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ADDRESS

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CURRICULUM VITAE

EDUCATION

2007	Ph. D. in Psychology, 2007 Florida International University, Florida
2003	M.S. in Psychology, 2003 Florida International University, Florida
2000	B. A. in Psychology, 2000 Florida International University, Florida
1998	Associate in Arts, Psychology, 1998 Miami Dade Community College, Florida

OTHER EDUCATION/SEMINARS/WORKSHOPS

February 2024	CLASS Pre-K TTT
June 2019	Introduction to Social Network Analysis using R and RStudio by Stats Camp

PROFESSIONAL EXPERIENCE AT FPG CHILD DEVELOPMENT INSTITUTE

2023 – Present	Senior Research Scientist (Promotion) Frank Porter Graham Child Development Institute
2022 – Present	Early Childhood Portfolio Lead National Implementation Research Network
2018 - 2023	Advanced Research Scientist (Promotion) Frank Porter Graham Child Development Institute
2009 to 2018	Investigator Frank Porter Graham Child Development Institute

2006 to 2009	Analyst Research Triangle Institute (RTI) International
2003-2007	Graduate Research Assistant Child Anxiety and Phobia Program Florida International University

PUBLICATIONS

Publications in Peer-Reviewed Journals

LaForett, D., **Franco-Jenkins**, X., Winsler, A., Eron, M. T., Mumma, K., Vhnguyen, M. (in press). Adherence to Language of Instruction in Spanish-English Dual Language Early Elementary Classrooms. Manuscript submitted to *NABE Journal of Research and Practice*.

Franco-Jenkins, X., LaForett, D., Winsler, & Ordoñez Rojas, D. (2023). Two-Way Immersion Classrooms during the Covid-19 Pandemic: Parent and Teacher Perceptions of Student Learning of Education. *Manuscript submitted to Journal of Education Sciences*.

Castro, D. C., **Franco-Jenkins**, X., & Chaparro-Moreno, J. (under review). Equity in the Early Education of Bilingual Children from Minoritized Language Backgrounds: A Critical Review of the Effects of Dual Language Education. Manuscript submitted to *Early Childhood Research Quarterly* Special issue: "The Impact of Racism on the Development and Learning of Young Children, Prenatal through Early Childhood: Challenges and Future Directions in Developmental Science.

Burchinal, P., Bezdek, K., Foster, T., Bratsch-Hines, M., & **Franco**, X. (2021). Quality dimension and level of measurement: Relating early care and education quality and practice to preschool outcomes. *Early Childhood Research Quarterly*, 55 (35-51).
<https://doi.org/10.1016/j.ecresq.2020.10.005>

Castro, D., Scheffner-Hammer, C., **Franco**, X., Burchinal, M., Cycyk, L., & Scarpino, S. (2020). Documenting bilingual experiences in the early years: Using the CECER-DLL child and family and teacher questionnaires. *Bilingualism: Language and Cognition*, 23, 958-963.
<https://doi.org/10.1017/S1366728920000401>

Gardner-Neblett, N., **Franco**, X., & Mincemoyer, C. (2020). Web-Based Professional Development for Improving Early Childhood Professionals' Actual and Perceived Knowledge of Dual Language Learners. *Journal of Early Childhood Teacher Education*, 41, 403-432. <https://doi.org/10.1080/10901027.2020.1718805>

Franco, X., Bryant, D., Gillanders, C., Castro, D., Zepeda, M., & Willoughby, M. (2019). Examining linguistic interactions of DLLs in preschool classrooms using the Language Interaction Snapshot (LISn). *Early Childhood Research*

Quarterly, 48, 50-61. <https://doi.org/10.1016/j.ecresq.2019.02.007>

Bratsch-Hines, M; Burchinal, P., Peisner-Feinberg, E. & **Franco, X.** (2019). Frequency of instructional practices in rural prekindergarten classrooms and associations with child language and literacy skills. Manuscript submitted to *Early Childhood Research Quarterly*, 47, 74-88.

<https://doi.org/10.1016/j.ecresq.2018.10.001>

Castro, D., Gillanders, C., **Franco, X.**, Bryant, D., Willoughby, M., & Zepeda, M. (2017). Early education of dual language learners: A randomized control trial of the Nuestros Niños School Readiness Program. *Early Childhood Research Quarterly* 40, 188-203. <https://doi.org/10.1016/j.ecresq.2017.03.002>

Gillanders, C., **Franco, X.**, Seidel, K., Castro, D. C., & Mendez, L. I. (2017). Young dual language learners' emergent writing development. *Early Child Development and Care*, 187, 371-382. <https://doi.org/10.1080/03004430.2016.1211124>

Gillanders, C., Castro, D. C., & **Franco, X.** (2014). Learning words for life: Promoting vocabulary in dual language learners. *The Reading Teacher*, 68 (3):213-221. <https://doi.org/10.1002/trtr.1291>

Franco, X., Saavedra, L. M., & Silverman, W. K. (2007). Examining the external validity of comorbid patterns of anxiety. *Journal of Anxiety Disorders*, 21, 717-729. <https://doi.org/10.1016/j.janxdis.2006.10.002>

Non-Peer Reviewed Publications

Curenton, S.M., **Franco-Jenkins, X.**, Nazaire, O. R., Huang, C., & Miller, E. K. (2023). Literacy for Social Justice, Diversity, and Inclusion: Curriculum Audit & Book Review Audit. Boston: Center on the Ecology of Early Development.

Peer-Reviewed Books & Book Chapters

Castro, D. C., & **Franco, X.** (2021). Equitable learning opportunities for young bilingual children: Strategies to promote oral language development. To appear in: Alanis, I. (Editor). *Advancing Equity in Early Childhood Education*. Washington, D.C.: National Association for the Education of Young Children.

Non-Peer Reviewed Books & Book Chapters

Halle, T., Castro, D., **Franco, X.**, McSwiggan, M., Hair, E., Wandner, L. (2011). The Role of Early Care and Education in the Development of Young Latino Dual Language Learners. In Cabrera, N., Villarruel, F. & Fitzgerald, H. (Eds). *Latino/a Adolescent Psychology and Mental Health. Volume I: Early to Middle Childhood-Development and Context*. Santa Barbara, CA: ABC-CLIO.

Franco, X. & Silverman W. K. (2005). School refusal. In C. B. Fisher, & R. M. Lerner

(Eds.) *Applied developmental science: An encyclopedia of research, policies, and programs*. Thousand Oaks: Sage, VOL 2 (956-957). doi: <http://dx.doi.org/10.4135/9781412950565.n362>

Franco, X., & Silverman W. K. (2003). School refusal. In T. H. Ollendick & C. S. Schroeder (Eds). *Encyclopedia of Clinical Child and Pediatric Psychology*. Kluwer Academic/Plenum Publishers.

Franco, X., & Silverman, W. K. (2003). School phobia and school refusal. In J. J. Ponzetti, Jr. (Ed.), *International Encyclopedia of marriage and family*, Vol. 3 (pp. 1410-1414). New York: MacMillan.

Policy Briefs/Reports

Franco-Jenkins, X, Winsler, A., LaForett, D. R. (2023, April 4). Inside IES Research Bilingüe, Educación y Éxito: Learning from Dual Language Education Programs. <https://ies.ed.gov/blogs/research/post/bilingue-educacion-y-exito-learning-from-dual-language-education-programs>

LaForett, D. R., **Franco-Jenkins, X., & Winsler, A.** (2023, February). Learning about students' experiences in dual language education: The Bilingüe, Educación y Éxito project (BEE Project). *Soleado*, 2, 13-14. Dual Language Education of New Mexico

Franco, X., Iruka, I. U., & Curenton, S. M. (2021). A Culturally Responsive, Anti-Bias, and Anti-Racist Review of Jumpstart Curriculum Final Report.

Franco, X., Liy, A., & Iruka, I. U., (2021). National Black Child Development Institute. Family Empowerment Program: Interim Report

Iruka, I. U., **Franco, X., & Andrade, F.** (2021). Book Babies randomized control study 2021 final report: Executive summary. Chapel Hill: The University of North Carolina at Chapel Hill, Equity Research Action Coalition at Frank Porter Graham Child Development Institute with The Center for Early Education Research and Evaluation at HighScope Educational Research Foundation.

Iruka, I. U., **Franco, X., & Andrade, F.** (2021). Book Babies Randomized Control Study: Final Report.

Franco, X., Farmer, S., & Ihlo, T. (2020). *Equity in Installation: Assuring Resources to Develop Equitable Supports*. <https://sisep.fpg.unc.edu/news/sisep-enotes-equitable-implementation>

Farmer, S., **Franco, X., & Ihlo, T.** (2020). *Equity in Exploration: From Understanding Need to Promoting Positive Change*. <https://sisep.fpg.unc.edu/sites/sisep.fpg.unc.edu/files/November%202020%20eNote%20-%20Equity%20in%20Exploration.pdf>

- Franco, X.,** Farmer, S., & Ihlo, T. (2020). *Equitable Implementation*.
<https://sisep.fpg.unc.edu/news/sisep-enotes-equitable-implementation>
- Franco, X.** (2020). *Supporting Socio-Emotional Learning for Dual Language Learners: Guidelines for a successful school year in the time of Covid- 19*.
<https://sisep.fpg.unc.edu/news/sisep-enotes-supporting-social-emotional-learning-dual-language-learners-guidelines-successful>
- Franco, X.** (2020, Apr 23). ¿Como Puedo Apoyar la Transición de mi Hijo a Kindergarten desde Casa? (Bratsch-Hines, M & Little, M (2020, Apr 23).
<https://earlylearningnetwork.unl.edu/2020/04/23/como-puedo-apoyar-la-transicion-de-mi-hijo-a-kindergarten-desde-casa/> (Original work published 2020).
- Franco, X.** (2020, Apr 15). Mantenerse en Contacto: Como Mantener las Relaciones entre Padres y Maestros a la Distancia. (Early Learning Network, Trans).
<https://earlylearningnetwork.unl.edu/2020/04/15/mantenerse-en-contacto-como-mantener-las-relaciones-entre-padres-y-maestros-a-distancia/> (Original work published 2020).
- Early Learning Network** (2020, Apr 15). Staying in touch: Maintaining Parent-Teacher Relationships from a Distance.
<https://earlylearningnetwork.unl.edu/2020/04/15/staying-in-touch-maintaining-parent-teacher-relationships-from-a-distance/>
- Franco, X.** (2020, Apr 06) Ayudar a los Niños Pequeños a Sentirse Seguros Cuando lo Extraño es lo Normal. <https://earlylearningnetwork.unl.edu/2020/04/06/ayudar-a-los-ninos-pequenos-a-sentirse-seguros-cuando-lo-extrano-es-lo-normal/>
- Early Learning Network** (2020, Apr 06). Helping Young Children Feel Secure When Weird is the New Normal.
<https://earlylearningnetwork.unl.edu/2020/04/06/helping-young-children-feel-secure-when-weird-is-the-new-normal/>
- Franco, X.,** Yazejian, N., LaForett, D., Peisner-Feinberg, E., Kasprzak, C. M., Bryant, D. M., . . . Zgourou, E. (2020). North Carolina statewide birth-5 needs assessment final report. Chapel Hill: The University of North Carolina, Frank Porter Graham Child Development Institute.
- Soliday-Hong, S., Yazejian, N., Zadronzy, S., Bratsch-Hines, M., **Franco, X.,** De Marco, A., . . . Jenkins, G. P. (2020). Babies First North Carolina program evaluation. Chapel Hill, NC: Frank Porter Graham Child Development Institute, University of North Carolina at Chapel Hill
- Bouza, J., Camacho-Thomson, D., Carlo, G., **Franco, X.,** Garcia Coll, C., Halgunseth, L., . . . White R., (2018, June). *The science is clear: Separating families has long-term damaging psychological and health consequences for children, families, and communities*. Washington, D. C.: Society for Research in Child Development.

Yazejian, N., **Franco, X.**, Bryant, D., Morgan, J., Simpson, T., & Kuhn, L. (2017, December). *North Carolina tiered quality rating and improvement system validation study final report*. Chapel Hill, NC: Frank Porter Graham Child Development Institute, University of North Carolina at Chapel Hill.

Curricula and Training Materials

Ward, C. S., **Franco-Jenkins, X.**, & McColskey-Leary, C. (2021). Effective Implementation Cohort: cohort-wide learning plan. National Implementation Research Network, Frank Porter Graham Child Development Institute, the University of North Carolina at Chapel Hill.

Bluth, K., & **Franco, X.** (2020). Consejos simples de autocompasión para adolescentes Lidiando con la incertidumbre mientras el mundo navega COVID-19. Chapel Hill: The University of North Carolina, Frank Porter Graham Child Development Institute.

Gardner-Neblett, N., & **Franco, X.** (2016). Dual language learners: Strategies for successful opportunities in ECE [On demand childcare training]. State College: The Pennsylvania State University, Better Kid Care.

Measures and Instruments

Curenton, S.M. & **Franco-Jenkins** (2023a). *Reading for Justice, Equity, Diversity, & Inclusion (JEDI): Storybook Audit Tool*. Unpublished Instrument. Boston: Center for the Ecology of Early Development.

Curenton, S. M. & **Franco-Jenkins** (2023b). *Learning for Justice, Equity, Diversity, & Inclusion (JEDI): Curriculum Audit Tool*. Unpublished Instrument. Boston: Center for the Ecology of Early Development.

Webinars

Franco, X. (2020). Como Ayudar a los Niños Pequeños en Casa Durante la Pandemia: Estrategias para Apoyar a SUS Hijos con la Transición a Kinder Desde Casa (Webinar). Peruvian American Chamber of Commerce.
<https://earlylearningnetwork.unl.edu/2020/05/27/spanish-webinar-on-childrens-transition-to-kindergarten/>

Selected Peer-Review Conference Presentations

Curenton, S.M. & **Franco-Jenkins** (2024, May 15-17). *Learning & Reading for Justice, Equity, Diversity, & Inclusion (JEDI)*. [Submitted for poster presentation]. The SRCD Anti-Racist Developmental Science Summit: Transforming Research, Practices and Policies, Panama City, Panama.

- Bookhout, M. K., **Franco-Jenkins, X.**, & Ward, C. S. (2024, May 28-31). *Understanding the role of ethnicity match in the implementation of a high-quality math curriculum in middle school* [Submitted for poster presentation]. Society for Prevention Research Annual Meeting, Washington, D.C., United States.
- Leonard, J. A., Bookhout, M. K., **Franco-Jenkins, X.**, Ward, C. S., & Morgan-Lopez, A. A. (2024, May 28-31). *Individual- and district-level predictors of student math beliefs in the first year of curricula implementation* [poster presentation]. Society for Prevention Research Annual Conference, Washington, D.C.
- Franco-Jenkins, X.**, LaForett, D., Winsler, A., Ordoñez Rojas, D. & Maldonado, R., (2024). *Promoting Leadership Skills in Early Elementary Dual Language Education Settings*. To be presented at the 53rd Annual Conference of the National Association for Bilingual Education (NABE), New Orleans, LA.
- Winsler, A., Ordoñez Rojas, D., **Franco-Jenkins, X.**, & LaForett, D. (2024). *Maximizing Student Engagement for All in 50/50 and 90/10 Two-Way Immersion Programs*. To be presented at the 53rd Annual Conference of the National Association for Bilingual Education (NABE), New Orleans, LA.
- Sullivan, M. M., Diehl, S. J., **Franco-Jenkins, X.**, Aldridge, W. A. II. A (2023) *Longitudinal Social Network Analysis to Monitor Change in Network Support Over Time*. Presented at the 2023 Society for Prevention Research Conference, Washington, DC.
- Franco-Jenkins, X.**, Ward, C., & Leonard, J. (2023). *Students' Voices Matter: Effective Implementation of a High-Math Curriculum in Middle School*. Presented at the Society for Prevention Research Annual Conference, Washington, DC.
- Franco-Jenkins, X.**, Leonard, J., Garcia, M., Ward, C. & Morgan-Lopez A. (2023). *Implementation Outcomes, Teachers Self-Efficacy and Cultural Pedagogy: Harmonizing Teachers' Perceptions across 19 School Districts*. Presented at the Society for Prevention Research Annual Conference, Washington, DC.
- Franco-Jenkins, X.**, LaForett, D. R., Maldonado, U., Ordóñez, D., Winsler, A. (2023). *Biased Teacher Perceptions of Student Leadership Skills in Dual Language Education Settings*. Presented at the Society for Research in Child Development (SRCD) Biennial Meeting, Salt Lake City, UT.
- LaForett, D. R., Winsler, A., **Franco-Jenkins, X.**, Zadrozny, S., Maldonado, U., & Ordoñez, D. (2023). *Educational gains for students in dual language programs: Effects of language proficiency and program model*. In N. Bohlmann (Chair), *Do dual language experiences benefit the academic and literacy outcomes of Spanish speaking Els*. Presented at the Society for Research in Child Development (SRCD) Biennial Meeting, Salt Lake City, UT.
- Bratsch-Hines, M., Ansari, A., **Franco-Jenkins, X.**, Koziol, N., Kuhn, L., Lin, T.,

- McCormick, M., Purtell, K., & Witte, A. (2023) School Characteristics in Relation to PK-G1 Gains: Multisite Evidence from the Early Learning Network. In R. Carr (Chair), *To Pre-K and Beyond: Child Development and Educational Environments Across Pre-K and Elementary School*. Presented at the Society for Research in Child Development (SRCD) Biennial Meeting, Salt Lake City, UT.
- Franco-Jenkins, X., LaForett, D. R., & Winsler, A. (2023).** *Two-Way Immersion Classrooms during the Covid-19 pandemic: Parent and Teacher Perceptions of Students' Learning*. Presented at the 52nd Annual Conference of the National Association for Bilingual Education (NABE), Portland, OR.
- Castro, D., & **Franco-Jenkins, X. (2023).** *Bilingual Education for Dual Language Learners: A Critical Review of Effective Dual Language Programs*. Presented at the 52nd Annual Conference of the National Association for Bilingual Education (NABE), Portland, OR.
- LaForett, D. R., Winsler, A. & **Franco-Jenkins, X., (2023).** Adherence to Program Model Language of Instruction in Spanish-English Dual Language Programming in Elementary Classrooms. Presented at the 52nd Annual Conference of the National Association for Bilingual Education (NABE), Portland, OR.
- Winsler, A., Novell, G., **Franco-Jenkins, X., Simpson, M. T., Beauchamp, A., Villa, R., & LaForett, D. R. (2022)** *"How do you do 50/50?" Student Engagement in Two-Way Immersion Early Childhood Classrooms Depends on the Language Model Used and Children's Home Language*. Presented at the National Research Conference on Early Childhood.
- Diehl, S. J., **Franco-Jenkins, X., Sullivan, M. M., Aldridge, W. A., Birken, S. A., & Mucha, P. J. (2022).** Incorporating Stakeholder Voices in Effective Program Scale-up. Presented at the Society for Prevention Research Annual Conference, Seattle, WA.
- Franco-Jenkins, X., & Ward, C. (2022).** *High-Quality Middle Math Curriculum Focused on Priority Students across the US: Ready, Set, Go!* Presented at the Society for Prevention Research Annual Conference, Seattle, WA.
- Diehl, S. J., **Franco, X., Sullivan, M. M., Aldridge, W. A., Birken, S. A., & Mucha, P. J. (2021).** *Social network analysis as a tool to guide effective program implementation and scale-up*. Presented at the 2021 Virtual Global Implementation Conference.
- Jang, W., Bezdek, K., Foster, T., Burchinal, M., Bratsch-Hines, M., & **Franco, X. (2021).** *Complex preschool teacher-child talk, types of activity settings, and child outcomes*. Presented at the 2021 SRCD Biennial Meeting.
- LaForett, D., Winsler, A., **Franco, X., & Simpson, M. T. (2021)** *Using home language surveys to identify English Learners: Methods to reduce misclassification*. Presented at the 2021 SRCD Biennial Meeting.

Sullivan, Margaret M., Diehl, S., **Franco**, X., deRosset, L., Birken, S. A., & Aldridge, W. A. II. (2020). *Measuring the role of networks in driving effective program scale-up*. Poster accepted to the 13th Annual Conference on the Science of Dissemination and Implementation in Health, Boston, MA.
<https://www.academyhealth.org/events/site/13th-annual-conference-science-dissemination-and-implementation-health>.

LaForett, D., **Franco**, X., Simpson, M. T, Mumma, K., Nguyen, M., & Winsler, A. (2020). *Fidelity of implementation in Spanish-English dual language programming in early elementary classrooms*. Presented at the meeting of the National Research Conference on Early Childhood.

Winsler, A., Mumma, K., Nguyen. M., **Franco**, X., Simpson, M, T., & LaForett, D. (2020). *Students Engagement in Two-Way Immersion (Spanish-English) Classrooms in Kindergarten through 3rd Grade: Language of Instruction and Child Home Language*. Presented at the meeting of the National Research Conference on Early Childhood.

Bezdek, K.G., Foster, T. F., **Franco**, X., & Burchinal, M. (2020). *Cross-domain, cross-language academic skill relations among Spanish-English dual-language learners*. To be presented at the meeting of the National Research Conference on Early Childhood.

Everett, A., Roppolo, R., **Franco**, X., Armstrong, J., Austen, J (February, 2020). *Building organizational capacity to implement Triple P: Can external implementation support help?* Presented at the 2020 Helping Families Change Conference, Brisbane, Australia

Diehl, S., **Franco**, X, DeRosett, L., Aldridge, W. A (February, 2020). *Using social network analysis as a tool to drive Triple P communication strategies*. Presented at the 2020 Helping Families Change Conference, Brisbane, Australia

Franco, X., Burchinal, P., Peisner-Feinberg, E. & Bratsch-Hines, M. (April, 2019). *English and Spanish gains across time of dual language learners in rural North Carolina*. Presented at the 2019 SRCD Biennial Meeting, Baltimore, DC.

Franco, X; Peisner-Feinberg, E., & Burchinal, M. (June, 2018). *English and Spanish gains of dual language learners attending pre-kindergarten classrooms in rural North Carolina*. Paper presented at the meeting of the National Research Conference on Early Childhood, Arlington, VA.

Franco, X., LaForett, D., Simpson, M., Bivins, E., & Odom, S. (April, 2017). *The social networks of students attending a dual language education setting: Patterns across and within home language groups*. Presented at the 2017 SRCD Biennial Meeting, Austin, Texas.

- LaForett, D., **Franco**, X., Simpson, M., Bivins, E., & Odom, S. (April, 2017). *Does student home language background make a difference in classroom engagement? Findings from a dual language education setting*. Presented at the 2017 SRCD Biennial Meeting, Austin, Texas.
- Castro, D., Hammer, C., Burchinal, M., Espinosa, L.; Garcia, E., **Franco**, X. (April, 2017). *Variability in exposure to and use of L1 and L2, quality of teaching practices, and the language development of bilingual children*. Presented at the 2017 SRCD Biennial Meeting, Austin, Texas.
- Gillanders, C., Castro, D., & **Franco**, X. (Aug, 2014). *Preparing early childhood educators to work with young dual language learners*. Presented at the NAEYC's 2014 National Institute for Early Childhood Professional Development, Minneapolis, MN.
- Castro, D., Scheffner Hammer, C., Espinosa, L., Burchinal, M., Garcia, E., **Franco**, X., & Matera, C. (Jul, 2014). *Language exposure and use and its association with language abilities in Spanish-English dual language learners: Preliminary findings*. Presented at the Head Start 12th National Research Conference, Washington, DC.
- Castro, D., Gillanders, C., Bryant, D., **Franco**, X., & Zepeda, M. (Jul, 2014). *Preschool interventions promoting the development of school readiness skills in English language learners: Results from three randomized control trials*. Presented at the Head Start 12th National Research Conference, Washington, DC.
- Gillanders, C., Castro, D., & **Franco**, X. (Nov, 2013). *The Nuestros Niños Program: Strategies for the development of vocabulary in dual language learners*. Presented at the 2013 NAEYC Annual Conference & Expo, Washington, DC.
- Franco**, X., Castro, D., Gillanders, C., Bryant, D., Willoughby, M., & Zepeda, M. (Apr 2013). *Linguistic interactions and quality of classroom practices for Spanish-speaking dual language learners*. Presented at the 2013 SRCD Biennial Meeting, Seattle, Washington.
- Castro, D., Gillanders, C., **Franco**, X., Bryant, D., Willoughby, M., & Zepeda, M. (Apr 2013). *Nuestros Niños Program: Promoting school readiness with dual language learners*. Presented at the 2013 SRCD Biennial Meeting, Seattle, Washington.
- Zepeda, M., Castro, D., & **Franco**, X. (Oct 2012) *The Nuestros Niños Program: Understanding socio-emotional development in young dual language learners*. Presented at the On New Shores 2012 Conference, Guelph, Ontario.
- Castro, D., **Franco**, X., Gillanders, C., Bryant, D., & Zepeda, M. (June 2012) *The Nuestros Niños Program: Understanding socio-emotional development with dual language learners*. Presented at the Head Start 11th National Research Conference, Washington, DC.
- Castro, D., **Franco**, X., Gillanders, C., Bryant, D., & Zepeda, M. (Mar 2012). *The*

Nuestros Niños Program: Understanding the role of language and culture on dual language learners' socio-emotional development. Presented at the 2012 SRCD Themed Meeting: Positive Development of Minority Children, Tampa, FL.

Gillanders, C., Castro, D., & **Franco**, X. (Sep 2011). *El Programa Nuestros Niños: Estrategias para el desarrollo del primer idioma en niños bilingües (Nuestros Niños Program: Strategies for the development of the primary language in dual Language learners).* Presented at the 2011 NAEYC Annual Conference & Expo, Orlando, FL.

Castro, D., Gillanders, C., & **Franco**, X. (Sep 2011). *Promoting school readiness for young dual language learners.* Presented at the 2011 NAEYC Annual Conference & Expo, Orlando, FL.

Invited Conference Presentations

Franco-Jenkins, X. (2023, November). Literacy for Social Justice, Equity, Diversity, and Inclusion: Curriculum & Book Audit. Racism in the Early Years: Transformation Rooted in Protection, Renewal, and Liberation Summit.

Franco-Jenkins, X. (2023, July). *Assessment Overview: Linguistic Interaction Snapshot (LISn).* Presented at the Children Equity Project Dual Language Education Convening, Washington, DC

Bratsch-Hines, M., Pico, D., **Franco, X.**, Cohen-Vogel, L., & Peisner-Feinberg, E. (2022, November). Exposure to Dual Language Programming: Relations with Language, Literacy, and Math for Spanish-Speaking Students from PK-G1. In A. Partika (Organizer), *Supporting Bilingual Children in Early Education: Current Practices & Future Policy Directions* [Paper panel]. Association for Public Policy Analysis & Management, Washington, DC.

Gillanders, C., Castro, D. C., **Franco, X.**, Mendez, L. (July 2018). *Young Dual Language Learners' Emergent Writing Development.* Presented at the International Literacy Association Conference, Austin, TX.

PROFESSIONAL DEVELOPMENT RESOURCES

Gardner-Neblett, N., **Franco, X.**, & Simpson, T. (2016). *Dual language learners: strategies for successful opportunities in ECE*. Available at <http://extension.psu.edu/youth/betterkidcare/lessons/dll>.

SERVICE AND COMMUNITY OUTREACH PRODUCTS

Ayankoya, B., De Marco. A. C., Morgan, J.D., LaForett, D. R., **Franco, X.**, Morgan. W., & FPG's Race, Culture, and Ethnicity Committee. (2018, May). *What Racism Looks Like: An Infographic*. Frank Porter Graham Child Development Institute, University of North Carolina at Chapel Hill. Available at: <http://fpg.unc.edu/sites/fpg.unc.edu/files/resources/other-resources/What%20Racism%20Looks%20Like.pdf>

Ayankoya, B., De Marco. A. C., Morgan, J.D., LaForett, D. R., **Franco, X.**, Morgan. W., & FPG's Race, Culture, and Ethnicity Committee. (2018, January). *Racial Microaggressions Perpetuate Inequity: An Infographic*. Frank Porter Graham Child Development Institute, University of North Carolina at Chapel Hill. Available at: <http://fpg.unc.edu/sites/fpg.unc.edu/files/resources/other-resources/RacialMicroaggressionsPerpetuateInequity.pdf>

Ayankoya, B., De Marco. A. C., Morgan, J.D., LaForett, D. R., **Franco, X.**, Morgan. W., & FPG's Race, Culture, and Ethnicity Committee. (2017, June). *Racial (In)Equity: An Infographic*. Frank Porter Graham Child Development Institute, University of North Carolina at Chapel Hill. Available at: <http://fpg.unc.edu/sites/fpg.unc.edu/files/resources/reports-and-policy-briefs/Racial%20%28In%29Equity%20infographic.pdf>

De Marco. A. C., Morgan, J.D., Ayankoya, B., & **FPG's Race, Culture, and Ethnicity Committee**. (2017, June). *A Brief Primer on Racial Equity: A Handout*. Frank Porter Graham Child Development Institute, University of North Carolina at Chapel Hill. Available at: <http://fpg.unc.edu/sites/fpg.unc.edu/files/resources/other-resources/Brief%20PrimerRacialEquityHandOut.pdf>

Morgan, W., Ayankoya, B., De Marco. A. C., Morgan, J.D., LaForett, D. R., **Franco, X.**, Morgan. W., & FPG's Race, Culture, and Ethnicity Committee. (2017, September). *Racial Inequities in School Discipline: An Infographic*. Frank Porter Graham Child Development Institute, University of North Carolina at Chapel Hill. Available at: <http://fpg.unc.edu/sites/fpg.unc.edu/files/resources/other-resources/RacialInequitiesSchoolDiscipline.pdf>

RESEARCH EXPERIENCE

Current Funding

(Franco-Jenkins, PI) 04/23-09/23

Center for Learning Equity (30,000, total costs)

Project Title: Strengthening education through equitable and inclusive evidence-based teaching practices: A systematic literature review

Role: Principal Investigator

(Franco-Jenkins, PI) 09/22-06/32

High Scope Educational Research Foundation (539,617, total costs)

Project Title: Meck Pre-K evaluation project

Role: Principal Investigator

(Odom, S, PI) 7/22 to 6/26

U.S. Department of Education (1,514,899, total costs)

Project Title: Observer rating scale of preschool children's peer social competence using the Teacher Impression Scale

Role: Investigator

(Ward, Caryn, PI) 10/21 to 12/24

Bill and Melinda Gates Foundation (\$6,193,700, total costs)

Project Title: Math implementation cohort learning partner: Phase II

Role: Co-Principal Investigator

(LaForett, PI) 07/18 to 06/24

U.S. Department of Education (\$1,512,227, total costs)

Project Title: Young children in dual language education programs: language of instruction, engagement, self-concept, approaches to learning, and student-teacher relationships as contributors to academic outcomes

Role: Co-Principal Investigator

(Kuhn, PI) 08/21 to 07/24

U.S. Department of Education

Project Title: School Characteristics, Classroom Processes, and PK-1 Learning and Development

Role: Co-Principal Investigator

(Ward, Caryn, PI) 09/19 to 10/23 RTI International

Bill and Melinda Gates Foundation

Project Title: Data Analysis and Research Partner

Role: Co-Principal Investigator

(Hong, PI) 12/20 to 08/23

U.S. Department of Education

Project Title: Moving beyond the average: Building a comprehensive model of classroom

quality that incorporates children's individual experiences
Role: Consultant

Completed Funding (last 5 years)

(Aldridge, PI) 12/17 to 06/22
Duke Endowment (\$889,100, total costs)
Project Title: The Implementation Capacity for Triple P (ICTP) Projects in North Carolina and South Carolina, University of North Carolina at Chapel Hill
Role: Co-Investigator

(Ward, Caryn, PI) 10/20 to 10/21
Bill and Melinda Gates Foundation
Project Title: Math Implementation Cohort Learning Partner: Phase I
Role: Co-Principal Investigator

(Burchinal, PI) 6/16 to 03/20
U.S. Department of Education (\$3,999,296, total costs)
Project Title: Comprehensive study of early learning in rural North Carolina
Role: Investigator

(Franco, PI) 03/19 to 02/20
North Carolina Department of Health and Human Services (DHHS)/Division of Child Development and Early Education (\$524,935, total costs)
Project Title: Statewide early childhood B-5 needs assessment (PDG B-5).
Role: Principal Investigator

(Hong, PI) 12/19 to 02/20
Child Care Services Association (\$74,975, total costs)
Project Title: Babies first North Carolina program evaluation model
Role: Investigator

(Franco, PI) 06/16 to 12/18
The Lewin Group-FPG Subcontract (\$117,982, total costs)
Project Title: Vermont Agency of Education PreK monitoring system design consultation and coordination
Role: Principal Investigator

(LaForett, PI) 09/14 to 06/19
University of North Carolina at Chapel Hill (\$100,000, total costs)
Project Title: Social networks and academic engagement in a bilingual educational environment
Role: Co-Principal Investigator

(Hong, PI) 12/17 to 12/18
Heising Simons Foundation (\$100,000, total costs)
Project Title: Systematic review of literature on early childhood education

Role: Research Assistant

(Gardner-Neblett, PI) 02/16 to 12/17

Better Kid Care, The Pennsylvania State University (\$50,000, total costs)

Project Title: Creating professional development resources for child care providers working with dual language learners

Role: Co-Principal Investigator

REVIEWER FOR PROFESSIONAL JOURNALS

August 2023 to present	Journal of Bilingual Education
December 2019 to present	Topics in Early Childhood Special Education
April 2019 to present	Early Child Development and Care
June 2018 to present	Early Childhood Research Quarterly
April 2011 to present	Journal of Early Intervention
April 2015 to March 2017	Journal of Psychiatric Research
January 2006 to December 2008	Journal of Anxiety Disorders
January 2006 to December 2008	Journal of Clinical Child and Adolescent Psychology

REVIEWER FOR PROFESSIONAL CONFERENCES

Society for Research on Child Development (2011; 2021; 2023)

National Research Conference on Early Childhood (2011; 2013; 2022; 2024)

2012 Developmental Methodology Themed Meeting

AWARDS

2018 UNC Diversity Award: Intergroup collaboration. FPG Race, Culture, and Ethnicity Research Collaborative

2011 The Joanne Erwick Roberts Early Career Award (\$500)

PUBLIC AND PROFESSIONAL SERVICE

2023 – Present	Panel Reviewer for the Office of Special Education Programs. U.S. Department of Education
2021 – Present	Member-SRCD Finance and Audit Committee
2013 - Present	Panel Reviewer for the Office of Planning, Research and Evaluation (OPRE). Administration for Children and Families (ACF)
2019 – 2021	Member-SRCD Communication Advisory Panel

2014 - 2021	Co-Leader for FPG's International Initiative
2015 - 2019	Treasurer- Society for Research in Child Development-Latino Caucus
2010 - 2018	Member of the Race, Culture, and Ethnicity Research Collaborative (R.A.C.E.R)
2016	Member, FPG Strategy and Vision Committee-Research
2011 to 2017	Advisory Council member for KidScope Early Intervention & Family Support Program
2014 to 2016	Member of the FPG Management Team
2014 to 2016	Co-Leader for FPG's strategic area on Race, Ethnicity, Linguistic, Cultural, and Socioeconomic Diversity

PROFESSIONAL AFFILIATIONS

Society for Research in Child Development, Latinx Caucus, Black Caucus
National Association for Bilingual Children (NABE)
National Association for the Education of Young Children (NAEYC)
Society for Prevention Research (SPR)
American Psychological Association (APA), Division 53