Chapel Hill
2008	M.A. in Education , University of North Carolina at Chapel Hill
2002	B.A. in English , University of North Carolina at Chapel Hill

Research and Professional Experience

2017–present	Adjunct Assistant Professor , School of Education, University of North Carolina at Chapel Hill
2012–present	Advanced Research Scientist , Frank Porter Graham Child Development Institute, University of North Carolina at Chapel Hill; projects include: <ul style="list-style-type: none">• Targeted Reading Instruction (TRI): TRI is a webcam coaching literacy professional development program for teachers that promotes rapid reading gains for their students not yet meeting grade-level expectations. I currently serve as co-PI on a randomized controlled trial of TRI for English Learners, funded by Institute of Education Sciences (IES). I oversee collection, management, and analyses of TRI’s quantitative data. I promote dissemination of TRI via journal publications and social media.• Family Life Project (FLP): FLP is a multi-site, multi-disciplinary, birth-cohort study representative of all children born in six high-poverty rural counties in Pennsylvania and North Carolina. I currently serve as statistician for FLP, analyzing data associating child care quality and instability and school processes with children’s longitudinal academic and social outcomes. I was awarded an R03 grant by NICHD in 2017 to analyze FLP data related to child care instability, and my work has been featured by Child Trends News Service.• Early Learning Network (ELN): ELN is a multi-site network study funded by IES. The UNC site is studying the early learning experiences of rural children in North Carolina from pre-kindergarten through third grade to identify policies and practices that promote school success. I serve as project director on the project, coordinating district partnerships; participant recruitment; training of data collectors; data collection, management, and analysis; and findings dissemination.• Literacy Matrix Evaluation: I currently serve as PI to conduct an evaluation of the Literacy Matrix, developed by the Lastinger Center at the University of Florida.

- 2012 **Postdoctoral Research Associate**, Family Life Project, Frank Porter Graham Child Development Institute, University of North Carolina at Chapel Hill
- 2010–2013 **Senior Research Associate**, Triangle Research and Evaluation Associates
- 2007–2012 **Research Assistant**, Family Life Project, Frank Porter Graham Child Development Institute, University of North Carolina at Chapel Hill
- 2008 **Research Assistant**, Durham Child Health and Development Study, Center for Developmental Science, University of North Carolina at Chapel Hill

Awards and Additional Training

- 2018 **Participant**, Power and Sample Size for Longitudinal and Multilevel Study Design, University of Florida Clinical and Translational Science Institute
- 2017 **Participant**, Longitudinal Structural Equation Modeling Training Seminar, Curran-Bauer Analytics.
- 2016 **Recipient**, Abecedarian Award, Frank Porter Graham Child Development Institute (\$5000).
- 2014 **Participant**, Structural Equation Modeling Training Seminar, Curran-Bauer Analytics.
- 2013 **Selected Participant**, Randomized Controlled Trial Training Institute, U.S. Department of Education Institute of Education Sciences (all expenses paid).
- 2011 **Recipient**, Thelma Zaytoun Summer Research Fellowship, University of North Carolina at Chapel Hill Graduate School (\$4000).

Journal Articles

Published or Accepted

- Zgourou, E., Bratsch-Hines, M. E., & Vernon-Feagans, L. (in press). Home language and literacy practices in relation to child language skills at 36 months and prekindergarten in low-wealth rural communities. *Infant and Child Development*.
- Aiken, H., Bratsch-Hines, M. E., Amendum, S., & Vernon-Feagans, L. (in press). Learning from the Targeted Reading Intervention: Takeaways for classroom reading instruction. *The Reading Teacher*.
- Varghese, C., Bratsch-Hines, M. E., Aiken, H., & Vernon-Feagans, L. (2020). Elementary teachers' intervention fidelity in relation to reading and vocabulary outcomes for students at risk for reading-related disabilities. Accepted with minor revisions, *Journal of Learning Disabilities*.
- Bratsch-Hines, M. E., Carr, R. C., Zgourou, E., Vernon-Feagans, L., & Willoughby, M. (2020). Infant and toddler childcare quality and stability in relation to proximal and distal academic and social outcomes. *Child Development*. Advanced online publication.
<https://doi.org/10.1111/cdev.13389>

- Aiken, H., Varghese, C., Pedonti, S., Bratsch-Hines, M. E., & Vernon-Feagans, L. (2020). Targeted Reading Intervention teacher certification: An approach to building and sustaining teacher expertise in rural schools. *Literacy Research and Instruction*. Advanced online publication. <https://doi.org/10.1080/19388071.2020.1777230>
- Jordan, R. P., Bratsch-Hines, M. E., Vernon-Feagans, L. (2020). Associations of reading knowledge with kindergarten and first grade teachers' reported instructional strategies. *Literacy Research and Instruction*. Advanced online publication. <https://doi.org/10.1080/19388071.2020.1774689>
- Carr, R. C., Bratsch-Hines, M., Varghese, C., & Vernon-Feagans, L. (2020). Latent class growth trajectories of letter name knowledge during pre-kindergarten and kindergarten. *Journal of Applied Developmental Psychology*, 69(1). <https://doi.org/10.1016/j.appdev.202>
- Reynolds, E. R., Garrett-Peters, P. T., Bratsch-Hines, M., & Vernon-Feagans, L. (2020). Mothers' and fathers' early mental state language: The roles of ethnicity, partner language, and sensitivity. *Journal of Marriage & Family*. Advanced online publication. <https://doi.org/10.1111/jomf.12675>
- Burchinal, M., Foster, T., Bezdek, K., Bratsch-Hines, M., Vernon-Feagans, L., Blair, C., & The FLP Key Investigators (2020). School-entry skills predicting school-age academic and social-emotional trajectories. *Early Childhood Research Quarterly*, 51, 67–80. <https://doi.org/10.1016/j.ecresq.2019.08.004>
- Bratsch-Hines, M. E., Vernon-Feagans, L., Pedonti, S., & Varghese, C. (2019). Differential effects of the Targeted Reading Intervention for students with low phonological awareness and/or vocabulary. *Learning Disability Quarterly*. Advanced online publication. <https://doi.org/10.1177/0731948719858683>
- Vernon-Feagans, L., Bratsch-Hines, M. E., Reynolds, E., & Willoughby, M. (2019). How maternal language input from 6–36 months varies by race and education and predicts child language at school entry. *Child Development*, 91, 1098–1115. <https://doi.org/10.1111/cdev.13281>
- Bratsch-Hines, M. E., Burchinal, M., Peisner-Feinberg, E., & Franco, X. (2019). Frequency of instructional practices in rural prekindergarten classrooms and associations with child language and literacy skills. *Early Childhood Research Quarterly*, 47, 74–88. <https://doi.org/10.1016/j.ecresq.2018.10.001>
- Varghese, C., Vernon-Feagans, L., & Bratsch-Hines, M. E. (2019). Associations between teacher–child relationships, children's literacy achievement, and social competencies for struggling and non-struggling readers in early elementary school. *Early Childhood Research Quarterly*, 47, 124–133. <https://doi.org/10.1016/j.ecresq.2018.09.005>
- Reynolds, E., Vernon-Feagans, L., Bratsch-Hines, M. E., Baker, C., & Family Life Project Key Investigators (2019). Mothers' and fathers' language input from 6 to 36 months in rural two-parent families: Relations to children's kindergarten achievement. *Early Childhood Research Quarterly*, 47, 385–395. <https://doi.org/10.1016/j.ecresq.2018.09.002>
- Varghese, C., Vernon-Feagans, L., & Bratsch-Hines, M. E. (2019). Rural classroom environments as contexts for teacher-child relationships. *Journal of Educational Research*, 112, 411–420. <https://doi.org/10.1080/00220671.2018.1545214>

- Vernon-Feagans, L., Bratsch-Hines, M. E., Varghese, C., Cutrer, E., & Garwood, J. (2018). Improving struggling readers' early literacy skills through a Tier 2 professional development program for rural classroom teachers: The Targeted Reading Intervention. *Elementary School Journal*, *118*, 525–548. <https://doi.org/10.1086/697491>
- Jordan, R. P., Bratsch-Hines, M. E., & Vernon-Feagans, L. (2018). Kindergarten and first grade teachers' content and pedagogical content knowledge of reading and associations with teacher characteristics at rural low-wealth schools. *Teaching and Teacher Education*, *74*, 190–204. <https://doi.org/10.1016/j.tate.2018.05.002>
- Bratsch-Hines, M. E., Vernon-Feagans, L., Garwood, J., & Varghese, C. (2017). Child skills and teacher qualifications: Associations with elementary classroom teachers' reading instruction for struggling readers. *Learning Disabilities Research & Practice*, *32*, 270–283. <https://doi.org/10.1111/ldrp.12136>
- Amendum, S., Bratsch-Hines, M. E., & Vernon-Feagans, L. (2017). Investigating the efficacy of a web-based early reading and professional development intervention for young English Learners. *Reading Research Quarterly*, *53*, 155–174. <https://doi.org/10.1002/rrq.188>
- Bratsch-Hines, M. E., Mokrova, I., Vernon-Feagans, L., & Family Life Project Key Investigators (2017). Rural families' use of multiple child care arrangements from 6 to 58 months and children's kindergarten behavioral and academic outcomes. *Early Childhood Research Quarterly*, *41*, 161–173. <https://doi.org/10.1016/j.ecresq.2017.05.005>
- Varghese, C., Garwood, J., Bratsch-Hines, M. E., & Vernon-Feagans, L. (2016). Exploring magnitude of change in teacher efficacy and implications for students' literacy growth. *Teaching and Teacher Education*, *55*, 228–239. <https://doi.org/10.1016/j.tate.2016.01.011>
- Tichnor-Wagner, A., Garwood, J. D., Bratsch-Hines, M., & Vernon-Feagans, L. (2016). Home literacy environments and foundational literacy skills for struggling and nonstruggling readers in rural early elementary schools. *Learning Disabilities Research & Practice*, *31*, 6–21. <https://doi.org/10.1111/ldrp.12090>
- Bratsch-Hines, M. E., Mokrova, I., Vernon-Feagans, L., & Family Life Project Key Investigators (2015). Child care instability from 6 to 36 months and the social adjustment of children at prekindergarten. *Early Childhood Research Quarterly*, *30*, 106–116. <https://doi.org/10.1016/j.ecresq.2014.09.002>
- Vernon-Feagans, L., Bratsch-Hines, M. E., Bean, A., Varghese, C., & Hedrick, A. (2015). The Targeted Reading Intervention: Face-to-face vs. webcam literacy coaching of classroom teachers. *Learning Disabilities Research and Practice*, *30*, 135–147. <https://doi.org/10.1111/ldrp.12062>
- Bratsch-Hines, M. E., Vernon-Feagans, L., & Family Life Project Key Investigators (2013). Child care changes, home environment quality, and the social competence of African American children at age 3. *Early Education & Development*, *24*, 1065–1081. <https://doi.org/10.1080/10409289.2013.736359>
- Vernon-Feagans, L., Bratsch-Hines, M. E., & Family Life Project Key Investigators (2013). Caregiver-child verbal interactions in child care: A buffer against poor language outcomes when maternal language input is less. *Early Childhood Research Quarterly*, *28*, 858–873. <https://doi.org/10.1016/j.ecresq.2013.08.002>

Berry, D., Blair, C., Ursache, A., Willoughby, M., Garrett-Peters, P., Vernon-Feagans, L., Bratsch-Hines, M., Mills-Koonce, W. R., & Granger, D. A. (2013). Child care and cortisol across early childhood: Context matters. *Developmental Psychology*, *50*, 514–525. <https://doi.org/10.1037/a0033379>

Submitted or In Preparation

Burchinal, M., Bezdek, K., Foster, T., Bratsch-Hines, M., Franco, X., & Peisner-Feinberg, E. (2020). Quality dimensions and level of measurement: Relating early care and education quality and practice to preschool outcomes. Revise and resubmit, *Early Childhood Research Quarterly*.

Vernon-Feagans, L., Carr, R., Bratsch-Hines, M., Willoughby, M., & Watts, T. (2020). Early maternal language input and cumulative classroom instructional quality predict children's literacy trajectories from pre-k through fifth grade. Submitted, *Developmental Psychology*.

Franco, X., Burchinal, M., Peisner-Feinberg, E., & Bratsch-Hines, M., (2020). English and Spanish gains of dual language learners attending pre-kindergarten classrooms in rural North Carolina. Submitted, *Early Childhood Research Quarterly*.

Zgourou, E., Bratsch-Hines, M. E., & Holochwost, S. (2020). Child care stability and instability and children's developmental outcomes. Submitted, *Developmental Review*.

Zgourou, E., Bratsch-Hines, M. E., & Holochwost, S. (2020). Predicting to child care instability. Manuscript in progress.

Bratsch-Hines, M., Cohen-Vogel, L., Little, M., Burchinal, M., Peisner-Feinberg, E., & Franco, X. (2020). Teacher-student match by race and ethnicity. Manuscript in progress.

Book Chapters

Bratsch-Hines, M. E., Baker, C., & Vernon-Feagans, L. (2016). Minority families in the rural United States: Family processes, child care, and early schooling. In L. Crockett & G. Carlo (Eds.), *Rural ethnic minority youth and families in the United States: Theory, research, and applications* (pp. 143–164). Cham, Switzerland: Springer International.

Vernon-Feagans, L., Garrett-Peters, P., De Marco, A., & Bratsch-Hines, M. E. (2012). Children living in rural poverty: The role of chaos in early development. In V. Malholmes & R. B. King (Eds.), *The Oxford handbook of poverty and child development* (pp. 448–466). New York, NY: Oxford University Press.

Bratsch, M. E. (2011). Factors influencing rural families' child care placement decisions: A literature review. In D. T. Williams & T. L. Mann (Eds.), *Early childhood education in rural communities: Access and quality issues* (pp. 46–69). Fairfax, VA: United Negro College Fund Frederick D. Patterson Research Institute.

Selected Presentations

Invited

Soliday Hong, S. & Bratsch-Hines, M. (February, 2020). *Day one through grade one: Comprehensive approaches to literacy development*. Invited presentation to the NC Department of Public Instruction, Raleigh, NC.

Bratsch-Hines, M. E. (January, 2018). Reducing silos using the Targeted Reading Intervention. In W. Chow (Chair), *Un-siloing populations of students and their needs*. Invited paper presented at the Institute of Education Sciences Principal Investigator Meeting, Arlington, VA.

Peer-Reviewed

Bratsch-Hines, M., Burchinal, M., & Byrnes, R. (2020, March). Observed classroom practices in relation to differential gains in kindergarten and first grade. In M. McCormick (Chair), *Exploring Heterogeneity in Children's Classroom Experiences: Identifying the Features of Early Childhood Instruction that Matter Most for Students* [Paper presentation]. Society for Research on Educational Effectiveness, Arlington, VA. (Conference cancelled)

Varghese, C., Bratsch-Hines, M., & Vernon-Feagans, L. (2020, March). Teacher implementation fidelity and student learning outcomes. In E. Doolittle (Chair), *Challenges with Assessment Precision and Implementation Fidelity in Response to Intervention Frameworks* [Paper presentation]. Society for Research on Educational Effectiveness, Arlington, VA. (Conference cancelled)

Bratsch-Hines, M., Vernon-Feagans, L., Pullen, P., Galloway, T., & Richards, J., (2020, February). *Literacy professional development and impacts on elementary student reading: Research, policy, and practice collaborative efforts in two states* [Conference session]. Council for Exceptional Children, Portland, OR.

Varghese, C., Aiken, H., Bratsch-Hines, M., Pedonti, S., & Vernon-Feagans, L. (2020, February). *Aligning early elementary school teachers' knowledge of reading instruction with practice* [Paper presentation]. Council for Exceptional Children, Portland, OR.

Pedonti, S., Bratsch-Hines, M., Varghese, C., & Vernon-Feagans, L. (2020, February). *Associations between rapid naming, inattention, and word-reading fluency* [Poster presentation]. Council for Exceptional Children, Portland, OR.

Bratsch-Hines, M. E. & Burchinal, M. (2020, January). *Exploring factors that sustain the prekindergarten boost: Within- and across-domain skills* [Paper presentation]. Early Learning Network Annual Meeting, Institute of Education Sciences, Washington, DC.

Burchinal, M., Bratsch-Hines, M. E., & Peisner-Feinberg, E. (2020, January). *Examining achievement gaps starting in pre-K: Identifying malleable factors to close the gap* [Paper presentation]. Institute of Education Sciences, Washington, DC.

Bratsch-Hines, M., & Vernon-Feagans, L. (2019, March). *Teacher-child positive verbal interactions and child care instability from 6–36 months and kindergarten academic and social skills* [Poster presentation]. Society for Research in Child Development, Baltimore, MD.

Bratsch-Hines, M., & Burchinal, P. (2019, March). *Classroom quality and practices in rural prekindergarten and kindergarten classrooms and associations with academic outcomes* [Poster presentation]. Society for Research in Child Development, Baltimore, MD.

Burchinal, P., Peisner-Feinberg, E., Bratsch-Hines, M., & Franco, X. (2019, March). Level of measurement and improving associations between early care and education quality and practice and child outcomes. In K. Purtell (chair), *Classroom Quality in Early Childhood: Understanding the Importance of Individual Experiences* [Conference session]. Society for Research in Child Development, Baltimore, MD.

- Varghese, C., Bratsch-Hines, M. E., & Vernon-Feagans, L. (2019, February). *Improving teachers' reading instruction of struggling readers using the Targeted Reading Intervention* [Conference session]. Council for Exceptional Children, Indianapolis, IN.
- Bratsch-Hines, M. E., Burchinal, M., & Peisner-Feinberg, E. (2019, January). *Kindergarten outcomes for NC Pre-k attenders and non-preschool-attenders: Sustaining effects and differences by English learner status* [Poster presentation]. Institute of Education Sciences Principal Investigator Meeting, Washington, DC.
- Bratsch-Hines, M. E., & Burchinal, M. (2018, June). Teacher language interactions, learning settings, and children's engagement in instructional activities in relation to rural pre-k children's language and literacy growth. In R. Carr (Chair), *Nuances of preschool classroom interactions and links to academic and social development* [Paper presentation]. National Research Conference on Early Childhood, Arlington, VA.
- Bratsch-Hines, M. E., Vernon-Feagans, L., & The FLP Key Investigators (2018, June). *Teacher-child positive verbal interactions from 6–36 months and moderation by type, quantity, and instability of child care in relation to kindergarten–third grade language and literacy outcomes*. [Poster presentation]. National Research Conference on Early Childhood, Arlington, VA.
- Mokrova, I., Burchinal, M., Bratsch-Hines, M., & Peisner-Feinberg, E. (2018, February). *Pre-k classroom characteristics and pre-k gains of children living in rural areas* [Paper presentation]. Society for Research in Educational Effectiveness, Washington, DC.
- Bratsch-Hines, M. E., Varghese, C., & Vernon-Feagans, L. (2018, January). *The effectiveness of a tier 2 professional development reading intervention with students with at risk for reading difficulties* [Paper presentation]. NC Council for Exceptional Children, Wilmington, NC.
- Bratsch-Hines, M. E., Cutrer, E., Varghese, C., & Vernon-Feagans, L. (2017, April). *Do we know enough about the effectiveness of literacy coaching for classroom teachers?* [Paper presentation]. Council for Exceptional Children, Boston, MA.
- Bratsch-Hines, M. E., Vernon-Feagans, L., & Zgourou, E. (2017, April). M. E. Bratsch-Hines (Chair), *Beyond the Word Gap: Mother and child care teacher language input and language/literacy outcomes for rural low-SES children* [Conference session]. Society for Research in Child Development, Austin, TX.
- Bratsch-Hines, M. E., & Vernon-Feagans, L. (2017, April). *Rural families' use of multiple child care arrangements from 6–58 months and children's kindergarten behavioral and academic outcomes* [Poster presentation]. Society for Research in Child Development, Austin, TX.
- Bratsch-Hines, M. E., & Vernon-Feagans, L. (2016, April). *The effectiveness of a Tier 2 reading intervention with students with disabilities* [Paper presentation]. Council for Exceptional Children, St. Louis, MO.
- Vernon-Feagans, L., & Bratsch-Hines, M. E. (2015, December). *Providing early elementary classroom teachers with weekly webcam coaching so these teachers can provide individualized reading instruction to struggling readers: The Targeted Reading Intervention* [Poster presentation]. Institute of Education Sciences Principal Investigator's Meeting, Washington, DC.
- Bratsch-Hines, M. E., & Vernon-Feagans, L. (2015, April). *Measuring implementation fidelity in a Tier 2 intervention: Variations in the student-teacher dyad* [Paper presentation]. Council for Exceptional Children, San Diego, CA.

- Bratsch-Hines, M. E., Vernon-Feagans, L. & Family Life Project Key Investigators (2015, March). Associations among multiple arrangements, child gender, and reading decoding in kindergarten. In M. E. Bratsch-Hines (Chair), *Families' use of multiple or unstable child care arrangements and implications for children and families* [Conference session]. Society for Research in Child Development, Philadelphia, PA.
- Zgourou, E., Bratsch-Hines, M. E., & Vernon-Feagans, L. (2015, March). *Promoting gains for struggling and non-struggling elementary students through a two-year diagnostic coaching teacher intervention* [Poster presentation]. Society for Research in Child Development, Philadelphia, PA.
- Vernon-Feagans, L. & Bratsch-Hines, M. (2014, March). *Measuring the match between teacher literacy instruction and child literacy skills: The importance of individualized instruction* [Conference session]. Institute of Education Sciences Principal Investigator's Meeting, Washington, DC.
- Bratsch-Hines, M. E. & Vernon-Feagans, L. (2014, February). Measuring implementation fidelity within a webcam coaching intervention model. In L. Vernon-Feagans (Chair), *Technology and literacy coaching of classroom teachers: Promoting at-risk children's reading gains* [Conference session]. Pacific Coast Research Conference, San Diego, CA.
- Bratsch-Hines, M. E. (Chair), Garwood, J., Varghese, C., & Vernon-Feagans, L. (2013, December). *Measuring the match between teacher literacy instruction and child literacy skills: The importance of individualized instruction* [Conference session]. Symposium conducted at the meeting of the Literacy Research Association, Dallas, TX.
- Vernon-Feagans, L. & Bratsch-Hines, M. E. (2013, May). *The Targeted Reading Intervention: A webcam-based professional development program for classroom teachers that promotes reading growth for struggling readers in first grade classrooms* [Conference session]. Pacific Coast Research Conference, San Diego, CA.
- Bratsch-Hines, M. E., Mokrova, I., Vernon-Feagans, L. & Family Life Project Key Investigators (2013, April). Associations between changes in child care provider and the social adjustment of children in prekindergarten. In M. E. Bratsch-Hines (Chair), *Associations between child care instability, multiplicity, and children's social development* [Conference session]. Society for Research in Child Development, Seattle, WA.
- Bratsch, M. E., Vernon-Feagans, L., & Family Life Project Key Investigators (2012, June). *Associations among child care changes, positive teacher-child interactions, and social adjustment of African American children in prekindergarten* [Poster presentation]. Head Start National Research Conference, Washington, DC.
- Bratsch, M. E., Vernon-Feagans, L., & Family Life Project Key Investigators (2012, February). *Understanding the impacts of teacher-child relationships and child care instability on the social competence of African American in prekindergarten* [Paper presentation]. Society for Research in Child Development's Positive Development of Minority Children, Tampa, FL.
- Bratsch, M. E., Vernon-Feagans, L., & Family Life Project Key Investigators (2011, April). *The impact of child care instability on socioemotional and language development of nonmetro, low-income African American children* [Poster presentation]. Society for Research in Child Development, Montreal, Quebec, Canada.

Bratsch, M. E., Huff, A., Vernon-Feagans, L., De Marco, A., & Family Life Project Key Investigators (2010, June). *Three measures of child care quality and children's language and emotional development in a low-wealth, rural African American sample* [Poster presentation]. Head Start National Research Conference, Washington, DC.

Bratsch, M. E. (2010, April). Child care instability and socioemotional and language competence of three-year-old children in low-wealth, rural African American families. In P. Garrett-Peters (Chair), *Children's early care experiences: Effects on language, socioemotional competence, and adjustment in preschoolers* [Conference session]. Conference on Human Development, New York City, New York.

Huff, A. R., Bratsch, M. E., Vernon-Feagans, L., & Family Life Project Key Investigators (2009, April). *Teacher experience and positive teacher-child communication: Child care quality for a predominately poor, predominately African American sample* [Poster session]. Society for Research in Child Development, Denver, Colorado.

Current and Pending Grant Funding

Current	Funding Source	Timeline
Child Care Instability and Longitudinal Outcomes for Rural Low-Income Children. Role: PI	NICHD 5R03HD087534	9/01/17- 8/30/20
Early Education in Rural North Carolina (PI: Burchinal). Role: Investigator/Project Director	IES R305N160022	6/01/16- 6/30/20
Targeted Reading Intervention: Investigating the Efficacy of a Web-Based Early Reading Intervention Professional Development Program for K-1 English Learners (PI: Amendum). Role: Co-PI	IES R305A160255	7/01/16- 6/30/21
Epidemiological and Longitudinal Study of Rural Child Literacy Trajectories (PI: Vernon-Feagans). Role: Statistician	NICHD 1R01HD080786	7/20/14- 6/30/20
Literacy Matrix Evaluation. Role: PI.	University of Florida Lastinger Center	11/1/19- 8/31/21
Pending	Funding Source	Timeline
School Characteristics, Classroom Processes, and PK-3 Learning and Development	IES	7/01/21- 6/30/24
Targeted Reading Instruction-Collaborative Implementation (TRI-CI): Webcam Coaching PD to Coordinate Instruction by Teachers and Specialists Serving Students with or at Risk for Reading Disabilities.	IES	7/01/21- 6/30/25
An Effectiveness Replication of Targeted Reading Instruction: Investigating Long-Term Student and Teacher Impacts	IES	7/01/21- 6/30/26
Targeted Reading Instruction-Digital: An Effectiveness Replication Designed to Increase Instructional Flexibility, Efficiency, and Accuracy	IES	7/01/21- 6/30/25
TRI-E: Expanding the Breadth and Depth of Targeted Reading Instruction	IES	7/01/21- 6/30/25
Enhancing Literacy and Teacher Effectiveness (ELaTE) for English Learners (ELs)	IES	7/01/21- 6/30/25
Project REACH: Reaching Educators of Students with ASD through CoachIng.	IES	7/01/21- 6/30/25

Previous Grant Funding

Franco, X. Statewide Birth-5 Needs Assessment. Funded by NC Division of Child Development and Early Education (3/01/19-12/31/19). Role: Investigator.

Soliday Hong, S. Babies First Evaluation. Funded by Child Care Services Association (1/1/20-2/28/20). Role: Investigator.

Vernon-Feagans, L. Targeted Reading Intervention: Scientifically-Based Professional Development for Classroom Teachers. Funded by NC Quest (3/1/2016-6/30/2018: \$431,445). Role: Co-PI.

Vernon-Feagans, L. Testing the Effectiveness of Interactive Writing in the Targeted Reading Intervention in an Urban School. Funded by Belk Foundation (7/01/2015–6/30/2016: \$99,918). Role: Co-PI.

Vernon-Feagans, L. The Targeted Reading Intervention: A Web-Based Professional Development Program Targeting K-1 Classroom Teachers and Their Struggling Readers. Funded by Institute of Education Sciences, R305A100654 (7/01/2010–6/30/2016: \$3,500,000). Role: Project Director.

Teaching Experience

Fall 2018, Fall 2019	Professor, Advanced Emergent and Early Literacy (EDMX 762), UNC-CH
Spring 2012	Student Teacher, Kindergarten, FPG Elementary, Chapel Hill, NC
Fall 2011	Student Teacher, Infant Classroom, FPG Child Care Center, Chapel Hill, NC
Spring 2010	Teaching Assistant, Infant/Toddler Methods and Preservice Teacher Clinical Observations (Education 404/405), UNC-CH
2004–2007	Teacher, Chapel Hill Cooperative Preschool, Chapel Hill, NC
2003–2004	Teacher, University City Children’s Center, St. Louis, MO
2003	Substitute Teacher, Asheville City Preschool

Professional Service

2018–present	Editorial Review Board, <i>Early Childhood Research Quarterly</i>
2019–present	Guest Manuscript Reviewer, <i>Journal of Early Childhood Education</i>
2018–2019	Guest Manuscript Reviewer, <i>Exceptionality</i> , <i>Journal of Education for Students Placed at Risk</i> , <i>AERA Open</i>
2017	Guest Manuscript Reviewer, <i>Learning Disabilities Research & Practice</i> , <i>American Educational Research Journal</i> , <i>Reading and Writing</i> , <i>Teaching and Teacher Education</i>
2016	Conference Reviewer, <i>SRCD</i>
2016	Member, FPG Grant Proposal Support Committee
2013–present	Committee Member, Comprehensive Exam and Dissertation Committees
2012–present	Chair, State Employees Combined Campaign
2015	Member, FPG Information Management Vision Team
2014	Manuscript Reviewer, <i>Early Education & Development</i> ; <i>Developmental Psychology</i> ; <i>Early Education & Development</i>
2011–2015	Manuscript Reviewer, <i>Early Childhood Research Quarterly</i>
2009–2010	Co-Chair, School of Education Research Symposium, UNC-CH

Membership in Professional Societies

Society for Research in Child Development

Society for Research in Educational Effectiveness

Council for Exceptional Children

Providing Opportunities for Women in Education Research (POWER)

Computer Skills

Proficient in Microsoft Word, Excel, PowerPoint, and Access; Systematic Analysis of Language Transcripts (SALT); SAS, Stata, SPSS, and MPlus statistical software packages

Research Interests

Language and literacy acquisition; literacy professional development for early childhood and elementary teachers; implementation and fidelity; access to child care; child care quality and stability; rural families and schools