

# CURRICULUM VITAE

## IHEOMA U. IRUKA

### Iheoma U. Iruka

Research Professor of Public Policy, College of Arts & Sciences  
Fellow, Frank Porter Graham (FPG) Child Development Institute  
University of North Carolina at Chapel Hill (UNC-CH)

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### EDUCATION

Postdoc 2006-08 Frank Porter Graham Child Development Institute, UNC-CH, Chapel Hill, NC  
PhD 2005 Applied Developmental Psychology, University of Miami, Coral Gables, FL  
MS 2003 Applied Developmental Psychology University of Miami, Coral Gables, FL  
MA 2000 Psychology, Boston University, Boston, MA  
BA 1999 Psychology, Temple University, Philadelphia, PA

### EMPLOYMENT

#### Academic Appointments

2020- **Research Professor**, Department of Public Policy, UNC-CH  
2015-17 **Research Associate Professor**, Department of Child, Youth and Family Studies, College of Education and Human Sciences, University of Nebraska-Lincoln (Courtesy Appointment)  
2015-17 **Research Associate Professor**, Department of Psychology, University of Nebraska-Omaha (Courtesy Appointment)  
2014-17 **Research Associate Professor**, Education Leadership, College of Education, University of Nebraska-Omaha (Courtesy Appointment)  
2012-14 **Scientist**, FPG, UNC-CH (Promotion)  
2012-14 **Affiliate Faculty**, Global Studies, UNC-CH  
2011-14 **Research Associate Professor**, Department of Psychology, UNC-CH  
2010-11 **Research Assistant Professor**, Department of Psychology, UNC-CH  
2008-12 **Investigator**, FPG, UNC-CH

#### Additional Academic Appointments

2022- **Investigator**, Carolina Institute for Developmental Disabilities, UNC-CH, Chapel Hill, North Carolina  
2020- **Fellow**, FPG Child Development Institute (FPG), UNC-CH, Chapel Hill, North Carolina (secondary appointment)  
2020- **Founding Director**, Equity Research Action Coalition at FPG, UNC-CH, Chapel Hill, North Carolina  
2020- **Faculty Affiliate**, Institute of African American Research, UNC-CH, Chapel Hill, North Carolina  
2014-17 **Director of Research & Evaluation**, Buffett Early Childhood Institute, University of Nebraska, Omaha, NE  
2013-14 **Associate Director**, Frank Porter Graham Child Development Institute (FPG), UNC-CH (Promotion)  
2010-11 **Research Fellow**, Institute of African American Research, UNC-CH  
2010-11 **Adjunct Faculty**, Department of Human Services, William Peace University (Peace College), Raleigh, NC

- 2002-05      **Adjunct Faculty, Department of Social and Behavioral Science**, Miami-Dade College, Florida
- 2001-05      **Graduate Research Associate**, Department of Psychology, University of Miami, Florida
- 2001-02      **Graduate Teaching Assistant**, Department of Psychology, University of Miami, Florida

### **Professional Employment**

- 2017-20      **Chief Research Innovation Officer and Research Director**, HighScope Education Research Foundation, Ypsilanti, MI
- 2005-06      **Senior Research Associate**, Westat, Maryland

### **HONORS AND AWARDS**

- 2022              Mid-Career Award for Outstanding Contributions to Benefit Children, Youth and Families, American Psychological Association
- 2019              Mentor, Black Caucus Mentoring Program, National Association for the Education of Young Children
- 2015              Outstanding Author Contribution in the 2015 Emerald Literati Network Awards for Excellence
- 2009              Service and Leadership Award, Office of Postdoctoral Affairs, UNC-CH
- 2009-11         Senior Mentor, Frances Degen Horowitz Millennium Scholars Program, Society for Research in Child Development
- 2007-09         Junior Mentor, Frances Degen Horowitz Millennium Scholars Program, Society for Research in Child Development

### **BIBLIOGRAPHY AND PRODUCTS OF SCHOLARSHIP**

#### **Books (edited or co-authored)**

**Iruka, I. U.**, Durden, T., Escayg, K.A., & Curenton, S. (2023). *We are the Change We Seek: Advancing Racial Justice in Early Care and Education*. Teachers College Press. <https://www.tcpress.com/we-are-the-change-we-seek-9780807768020>

Alanis, I., & **Iruka, I. U.**, & Friedman, S. (Eds.) (2021). *Advancing Equity and Embracing Diversity in Early Childhood Education: Elevating Voices and Actions*. Washington, DC: National Association for the Education of Young Children. <https://www.naeyc.org/resources/pubs/books/advancing-equity-embracing-diversity>

**Iruka, I. U.**, Curenton, S. M., Durden, T., & Escayg, K.-A. (2020). *Don't Look Away: Embracing Anti-Bias Classrooms*. Lewisville, NC: Gryphon House.

**Iruka, I. U.**, Curenton, S. M., Durden, T. (Eds.) (2017). *African American Children in Early Childhood Education: Making the Case for Policy Investments in Families, Schools, and Communities*. Bingley, UK: Emerald Group Publishing Limited.

**Iruka, I. U.**, Curenton, S. M., & Eke, W. A. (2014). *The CRAF-E<sup>4</sup> Family Engagement Model: Building Practitioners' Competence to Work with Diverse Families*. San Diego, CA: Elsevier.

Curenton, S. M., & **Iruka, I. U.** (2013). *Cultural Competence in Early Childhood Education*. San Diego, CA: Bridgepoint Education, Inc.

### **Book Chapters**

**Iruka, I. U.**, Sansbury, A., Telfer, N. A., Ibekwe-Okafor, N., Gardner-Neblett, N., & Durden, T. R. (forthcoming). Factors associated with the early learning and readiness of Black children. In S. Cabell, S. Neuman, & N. Patton Terry (Eds.), *Handbook on the Science of Early Literacy*. Guilford Press.

**Iruka, I. U.** (2022). From a Pedagogy of Poverty to a R.I.C.H.E.R. Framework. In M. Sykes and K. Ostendorf (Eds.), *Child Care Justice: Transforming the System of Care for Young Children* (pp. 70-86). Teachers College Press. [https://www.tcpres.com/child-care-justice-9780807767580?page\\_id=1423](https://www.tcpres.com/child-care-justice-9780807767580?page_id=1423)

**Iruka, I. U.**, & Hawkins, C. (2022). Making The Unique Experiences of Young Black Girls Visible. In R. Mayes, M. Shavers and J. L. Moore, II (Eds.), *African American Female Students in PreK-12 Schools and Beyond: Informing Research, Policy, and Practice* (pp. 7-27). Bingley, UK: Emerald Publishing Limited.

**Iruka, I. U.** (2021). Why is the evidence for equitable and effective early care and education programs essential foundation for the Early Childhood Social Studies Teaching? In G. Mindes and M. Newman, (Eds.), *Social Studies for Young Children: Preschool and Primary Curriculum Anchor 3<sup>rd</sup> Ed.* (pp. 99-123). Washington, DC: Rowman & Littlefield.

Gadsden, V., & **Iruka, I. U.** (f2021). African American Fathers and Their Young Children: Lessons from the Field. In H. E. Fitzgerald (Ed.), *Fathers and Child Development: Prenatal to Preschool*. New York, NY: Springer

Wingate, M. S., McDaniel, H., Brisendine, A. E., & **Iruka, I. U.** (2021). Chapter 18, Research Methods. In R. S. Kirby, & S. Verbiest (Eds.), *Maternal and Child Health: Problems, Programs, and Policy in Public Health, 4<sup>th</sup> Edition* (pp. 467-493). Burlington, MA: Jones & Bartlett Learning.

**Iruka, I. U.** (2020) Using a Social Determinants of Early Learning Framework to Eliminate Educational Disparities and Opportunity Gaps. In Foundation for Child Development (Ed.), *Getting it Right: Using Implementation Research to Improve Outcomes in Early Care and Education* (pp. 63-86). New York, NY: Foundation for Child Development.  
[https://www.fcdus.org/assets/2020/06/GettingitRight\\_UsingImplementationResearchtoImproveOutcomesinECE\\_2020.pdf](https://www.fcdus.org/assets/2020/06/GettingitRight_UsingImplementationResearchtoImproveOutcomesinECE_2020.pdf)

**Iruka, I. U.** (2019). Supporting families of young children in the 21st century: Charting a new evidence-based direction. In B. H. Fiese, M. Celano, K. Deater-Deckard, E. N. Jouriles, & M. A. Whisman (Eds.), *APA handbooks in psychology®. APA handbook of contemporary family psychology: Applications and broad impact of family psychology* (p. 249–266). American Psychological Association.  
<https://doi.org/10.1037/0000100-016>.

**Iruka, I. U.** (2019). Early Childhood Research in a Globalized Society: Accounting for Demographic Shifts and Changes. In B. H. Wasik, & S. L. Odom (Eds.), *Research, Policy, and Practice in Child Development: Foundations and Future Directions* (pp. 27-47). New York: Brookes.

Cabrera, N., Gardner-Neblett, N., & **Iruka, I. U.** (2019). Reflections on Racial, Ethnic, Linguistic, Cultural, and Socioeconomic Diversity. In B. H. Wasik, & S. L. Odom (Eds.), *Research, Policy, and Practice in Child Development: Foundations and Future Directions* (pp. 115-135). New York: Brookes.

Humphries, M. L., & **Iruka, I. U.** (2017). Ring the alarm: Moving from educational gaps to educational opportunities for Black students. In I. U. Iruka, S. M. Curenton, & T. R. Durden (Eds.), *African American Children in Early Childhood Education: Making the Case for Policy Investments in Families, Schools, and Communities* (pp. 15-34). Bingley, UK: Emerald Group Publishing Limited.

Durden, T. & **Iruka, I.** (2016). Stop Gap Gazing: Promoting the holistic health, education and success of Black children and families. In K. Dombrowski & Carrasco, K. G. (Eds.), *Reducing Health Disparities in the Midwest: Research Updates from the Field* (pp. 161-189). Lincoln, NE: Syron Design Academic Publishing.

**Iruka, I. U.**, Durden, T., & Kennel, P. (2015). Changing faces: Parenting, culture, and child learning and development. *Zero to Three*, 35(4), 10-18.

**Iruka, I. U.**, Winn, D.-M., & Harradine, C. (2014). High achieving African American boys: Factors that contribute to their excellence in the early years. In J. L. Moore & C. W. Lewis (Eds.), *African American Male Students in PreK-12 Schools* (pp. 27-59). Bingley, UK: Emerald Group Publishing Limited.

**Iruka, I. U.**, Mount-Cors, M.F., Odom, S. L., Naoom, S. F., & Van Dyke, M. (2012). Development and sustainability of high-quality early childhood education programs in Zambia. In J. Sutterby (Ed.), *Early Childhood in a Global Context* (pp. 127-158). Bingley, UK: Emerald Group Publishing Limited.

Gillanders, C., **Iruka, I. U.**, Ritchie, S., & Cobb, C. (2012). Restructuring and aligning early education opportunities for cultural, language and ethnic minority children. In R. C. Pianta, W. S. Barnett, L. M. Justice, & S. M. Sheridan (Eds.), *Handbook of Early Education* (pp. 111-136). New York, NY: Guilford Publications, Inc.

**Iruka, I. U.**, & Barbarin, O. (2009). African American children's learning and development: Examining parenting, schools, and neighborhoods. In H. A. Neville, B. M. Tynes, & S. O. Utsey (Eds.), *Handbook of African American Psychology* (pp. 175-186). Thousand Oaks, CA: SGE Publications, Inc.

### **Peer-review Publications**

**\*Doctoral student; \*\* Postdoctoral fellow**

- 1) **Iruka, I. U.**, Kainz, K., Kuhn, L., Guss, S.\* , Tokarz, S., Yazejian, N., & Niño, S.\* (2022). Early childhood program ethnic composition and associations with quality and children's language and social-emotional development. *Early Education and Development*.  
<http://dx.doi.org/10.1080/10409289.2022.2139553>
- 2) Ibekwe-Okafor, N.\*\* , Sims, J.\*\* , Liu, S., Curenton-Jolly, S., **Iruka, I. U.**, Escayg, K.-A., Bruno, B., & Fisher, P. (2022). Examining the relationship between discrimination, access to material resources, and Black children's behavioral functioning during COVID-19. *Early Childhood Research Quarterly*. <https://doi.org/10.1016/j.ecresq.2022.09.005>
- 3) **Iruka, I. U.** (2022). Delivering on the promise of early childhood education for black children: An equity strategy. *New Directions for Child and Adolescent Development*, 2022(183-184), 27-45.  
<https://doi.org/10.1002/cad.20483>
- 4) **Iruka, I. U.**, Gardner-Neblett, N., Telfer, N. A.\* , Ibekwe-Okafor, N.\*\* , Curenton, S. M., Sims, J.\*\* , Sansbury, A. B.\* , & Neblett, E. W. (2022). Effects of racism on child development: Advancing ant-racist developmental science. *Annual Review for Developmental Psychology*.  
<https://www.annualreviews.org/doi/pdf/10.1146/annurev-devpsych-121020-031339>

- 5) Phillips, D. A., Johnson, A., & **Iruka, I. U.** (2022). Early care and education settings for socializations: New directions for quality assessment. *Child Development Perspectives*, 16, 127-133. <https://doi.org/10.1111/cdep.12460>
- 6) Curenton, S. M., Rochester, S. E., Sims, J.\*\*\*, Ibekwe-Okafor, N.\*\*\*, **Iruka, I. U.**, García-Miranda, A. G., & Whittaker, J. (2022). Antiracism defined as equitable sociocultural interactions in prekindergarten: Classroom racial composition makes a difference. *Child Development*, 93, 681-698. <https://doi.org/10.1111/cdev.13779>
- 7) **Iruka, I. U.**, Cabrera, N., & Páez, M. (2022). Supporting and engaging with diverse families during the early years: emerging approaches that matter for children and families. *Early Childhood Research Quarterly*, 60, 390-393. <https://doi.org/10.1016/j.ecresq.2022.04.001>
- 8) Kaiser, K., Villalobos, M. E., Locke, J., **Iruka, I. U.**, Proctor, C., & Boyd, B. (2022) A culturally grounded autism parent training program with Black parents. *Autism*, 26(3), 716-726. <https://doi.org/10.1177/13623613211073373>
- 9) Goldberg, M. J.\* & **Iruka, I. U.** (2022). The role of teacher–child relationship quality in Black and Latino boys’ positive development. *Early Childhood Education Journal*. <https://doi.org/10.1007/s10643-021-01300-3>
- 10) **Iruka, I. U.**, Sheridan, S., Koziol, N., Schumacher, R., Kerby, H., Prokasky, A., & Choi, D.-h. (2022). Examining Malleable Factors That Explain the End-of-Kindergarten Racial/Ethnic Gaps. *The Elementary School Journal*, 122(3), 378-410. <https://doi.org/10.1086/718072>
- 11) Bruno, E. P., & **Iruka, I. U.** (2022). Reexamining the Carolina abecedarian project using an antiracist perspective: Implications for early care and education research. *Early Childhood Research Quarterly*, 58, 165-176. <https://doi.org/https://doi.org/10.1016/j.ecresq.2021.09.001>.
- 12) **Iruka, I. U.**, Lewis, M. L., Lozada, F. T., Bocknek, E., & Brophy-Herb, H. (2021). Call to action: Centering Blackness and disrupting systemic racism in academic publishing. *Infant Mental Health Journal*, 42(6), 745-748. <http://dx.doi.org/10.1002/imhj.21950>
- 13) Justice, L. M., Resnick, G., **Iruka, I. U.**, Bruno, E. P., Curenton, S. M., Hsueh, J., & Humphries, M. (2021). Towards racial equity in publishing at Early Childhood Research Quarterly (ECRQ): ECRQ Ad Hoc Committee on Racial Equity in Publishing. *Early Childhood Research Quarterly*, 55, A1-A3. <https://doi.org/10.1016/j.ecresq.2021.01.003>
- 14) Hornburg, C. B., Borriello, G. A., Kung, M., Lin, J., Litkowski, E., Cosso, J., Ellis, A., King, Y., Zippert, E., Cabrera, N. J., Davis-Kean, P., Eason, S. H., Hart, S. A., **Iruka, I. U.**, LeFevre, J.-A., Simms, V., Susperreguy, M. I., Cahoon, A., Chan, W. W. L., ... Purpura, D. J. (2021). Next directions in measurement of the home mathematics environment: An international and interdisciplinary perspective. *Journal of Numerical Cognition*, 7(2), 195-220. <https://doi.org/10.5964/jnc.6143>
- 15) Gillanders, C., **Iruka, I. U.**, Bagwell, C., & Adejumo, T.\* (2021). Parents’ perceptions of a K-3 formative assessment. *The School Community Journal*, 31(2), 239-266. <https://www.adi.org/journal/2021fw/GillandersEtAlFW21.pdf>
- 16) Dudovitz, R. N., Russ, S., Berghaus, M., **Iruka, I. U.**, DiBari, J., Foney, D. M., Kogan, M., & Halfon, N. (2021). COVID-19 and children’s well-Being: A rapid research agenda. *Maternal and Child Health Journal*, 25(11), 1655-1669. <https://doi.org/10.1007/s10995-021-03207-2>
- 17) **Iruka, I. U.**, Durden, T. R., Gardner-Neblett, N., Ibekwe-Okafor, N.\*\*\*, Sansbury, A.\* & Telfer, N. A.\* (2021). Attending to the adversity of racism against young Black Children. *Policy Insights from the Behavioral and Brain Sciences*, 8(2), 175-182. <https://doi.org/10.1177/23727322211029313>



- 18) Holochwost, S. J., Gomes, L. A., Propper, C. B., Brown, E. D., & **Iruka, I. U.** (2021). Child care policy as an anti-poverty strategy: The need to address neurophysiological self-Regulation. *Policy Insights from the Behavioral and Brain Sciences*, 8(2), 208-216. <https://doi.org/10.1177/23727322211031579>
- 19) Gardner-Neblett, N., **Iruka, I. U.**, & Humphries, M. (2021) Dismantling the Black–White achievement gap Paradigm: Why and how we need to focus instead on systemic change. *Journal of Education*. <https://doi.org/10.1177/00220574211031958>
- 20) Allen, R., Shapland, D. L., Neitzel, J., & **Iruka, I. U.** (2021). Creating anti-racist early childhood spaces. *Young Children*, 76(2), 49-54
- 21) Sheridan, S. M., Koziol, N., Witte, A., **Iruka, I. U.**, & Knoche, L. (2020). Longitudinal and geographic trends in family engagement during the pre-kindergarten to kindergarten transition. *Early Childhood Education Journal*, 48(3), 365-377. <https://doi.org/10.1007/s10643-019-01008-5>
- 22) **Iruka, I. U.**, Lucas, M.\*, Gillanders, C., & Adejumo, T. O.\* (2020). Exploring factors that support the kindergarten transition patterns of Latino boys. *Journal of Applied Developmental Psychology*, 70, 101186. <https://doi.org/https://doi.org/10.1016/j.appdev.2020.101186>
- 23) Bocknek, E. L., Richardson, P. A.\*, McGoron, L.\*, Raveau, H.\*, & **Iruka, I. U.** (2020). Adaptive Parenting Among Low-Income Black Mothers and Toddlers' Regulation of Distress. *Child Development*, 91(6), 2178-2191. <https://doi.org/https://doi.org/10.1111/cdev.13461>
- 24) **Iruka, I. U.** (2020). Commentary: High quality child care as an effective anti-poverty strategy: Emerging evidence from Canada. *Pediatrics*, 146(1), e20200483. <https://10.1542/peds.2020-0483>
- 25) **Iruka, I. U.**, DeKraai, M., Walther, J., Sheridan, S. M., & Abdel-Monem, T.\* (2020). Examining how rural ecological contexts influence children's early learning opportunities. *Early Childhood Research Quarterly*, 52, 15-29. <https://doi.org/10.1016/j.ecresq.2019.09.005>
- 26) **Iruka, I. U.**, Curenton, S. M., Sims, J.\*, Blich, K. A.\*, & Gardner, S.\* (2020). Factors associated with early school readiness profiles for Black girls. *Early Childhood Research Quarterly*, 51, 215-228. <https://10.1016/j.ecresq.2019.10.012>
- 27) Curenton, S. M., **Iruka, I. U.**, Humphries, M., Jensen, B., Durden, T., Rochester, S. E.\*, . . . Kinzie, M. B. (2019). Validity for the Assessing Classroom Sociocultural Equity Scale (ACSES) in Early Childhood Classrooms. *Early Education and Development*, 1-20. <https://doi.org/10.1080/10409289.2019.1611331>
- 28) Roberts, A. M., Gallagher, K. C., Daro, A.\* M., **Iruka, I. U.**, & Sarver, S. L. (2019). Workforce well-being: Personal and workplace contributions to early educators' depression across settings. *Journal of Applied Developmental Psychology*, 61, 4-12. <https://doi.org/10.1016/j.appdev.2017.09.007>
- 29) **Iruka, I. U.**, & Forry, N. D. (2018). Links between patterns of quality in diverse settings and children's early outcomes. *Journal of Education*, 198(1), 95-112. <https://doi.org/10.1177/0022057418800941>.
- 30) Boyd, B. A., **Iruka, I. U.**, Pierce, N. P. (2018). Strengthening service access for children of color with autism spectrum disorders: A proposed conceptual framework. *International Review of Research in Developmental Disabilities*, 54, 1-33. <https://doi.org/10.1016/bs.irrdd.2018.07.001>.
- 31) Dev, D., Williams, N., **Iruka, I. U.**, Garcia, A. S., Guo, Y., Patwardhan, I., Cummings, K.\*\*...Sedani, A. (2018). Improving the nutrition and screen time environment through self-assessment in family childcare homes in Nebraska. *Public Health Nutrition*. <https://doi.org/10.1017/S1368980018001416>

- 32) Holochwost, S. J., Volpe, V. V., **Iruka, I. U.**, & Mills-Koonce, W. R. (2018). Maternal warmth, intrusiveness, and executive functions in early childhood: tracing developmental processes among African American children. *Early Child Development and Care*, 1-9. <https://doi.org/10.1080/03004430.2018.1461096>
- 33) **Iruka, I. U.**, Jones Harden, B. P., Bingham, G., Esterach, J.\* , & Green, S. (2018). Profiles of parenting for low-income families and links to children's preschool outcomes. *Early Education and Development*, 1-25. <https://doi.org/10.1080/10409289.2018.1440843>
- 34) **Iruka, I. U.**, Brown, D., Jerald, J., & Blich, K.\* (2018). Early Steps to School Success (ESSS): Examining pathways linking home visiting and language outcomes. *Child & Youth Care Forum*, 47(2), 283-301. <https://doi.org/10.1007/s10566-017-9430-1>
- 35) **Iruka, I. U.**, De Marco, A., & Garrett-Peters, P. (2018). Profiles of academic/socioemotional competence: Associations with parenting, home, child care, and neighborhood. *Journal of Applied Developmental Psychology*, 54, 1-11. <https://doi.org/10.1016/j.appdev.2017.11.002>
- 36) Gardner-Neblett, J., Holochwost, S. J., Gallagher, K. C., Pungello, E. P., **Iruka, I. U.**, & Odom, S. L. (2017). Which classroom learning activities are associated with sustained attention among infants and toddlers? *Child & Youth Care Forum*, 46(4), 473-493.
- 37) **Iruka, I. U.** (2017). Predictors of infant and toddler black boys' early learning: Seizing opportunities and minimizing risks *Infant Mental Health Journal*, 38(1), 128-142. <https://doi.org/10.1002/imhj.21615>.
- 38) **Iruka, I. U.**, Curenton, S. M., & Gardner, S.\*\* (2015). How changes in home and neighborhood environment factors are related to change in black children's academic and social development from kindergarten to third grade. *The Journal of Negro Education*, 84(3), 282-297. <https://doi.org/10.7709/jnegroeducation.84.3.0282>
- 39) Gardner-Neblett, N., & **Iruka, I. U.** (2015). Oral narrative skills: Explaining the language-emergent literacy link by race/ethnicity and SES. *Developmental Psychology*, 51 (7), 889-904. <https://doi.org/10.1037/a0039274>
- 40) Yazejian, N., & **Iruka, I. U.** (2015). Associations among tiered quality rating and improvement system supports and quality improvement. *Early Childhood Research Quarterly*, 30, 255-265. <https://doi.org/10.1016/j.ecresq.2014.05.005>
- 41) **Iruka, I. U.**, & Morgan, J. (2014). Patterns of quality experienced by African American children in early education programs: Predictors and links to children's preschool and kindergarten academic outcomes. *The Journal of Negro Education*, 83(3), 235-255. <https://doi.org/10.7709/jnegroeducation.83.3.0235>
- 42) **Iruka, I. U.**, Dotterer, A. M., & Pungello, E. P. (2014). Ethnic variations of pathways linking socioeconomic status, parenting, and preacademic skills in a nationally representative sample. *Early Education and Development*, 1-22. <https://doi.org/10.1080/10409289.2014.892806>
- 43) **Iruka, I. U.**, Gardner-Neblett, N., Matthews, J. S., & Winn, D.-M. C. (2014). Preschool to kindergarten transition patterns for African American boys. *Early Childhood Research Quarterly*, 29(2), 106-117. <http://dx.doi.org/10.1016/j.ecresq.2013.11.004>
- 44) Forry, N., **Iruka, I. U.**, Tout, K., Torquati, J., Susman-Stillman, A., Bryant, D., & Daneri, M. P. (2013). Predictors of quality and child outcomes in family child care settings. *Early Childhood Research Quarterly*, 28(4), 893-904. <http://dx.doi.org/10.1016/j.ecresq.2013.05.006>
- 45) Barbarin, O., **Iruka, I. U.**, Harradine, C., Winn, D.-M. C., McKinney, M. K., & Taylor, L. C. (2013). Development of social-emotional competence in boys of color: A cross-sectional cohort

analysis from pre-k to second grade. *American Journal of Orthopsychiatry*, 83(2,3), 145-155. <https://doi.org/10.1111/ajop.12023>

- 46) Baker, C. E., & **Iruka, I. U.** (2013). Maternal psychological functioning and children's school readiness: The mediating role of home environments for African American children. *Early Childhood Research Quarterly*, 28(3), 509-519. <https://doi.org/10.1016/j.ecresq.2013.02.004>
- 47) Dotterer, A. M., **Iruka, I. U.** and Pungello, E. (2012), Parenting, race, and socioeconomic status: Links to school readiness. *Family Relations*, 61, 657–670. <https://doi.org/10.1111/j.1741-3729.2012.00716.x>
- 48) **Iruka, I. U.**, LaForett, D. R., & Odom, E. C. (2012). Examining the validity of the family investment and stress models and relationship to children's school readiness across five cultural groups. *Journal of Family Psychology*, 26(3), 359-370. <https://doi.org/10.1037/a0028290>
- 49) Gardner-Neblett, N., Pungello, E. P., & **Iruka, I. U.** (2011). Oral narrative skills: Implications for the reading development of African American children. *Child Development Perspectives*, 6(3), 218-224. <https://doi.org/10.1111/j.1750-8606.2011.00225.x>
- 50) **Iruka, I. U.**, Winn, D. C., Kingsley, S. J.\*, & Orthodoxou, Y. J.\* (2011). Links between parent-teacher relationship and kindergartners' social skills: Do child ethnicity and family income matter? *The Elementary School Journal*, 111(3), 387-408. <https://doi.org/10.1086/657652>
- 51) Early, D. M., **Iruka, I. U.**, Ritchie, S., Barbarin, O. A., Winn, D.-M. C., Crawford, G. M., . . . Pianta, R. C. (2010). How do pre-kindergartners spend their time? Gender, ethnicity, and income as predictors of experiences in pre-kindergarten classrooms. *Early Childhood Research Quarterly*, 25(2), 177-193. <https://doi.org/10.1016/j.ecresq.2009.10.003>
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### **Non-Peer Review Publications**

Beard, K., **Iruka, I. U.**, Laraque-Arena, D., McBride Murry, V., Rodríguez, L.J., & Taylor, S. (2022). Dismantling systemic racism and advancing health equity throughout research. Commentary *NAM Perspectives*. Washington, DC.: National Academy of Medicine. <https://doi.org/10.31478/202201a>

### **Manuscript Under Review**



Durden, T., Boyd, B., Curenton, S., **Iruka, I. U.**, Humphries, M., Gardner-Neblett, N., Boynton Jarrett, R. (under review). Where are we now? Teacher education and the pursuit towards culturally relevant and equitable teaching for Black children. *Manuscript submitted for publication.*

Legette, K., Cooke, A. N., **Iruka, I. U.**, & Halberstadt, A. G. (under review). Recognizing systemic and individual racial bias in teachers as a first step towards anti-racist schools. *Manuscript submitted for publication.*

Legette, K., & **Iruka, I. U.** (in preparation) Profiles of teachers' racial beliefs and affect: Examinations of association with teacher demographics and political orientation. *Manuscript submitted for publication.*

### **Chapters In Progress**

Burchinal, M. R., Early, D., & **Iruka, I. U.** (in progress). *Efficacy of early care and education.* In L. Cohen-Vogel, J. Scott, & P. Youngs, (Eds.), *AERA Handbook of Education Policy Research, 2nd Volume.*

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Melvin, S.A., Bromer, J., **Iruka, I.U.**, Hallam, R., & Hustedt, J. (2022). *A transformative vision for the authentic inclusion of family child care in mixed-delivery PreK systems.* Erikson Institute.  
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**Iruka, I. U.,** Curenton, S. M., Sims, J., Harris, K., & Ibekwe-Okafor, N. (2021). *Ethnic-Racial Identity Formation in the Early Years*. Durham, NC: Hunt Institute.

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**Iruka, I. U.,** Oliva-Olson, C., & Garcia, E., (2021) *Research to Practice Brief: Delivering on the Promise through Equitable Policies*. SRI International. [https://childcareta.acf.hhs.gov/sites/default/files/public/pdgb5ta\\_equitablepractices\\_rtp\\_acc.pdf](https://childcareta.acf.hhs.gov/sites/default/files/public/pdgb5ta_equitablepractices_rtp_acc.pdf)

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**Iruka, I. U.,** Curenton, S. M., Sims, J., Escayg, K-A., Ibekwe-Okafor, N., & RAPID-EC. (2021). *Black parent voices: Resilience in the face of the two pandemics—COVID-19 and racism*. Researchers Investigating Sociocultural Equity and Race (RISER) Network. <https://equity-coalition.fpg.unc.edu/resource/black-parent-voices-resilience-in-the-face-of-the-two-pandemics-covid-19-and-racism/>

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Vitiello, V., McCormick, M., Purtell, K., Prokasky, A., **Iruka I. U.,** Ludvik, D., & Early Learning Network. (2020). *Bridging the Gap: Easing the Transition from Pre-K to Kindergarten*. Lincoln, NE: Early Learning Network, University of Nebraska-Lincoln.

**Iruka, I. U.,** & Frazer, A. (July 2020). *Building Partnerships to Access Head Start Funding*. Trust for Learning, Washington, DC.

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**Iruka, I. U.** (2013). The Black family: Re-imagining family support and engagement for children. *Being Black is Not a Risk Factor: A Strengths-Based Look at the State of the Black Child*. Washington, DC: National Black Child Development Institute.

**Iruka, I. U.** & Garcia, S. G. (2012) Quality rating and improvement systems: Considerations for children from immigrant families. *Making the Link: A Publication of Grantmakers for Children, Youth, and Families*, 5.

Winn, D-M., **Iruka, I. U.,** Harradine, C., Buansi, A., McKinney, M., & Stevenson, H. (2012). *Providing opportunities to spite the obstacles. Countering the adverse conditions that undermine the success of African American boys*. A Publication of Grantmakers for Children, Youth, and Families.

Forry, N. D., **Iruka, I.**, Kainz, K., Tout, K., Torquati, J., Susman-Stillman, A., Bryant, D., Starr, R., & Smith, S. (2012). *Identifying profiles of quality in home-based child care*, Issue Brief OPRE 2012-20. Washington, DC: Office of Planning, Research and Evaluation, Administration for Children and Families, U.S. Department of Health and Human Services.

**Iruka, I. U.**, & De Marco, A. (2011). Quality rating and improvement systems: A social equity strategy? *Making the Link: A Publication of Grantmakers for Children, Youth, and Families*, 7.

Bryant, D. B., Wesley, P., Burchinal, M. R., Sideris, J., Taylor, K., Fenson, C., & **Iruka, I. U.**, et al. (2009). *The QUINCE-PFI study: An evaluation of a promising model for child care provider training*. FPG Child Development Institute, University of North Carolina at Chapel Hill.

Carver, P. R., & **Iruka, I. U.** (2006). *After-School Programs and Activities: 2005* (NCES 2006-076). U.S. Department of Education. Washington, DC: National Center for Education Statistics.

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### **Opinion Editorials**

**Iruka, I. U.**, & Pungello Bruno, E. (December 2021). *Why we need a proactively anti-racist scientific method*. Op-Ed. The Hechinger Report. <https://hechingerreport.org/opinion-why-we-need-a-proactively-anti-racist-scientific-method/>

**Iruka, I. U.** (December 2021). *The Dangers of White Privilege in Schools*. Op-Ed. Jacksonville Free Press. <https://jacksonvillefreepress.com/the-danger-of-white-privilege-in-schools/>

Iruka, I. U. (September 2021). Building back better: Ensuring Black babies thrive in their first 1,000 days. *EducationalNC*. <https://www.ednc.org/perspective-building-back-better-ensuring-black-babies-thrive-in-their-first-1000-days/>

Govan-Hunt, D., Grant, M., & **Iruka, I. U.** (September 2021). Children's experts: Investing in our state's future starts with children not corporations. *NC Policy Watch, The Pulse*. <https://pulse.ncpolicywatch.org/2021/09/20/childrens-experts-investing-in-our-states-future-starts-with-children-not-corporations/>

**Iruka, I. U.** & Little, M. (July 2021). *Biden's Build Back Better: A Brighter Future for Black Families?* Kenan Insight. Chapel Hill, NC: University of North Carolina at Chapel Hill, Kenan Institute of Private Enterprise. <https://kenaninstitute.unc.edu/kenan-insight/bidens-build-back-better-a-brighter-future-for-black-families/?th=185&tp=176-203&ex=319&tm=1>

**Iruka, I. U.** (July 2021). *#SayHerName: Supporting the Social-Emotional Health of Black Girls in the Early Years*. Kaplan Early Learning Company. <https://www.kaplanco.com/ii/supporting-black-girls-early-years>

**Iruka, I. U.** (August 17, 2020). *Zoom Circles and Google Hangouts for Parents: Teachers as Essential Conduits to Relationship Building*. National Association for the Education of Young Children. Retrieved on August 18, 2020 from <https://www.naeyc.org/resources/blog/teachers-essential-conduits-relationship-building>

**Measures/Instruments**

**Iruka, I. U.,** Forte, A., Curenton, S., & Sims, J. (2022). *Family Cultural Wealth Survey*. Unpublished Instrument. RISER Network: The University of North Carolina at Chapel Hill and Boston University.

**Iruka, I. U.,** Curenton, S., Sims, J., Ibekwe-Okafor, N., & Escayg, K.-A. (2021). *Parental Perceived Discrimination, Child Concerns, and Socialization Survey*. Unpublished Instrument. RISER Network: The University of North Carolina at Chapel Hill & Boston University

**TEACHING**

Fall 2022      New MPP track course PLCY 745: Mixed Methods and Program Evaluation Design  
2022      **Guest Lecturer for Dr. Emily Hotez:** UCLA Community Health Sciences (M237)/  
Health Policy & Management M290, Evolving Paradigms of Prevention: Interventions in  
Early Childhood (UCLA)

2022      **Guest Lecture for Dr. Vivian Gadsden:** UPenn Special Topics in Early Childhood,  
Early Literacy, and Family Engagement (EDUC 545.019)

2021      **Guest Lecturer for Dr. Jack Shonkoff:** Harvard Graduate School of Education (AH  
125), Harvard T.H. Chan School of Public Health (SBS 299), Science-Driven Innovation  
in the Early Childhood Ecosystem, Harvard University

2021      **Guest Lecturer for Dr. Neal Halfon:** Community Health Sciences (COM HLT M237)  
Evolving Paradigms of Prevention: Interventions in Early Childhood, UCLA

2020      **Guest Lecturer for Dr. Jack Shonkoff:** Harvard Graduate School of Education (AH  
125), Harvard T.H. Chan School of Public Health (SBS 299), Science-Driven Innovation  
in the Early Childhood Ecosystem, Harvard University

2016      **Guest Lecturer: College of Education,** University of Nebraska at Omaha, NE

2013-14      **Guest Lecturer: Allied Health Sciences and School of Education,** UNC-CH

2010-11      **Part-Time Lecturer: HUS 310 Family Development,** William Peace University  
(formerly Peace College), Raleigh, NC

2009      **Part-Time Lecturer: Biomedical Research Ethics Seminar,** UNC-C

2002-05      **Part-Time Lecturer: Child Development,** Miami-Dade College, Miami, FL

2003      **Graduate Teaching: Developmental Psychopathology,** University of Miami, FL

**Thesis and Dissertation Committee, Independent Project****Graduate Student (Committee Member or Chair)**

2021-      Cari Carson, UNC-CH

2021-      Jenille Morgan, UNC-CH

2021-      Alexandria Forte, UNC-CH

2021-      Anissa Eddie, Michigan State University

2021-      Amber Sansbury, George Mason University

2021-      Malaika Brewer, UNC-CH

2019-      Marisa Solé, Lehigh University

2016-22      Dalhia Lloyd, University of Nebraska-Lincoln

2016-18      Mei-Ling Lin, UNC-CH

2016-17      Patty Richardson, Wayne State University

2014-17      Chetna Seti, UNC-CH

2014-16      Sandra García, UNC-CH



2012-15	Katrina Cummings, UNC-Greensboro
2013-15	Melissa Van Dyke, University of South Florida
2013-14	Jan Esteraich, University of Nebraska-Lincoln
2010-14	Yannic Orthodoxou, UNC-CH
2011-13	Dari Jigjidsuren, UNC-CH
2010-12	Amanda Clincy, UNC-CH
2009-11	Cindy Bagwell, UNC-CH

*Undergraduate Student (Honors Thesis or Independent Study)*

2022-23	Victoria Bryant, UNC-CH
2022-23	Samara Perez Labra, UNC-CH
2021-22	Kelsey Rappe, UNC-CH
2013-14	Meredith Jones, UNC-CH
2011-12	Hannah Kibort-Crocker, UNC-CH

## GRANTS

### Current Projects

#### Federal

2020-25	U.S. Department of Health and Human Services, Administration for Children and Families, Office of Head Start and Office of Child Care. <b>National Center on Parent, Family, and Community Engagement</b> ( <i>Outcomes Innovation Evaluation Lead &amp;, Senior Advisor, \$630,830</i> ). Goal of this center is to develop evidence-based best practices for Early Head Start and Head Start programs across the country, as part of a comprehensive Office of Head Start Training and Technical Assistance System. The is to support family well-being, effective family and community engagement, and children's school readiness, including transitions to kindergarten.
2019-23	U.S. Department of Education, Institute of Education Sciences (R305N160016 Supplemental Study) <b>Exploring the Link between Culturally Responsive Practices and Black and Latinx Student Outcomes</b> ( <i>Principal Investigator, \$100,000</i> ). The purpose of this supplemental study is to (a) provide preliminary information on whether culturally responsive practices are predictive of racially and ethnically minoritized children's outcomes and (b) whether teacher factors, such as partnership with families, are related to culturally responsive practices.
2016-23	U.S. Department of Education, Institute of Education Sciences (R305N160016) <b>Early Learning Context in Rural and Urban Nebraska</b> ( <i>Co-Principal Investigator, \$4,499,879</i> ). The goal of this study through the IES-funded Early Learning Network is to understand variations in practices that augment transitions and early learning; determine malleable factors that improve learning environments and promote school readiness and academic achievement for disadvantaged children; and understand the processes necessary for effective transitions from PreK through Grade 3 in rural and urban communities.

**State/Local**

- 2021-2023 Early Childhood Investment Corporation  
**Evaluation of ECIC Child Care Innovation Fund** (*Principal Investigator, \$194,999*). The purpose of this project is to conduct an evaluation of the ECIC Child Care Innovation Fund. Guided by a racial equity evaluation framework, the evaluation will determine how this fund influences policy changes to address racial disparities in wages and families' access to affordable, high-quality early care and education.
- 2020-22 Early Childhood Investment Corporation  
**UNC Public Policy-ECIC Early Childhood Racial Equity Research-Policy Partnership Program** (*Principal Investigator, \$110,000*). The goal of this partnership between UNC Public Policy and Early Childhood Investment Corporation is to provide authentic projects for emerging early childhood research and policy scholars to engage in during their graduate and post-graduate training. Fellows will engage in racial equity-centered projects with policy-relevant implications.
- 2019-23 U.S. Department of Education, Institute of Education Sciences (R305A190199)  
**Effects of Implicit Bias on Children's Early Outcomes** (*Co-Principal Investigator, \$1,400,000*). The purpose of this Goal 1 Exploratory Projects is to examine the impact of implicit bias on teacher expectations, teacher-child interactions, and preschool-aged children's outcomes using a sample of 80 community-based preschool classrooms.

**Foundation**

- 2022-2024 Dogwood Health Trust  
**Western North Carolina Start with Equity ECE** (*Principal Investigator, \$257,949*). Three related strands of work to support Dogwood's education work will be conducted: Engagement in the convening of the early childhood education (ECE) workforce request for proposals (RFP) launch, thought and data leadership in an equity-centered academy for the RFP cohort, and an equity-centered report with recommendations for action.
- 2022-23 Kenan Charitable Trust (Lead: UNC Kenan-Flagler Business School)  
**Child Care Pilot for Edgecombe and Robeson Counties** (*Co-Principal Investigator, \$1,000,000*). As part of creating a viable and sustainable early childhood ecosystem, this pilot project is testing three concepts to strengthen the business operations, increase their income, and improve quality in family child programs in Edgecombe and Robeson counties – (1) Child Care Business Accelerator (2) Childhood Equity Fellows and (3) Wage Challenge.
- 2022-23 Homegrown and Foundation for Child Development (Lead: Erikson Institute)  
**Building Equity and Access by Including Family Child Care in Universal Pre-Kindergarten Expansion: A Multi-site Study of Pre-Kindergarten Family Child Care Initiatives** (*Co-Principal Investigator, \$450,000*). This multi-year project, in partnership with Erikson and University of Delaware, seeks to understand how best to value, compensate, and authentically integrate the FCC workforce and approach in future efforts to build and expand more equitable PreK systems. This project will involve focus groups, surveys, and case studies to understand how FCC is being integrated into PreK efforts.

- 2022-23 Robert Wood Johnson Foundation (Lead: Boston University)  
**From the Womb to Cradle: How Racism Influences the Development of Infants and Preschoolers** (*Co-Principal Investigator, \$500,000*). A collaboration with Boston University to develop and disseminate various products focused on the effects of racism during infancy through early childhood (birth to age 5) for racially marginalized children and families, specifically those that are Black, Latine, Indigenous, or Asian.
- 2021-23 Burroughs Welcome Fund  
**Equity Coalition: NC: Early Childhood Policy Action Add-on** (*Principal Investigator, \$75,000*). This add-on funding expands partners, capacity and communities to identify and conduct a landscape analysis of active North Carolina policies (and regulations) focused on young children and their families (birth to age 5) with a focus on policies that show effect or promise in mitigating (or exacerbate) racial disparities in early care and education.
- 2021-23 Imaginable Futures Services, LLC  
**RISER-RAPID-EC-Educare Learning Network: Black Families Partnership Project.** (*Principal Investigator, \$200,000*). The purpose of this multi-organization partnership is to leverage existing collaborations, expertise, and work to bolster all three partnering organizations' activities to mitigate the impacts of this double pandemic – COVID-19 and racism – on Black families with children, birth to age 5.
- 2021-23 Bill and Melinda Gates Foundation  
**ECERS-3: Identifying Gaps and Equity Challenge** (*Co-Principal Investigator, \$1,029,547*). The purpose of this project is to conduct a series of studies of the Early Childhood Environment Rating Scale-Third Edition to interrogate and provide solutions related to racial equity with a particular lens towards anti-bias and culturally grounded practices.
- 2021-24 Bill and Melinda Gates Foundation  
**Improving Outcomes for Majority Black Educare Schools** (*Principal Investigator, \$958,198*). The purpose of this project is to develop an African-centered, culturally responsive practice guide with specific strategies, exemplars, and materials with connected professional learning modules to guide effective implementation.
- 2021-23 Blue Cross Blue Shield of North Carolina Foundation  
**Equity Research Action Coalition: NC Early Childhood Policy Action** (*Principal Investigator, \$400,000*). The purpose of this project is to engage with grassroots and grassroots early education partners to identify and conduct a landscape analysis of active North Carolina policies (and regulations) focused on young children and their families (birth to age 5) with a focus on policies that show effect or promise in mitigating (or exacerbate) racial disparities in early care and education.
- 2021-23 Parents as Teachers National Center, Inc.  
**Starting Them off on the Right Path: Utilizing Home Visiting to Address Race-based Trauma and Support Children's Racial Identity Formation** (*Principal Investigator, \$196,402*). The purpose of this developmental evaluation is to understand how Parents as Teachers (PAT) could address race-based trauma and stressors and support the positive racial identity formation for young children.
- 2021-22 Pritzker Children's Initiative.

- American Rescue Plan: Are Families of Color Feeling the Relief?** (*Principal Investigator, \$155,000*). Through a mixed-methods approach, this study will examine whether receiving direct payment are disproportionately benefiting Black and Latine families— economically and psychologically (e.g., perception of hardship).
- 2020-22 W. K. Kellogg Foundation  
**Equity-focused Research-Action Coalition and Repository Development** (*Principal Investigator, \$300,000*). The goal of this project is to support the development of an interdisciplinary, multi-organizational research-action coalition and the development of a national repository/clearinghouse that provides up to date information on actionable research, practice, and policy evidence about what matters and works for Black children.
- 2020-24 Pritzker Children’s Initiative  
**Black Infant and Toddler Equity Project** (*Principal Investigator, \$595,000*). The purpose of this project as part of the Equity Research Action Coalition is to identify strengths-based programs and policies that support the wellbeing of Black parents and their infants and toddlers.
- 2020-22 Buffett Early Childhood Fund  
**Educare School-Family Partnership Justice Project** (*Principal Investigator, \$250,000*). The purpose of this study is to examine the impact of implicit bias on family engagement specialists’ communication and relationship with parents in Educare schools using a sample of 30 family engagement specialists and 120 families.
- 2020-22 Robert Wood Johnson Foundation  
**RISER Network** (*Co-Principal Investigator, \$307,000*). The purpose of this project is to support the RISER Network in creating research to address policy and practice barriers to healthy development of Black children.
- 2017-23 Buffett Early Childhood Fund  
 2009-14 **National Evaluation Partner for the Educare Learning Network Implementation Study** (*Co-Principal Investigator, \$7,234,118*). The purpose of this grant is to examine the implementation of the Educare Learning Network, a consortium of Educare schools across the country whose focus is to build, develop, and implement high quality early education programs for children placed at risk children, from birth to age five.

## Completed Projects

### Federal

- 2015-17 Office of Planning Research and Evaluation, Administration for Children and Families, Department of Health and Human Services (90YE0181-01-00)  
**Thresholds II** (*Co-Investigator, \$150,000*). The overall goal of the proposal project is to identify thresholds of early childhood education quality in predicting social-emotional, cognitive, and language outcomes in multiple secondary data sets that can inform national and state policies that seek to promote optimal child development through early childhood education and child care settings.
- 2012-15 Department of Health and Human Services, Administration for Children and Families, Office of Planning, Research, & Evaluation

**Evaluation of the Head Start Designation Renewal System** (*Subcontractor PI, \$1,353,268*). The purpose of this project is to evaluate the validity and reliability of the Head Start Designation Renewal System (DRS) using independent sources of data including classroom and program observations. In addition, this study will examine whether the DRS incentivizes quality improvement.

2003-05 Administration for Children and Families, Office of Planning, Research, & Evaluation  
**The Impact of Family Involvement on Head Start Children's School Readiness** (*Principal Investigator, 50,000*). The purpose of this Head Start Graduate Student Research grant was to develop a measure of parent involvement and efficacy aligned with children's school readiness. The eventual goal is to examine the role of self-efficacy in parents' involvement and children's school readiness.

**State/Local**

2019-20 Book Harvest  
**Book Babies Randomized Control Trial** (*Principal Investigator, \$347,715*). The goal of this project is to conduct a randomized control study (RCT) for the Book Babies program, an early literacy-focused home visiting program in two sites in North Carolina.

2019-20 Michigan Department of Education  
**Evaluation Planning Consultant for Preschool Development Grant—Birth to Five Activities (PDG B-5)** (*Subcontractor PI, \$74,027*). The purpose of this project in collaboration with American Institutes for Research (AIR) is to (1) design and guide the implementation of initial evaluations of PDG B-5 Initial Grant Award-funded activities and (2) create potential evaluation plans for the PDG B-5 Renewal Grant-funded activities.

2019-20 Michigan Department of Education  
**Needs Assessment of Michigan's Prenatal through Age Five Mixed Delivery System** (*Subcontractor PI, \$135,918*). The purpose of this project in collaboration with American Institutes for Research (AIR), the Early Childhood Investment Corporation (ECIC), the Michigan League for Public Policy (MLPP), and the Michigan Public Health Institute (MPHI) is to conduct a comprehensive statewide needs assessment for in-depth strategic planning.

2018-19 Early Childhood Investment Corporation  
**Great Start to Quality Resource Center Infant Toddler Learning Communities Evaluation Project** (*Principal Investigator, \$30,000*). The purpose of this project is to evaluate the progress made by the participants of Michigan's Great Start to Quality Resource Center Infant Toddler Learning Communities ("local ITLCs") focused on enhancing practices related to the care of infants and toddlers in early childhood settings.

2018-19 Michigan Department of Education, Office of Great Start  
**Validation Study for Great Start to Quality Program** (*Principal Investigator, \$1,096,661*) The purpose of this grant is to validate the Great Start to Quality (GSQ), Michigan's Tiered Quality Rating Improvement System, and determine its validity and effectiveness.

2014-17 Learning Community of Douglas and Sarpy Counties



**Evaluation of Omaha’s Superintendents’ Early Childhood Plan** (*Project Director, \$1,015,119*). The purpose of this evaluation is to examine impact of a 0-8 initiative in the Omaha Metro area by examining the implementation and effectiveness of the 0-8 school as a hub approach on school, classroom, teacher, families, and children.

- 2014-15 North Carolina Division of Child Development and Early Education  
**North Carolina Race to the Top – Early Learning Challenge Grant Transformation Zone (TZ) Evaluation** (*Co-Principal Investigator, 728,048.00*). The purpose of this evaluation is to examine the extent to which the TZ communities have been able to enhance their capacity to improve the quality of their early childhood systems, including policy, practice, and infrastructure changes to support successful implementation of evidence-informed practice.
- 2013-15 North Carolina Division of Child Development and Early Education  
**North Carolina Tiered Quality Rating and Improvement System, Validation Study** (*Principal Investigator, \$2,193,000*). The purpose of this project is to conduct a two-phase study for the validation of North Carolina’s tiered quality rating and improvement system (TQRIS). Phase I involves collection of web surveys, focus groups, and interviews, as well as use of existing data to develop alternative models to guide Phase II. Phase II involves the validation of the system through conducting program and classroom observation and child assessments.
- 2014 North Carolina Office of Early Learning, Department of Public Instruction  
**North Carolina Department of Public Instruction: Parents’ Beliefs About the K-3 Formative Assessment** (*Co-Principal Investigator, \$101,469*). The purpose of the proposed work is to examine parents’ beliefs and attitudes about the K-3 formative assessment currently being developed by the NC Office of Early Learning. Information is being gathered about: a) parents’ attitudes towards strategies for obtaining family information relevant to the formative assessment, b) parents’ general attitudes and beliefs about formative assessment, and c) parents’ beliefs with regard to the type of information they would like to receive from formative assessment reports.
- 2012-14 North Carolina Division of Public Health  
**Process Evaluation of NC’s Maternal, Infant, and Early Childhood Home Visiting Program** (*Co-Principal Investigator, \$242,063*). The purpose of this project is to track the progress of sites toward the overall goal of integrating home visiting with other early childhood programs at the local level so that referrals, communication, triage, and planning are improved.
- 2012 Wake County Smart Start  
**Wake County Home-Based Services Integration** (*Co-Principal Investigator, \$35,000*). The purpose of this project is to provide consultation to Wake County Smart Start to develop a plan for a county-wide service integration of home-based services for young children and their families.
- 2008-12 The Children’s Trust  
**Evaluation of the Miami-Dade Quality Counts System** (*Co-Principal Investigator, \$733,584*). A three-year evaluation funded by The Children’s Trust to evaluate Miami-Dade County’s Quality Rating System for child care programs. The county has a five-star, voluntary system. This evaluation will study how the quality system is being

implemented and examine how it is impacting children, programs, and the wider early education system.

- 2011-12 North Carolina Partnership for Children  
**Evaluation of Smart Start's Organizational Capacity Building Initiatives** (*Principal Investigator, \$65,122*). The purpose of this evaluation is to inform Smart Start about the effects of three initiatives on local communities and the broader Smart Start network and to make future decisions about activities. The three initiatives are Leaders' Collaborative and Leading for Equity, Organizational Consultation, and Interactive Website.
- 2010-11 Wake County Smart Start  
**Wake County Child Care Subsidy System Study** (*Principal Investigator, \$39,368*). The purpose of this project is to assist Wake County Smart Start (WCSS) and Wake County Human Services (WCHS) to gather and analyze information to determine the strengths and needs of the current child care subsidy system and to facilitate the development of strategic recommendations.
- 2010-11 Arkansas' DDS Children's Services  
**Arkansas' DDS Children's Services Part C Program Evaluation** (*Project Director, \$251,025*). The goal of this project is to evaluate the quality of services children receive, timely and comprehensive child evaluation and monitoring, development of quality IFSPs, and timely and quality services and service coordination for children and families in Arkansas' early intervention program.
- 2009-10 North Carolina Partnership for Children  
**Ready Schools Technical Assistance Project** (*Co-Principal Investigator, \$102,179*). The purpose of this grant is to provide technical assistance to school and communities in North Carolina to develop a strategic plan to enhance seamless education for young children.
- 2007-09 North Carolina Partnership for Children  
**Evaluation of the Smart Start Family Support and Health Grant Options** (*Principal Investigator, \$95,899*). The purpose of this grant is to evaluate the implementation of three evidence-based program models that address targeted school readiness issues in selected Smart Start partnerships across the state in the area of childhood obesity, pre-reading skills, and parenting skills that address children's challenging behaviors.
- 2006-07 Lourie Center Early Head Start  
**Lourie Center Early Head Start Teen Parent Support Program** (*Evaluator, \$25,000*). The purpose of this evaluation was to examine the impact of parenting classes for teen parents in their children's cognitive and social and emotional development.

### **Foundation**

- 2019-20 Bill & Melinda Gates Foundation (INV-002551)  
**Black-Majority Educare Schools Planning Grant** (*Principal Investigator, \$150,000*). The goal is to develop a research innovation agenda that will systematically examine practices, programming, and policies that ensure equitable learning opportunities.
- 2019-20 Community Foundation of Greater Flint.

**Flint Educare Study** (*Subcontractor PI, \$253,785.00*). The purpose of this project in collaboration with American Institutes for Research (AIR) is to (1) collect and share evaluation data for the Educare Flint and Cummings schools to improve classroom and family engagement practices and (2) engage and support the data needs and policy direction of the Flint Early Childhood Coalition.

- 2019-20 Foundation for Child Development  
**Research, Policy, and Practice Consortium for Young Black Children’s Positive Development** (*Principal Investigator, \$30,000*) Convening of group of researchers and practitioners working on issues for and about Black children with a goal of multiple publications and dissemination.
- 2019-20 Foundation for Child Development  
**Refinement of the Assessing Classroom Sociocultural Equity Scale (ACSES) for Early Childhood Classrooms** (*Co-Principal Investigator, \$30,000*). The purpose of this project is to refine ACSES through collection of more data and analyses.
- 2018-19 Bill & Melinda Gates Foundation  
**Family Engagement Literature Review Project** (*Subcontractor PI, \$6,000*). The purpose of this project is to provide the latest evidence and science of the effect of family engagement tools, practices focused parent skills and leadership associated with PreK to Grade 5 children’s math and socio-emotional learning (SEL). Particular attention will be paid to practices used by parents of minoritized children (i.e., African American, Latinx, American Indian, Dual Language Learners) to support their children’s math and SEL.
- 2018-19 Foundation for Child Development  
**Urban Resiliency Initiative** (*Co-Principal, \$30,000*) The purpose of this planning grant is to support the professional identity and workforce efficacy of child care professionals. The goal is to develop tools for assessing adults' relatedness to the children for whom they have professional responsibilities.
- 2016-19 W. K. Kellogg Foundation (P3034318)  
**Examining Transition Implementation Processes in the Omaha Superintendents’ Early Childhood Plan Evaluation** (*Principal Investigator \$500,000*). The purpose of this grant is to examine how the Omaha school districts, schools, educators and professionals support the transition during the birth through Grade 3 transition critical junctures, and the implementation variation in federal, state, and local policies about transition practices.
- 2006-13 W. K. Kellogg Foundation  
**Promoting Academic Success for Boys of Color (PAS)** (*Investigator, \$1,000,000*). The goal of the project is to build and support the partnership between families, schools, and communities to improve the academic achievement and socio-emotional development of boys of color. A secondary goal is to provide family-, teacher-, and community-based interventions that have shown some evidence of improving the learning and development of boys of color.
- 2010-12 W. K. Kellogg Foundation  
**FirstSchool** (*Investigator, \$1,000,00*). FirstSchool is a pre-K–grade 3 initiative to promote public school efforts to become more responsive to the needs of an increasingly

younger, more diverse population. FirstSchool creates a seamless transition for children in pre-kindergarten through third grade schools by uniting the best of early childhood, elementary and special education.

- 2010-11 ChildFund  
**Development of ChildFund Program Offer for Model International Early Childhood Development Programming** (*Principal Investigator, \$186,260*). The purpose of this project is to collaborate with ChildFund, a community-based organization, to develop a unique early childhood development program for use in low-wealth and low-resources countries.

### **Under Review/Pending**

- 2022-26 U.S. Department of Education, Institute of Education Sciences  
**Effects of Culturally Responsive Practices on Black Children’s Achievement and the Gap** (*Principal Investigator, \$1,698,724*). The purpose of this Exploratory proposal is to conduct a rigorous examination of culturally responsive practices (CRP) to understand ways CRP shapes Black students’ achievement and reduces the Black-White gap at the end of third grade.
- 2022-26 U.S. Department of Education, Institute of Education Sciences  
**Early Education, School Readiness, and Early School Success: Exploring the Role of Parasympathetic Function in the Preschool Classroom** (*Co-Principal Investigator, \$1,700,00*). The purpose of this Exploratory proposal is to explore the ways in which children’s neurophysiological function interacts with their experiences in the preschool classroom to predict school readiness and early school success.
- 2022-26 U.S. Department of Education, Institute of Education Sciences  
**Identifying Trauma-Informed Teaching Practices in Preschool Classrooms** (*Co-Principal Investigator, \$1,700,00*). The purpose of this grant is to explore observable teaching behaviors associated with trauma-informed care and explicitly measure how these practices are experienced by children based on their past trauma status exposure.

### **SPECIALIZED TRAINING**

- 2012 What Works Clearinghouse Reviewer Training, Northwestern University, Evanston, IL  
 2008 National Institute of Mental Health Public Reviewer Training, Washington, D.C.  
 2008 Classroom Assessment Scoring System (CLASS) Training, Chapel Hill, North Carolina  
 2008 Biomedical Research Ethics Training Seminar, Chapel Hill, North Carolina  
 2008 Multilevel Modeling of Hierarchical and Longitudinal Data Using SAS, SAS Institute, Raleigh, North Carolina  
 2007 National Center for Education Statistics, Institute of Education Sciences, Early Childhood Longitudinal Study, Birth Cohort Database Training Seminar, Washington, DC

### **PRESENTATIONS/TALKS**

#### **Podcasts/TV Show**

**Iruka, I. U.** (June 2021). *Fireside Chat: Black Mothers + COVID-19 & Structural Racism*. Guest on [@beenworthymedia](#) on Instagram Live.

**Iruka, I. U.** (June 2021). *Juneteenth and Black Families*. Guest on Black Enterprise “Be Heard Talk” with Selena Hill and hosts. <https://www.youtube.com/watch?v=TIk3hQIIGxM>

**Iruka, I. U.** (June 2021). *Talking to Your Children about Race and Racism*. Panelist on the Fox Soul TV Tammi Mac Late Night Show. <https://www.youtube.com/watch?v=DvYTK29ZuTo>

**Iruka, I. U.** (November 2020). *'Don't Look Away': Theoma Iruka Confronts Bias and Inequities in Early Childhood Head-On*. Interview with Frank Stasio on WUNC's State of Things.

<https://www.wunc.org/post/don-t-look-away-iheoma-iruka-confronts-bias-and-inequities-early-childhood-head>

**Iruka, I. U.** (November 2020). *The Anti-bias Classroom*. Interview with Leoneda Inge of WUNC on *Tested* Podcast. <https://www.wunc.org/post/anti-bias-classroom>

### **Invited Talk (Selected)**

**Iruka, I. U.** (November 2022). *Cultivating Leadership*. Panelist for NYAEYC Courageous Conversation. Virtual.

**Iruka, I. U.** (November 2022). *Centering Race and Racism on the Road to Justice for Children and Families: The Black Child National Agenda*. Keynote for People Emergency Center Building Early Links for Learning (BELL) Summit. Virtual.

**Iruka, I. U.** (November 2022). *Safety and Belonging First: Advancing Well-Being for Learning Recovery*. Panelist for Campaign for Grade Level Reading Learning Tuesdays. Virtual.

**Iruka, I. U.** (November 2022). *What's Love Got to Do With It?: Addressing the Child Care Crisis*. Opening Keynote at the North Carolina Child Care Resource & Referral Council 2022 Statewide CCR&R Institute, Pinehurst, NC.

**Iruka, I. U.** (November 2022). *Race and the Early Childhood Profession: Why We Can't Look Away*. Panelist for P.R.I.D.E. Virtual Speaker Series, School of Education. University of Pittsburgh. Virtual.

**Iruka, I. U.** (November 2022). *Road (?) to Academic Freedom & Liberation: Eliminating systemic inequities to increase the optimal development of minoritized children*. Presentation at UNC Psych 250 Child Development Course. UNC-CH, Chapel Hill, NC

**Iruka, I. U.** (November 2022). *Centering Anti-Racism and Cultural Wealth in Developmental Science: Ensuring Optimal Development and Human Dignity for Black Children*. Presentation at UNC Developmental Psychology Lunch Series. UNC-CH, Chapel Hill, NC

**Iruka, I. U.** (November 2022). *NAEYC DAP in Early Childhood Programs Serving Children from Birth Through Age 8, Fourth Edition: The Principles in Practice*. Presentation for Cultivate Learning at University of Washington. Virtual.

**Iruka, I. U.** (November 2022). *Equity Research Action Coalition: Ensuring Optimal Development and Human Dignity for Black Children & Families*. Presentation at UNC Race, Racism, and Racial Equity Symposium (R3) #7, Highlighting Participatory Justice Scholarship: Working to Advance Racial Equity. Virtual.

**Iruka, I. U.** (October 2022). *Road (?) to Academic Freedom & Liberation: Eliminating systemic inequities to increase the optimal development of minoritized children*. Presentation at Northwestern University Multidisciplinary Program in Education Sciences Predoctoral Program. Virtual.

**Iruka, I. U.** (October 2022). *Reaching the North Star of Early Care & Learning: Centering Protection, Promotion, and Preservation*. Presentation for National Association of State Leaders in Early Education (NASLEE). Virtual.

**Iruka, I. U.** (October 2022). *Authentically Engaging Family through the 4Es: 4Es of Exploration, Expectation, Education, and Equipment*. Presentation at Kansas Children's Service League 46th Annual Governor's Conference for the Prevention of Child Abuse and Neglect. Virtual.



- Iruka, I. U.** (October 2022). *Addressing Racial Inequities in Child Welfare; Attending to Protection, Promotion, and Preservation Policies*. Keynote at Kansas Children's Service League 46th Annual Governor's Conference for the Prevention of Child Abuse and Neglect. Virtual.
- Iruka, I. U.** (October 2022). *Data for Collective Power and Liberation: Decolonizing Research and Evaluation*. Presentation at Vital Village Data Equity Symposium, A Pre-Conference for the 2022 National Community Leadership Summit. Virtual.
- Iruka, I. U.** (October 2022). *Loving the Skin You Are In: Promoting Positive Identity for Autistic Children of Color*. Presentation for Early Childhood Investigations Webinar.
- Iruka, I. U.** (October 2022). *Building an Inclusive Data Equity Strategy*. Panelist for UNC Office of the Vice Chancellor for Research and the National Consortium for Data Science. Virtual.
- Iruka, I. U.** (October 2022). *Start with Equity: 14 Policies to Dismantle Systemic Racism in Early Care and Education*. Presenter for Dogwood Health Trust Partner Convening 2022, Flat Rock, NC.
- Iruka, I. U.** (October 2022). *Black Families & Babies: Protecting, Promoting, and Preserving their Health, Wealth, and Educational Excellence*. Keynote for Children First PA Racial Equity Summit, Philadelphia, PA.
- Iruka, I. U.** (September 2022). *Ensuring Health Beginnings in the First 1,000 Days: Centering Race and Racism in the Wellbeing of Families and Young Children*. Plenary Speaker for NC CCHC Association and the NC Child Care Health and Safety Resource Center's 2022 Annual Conference, Greensboro, NC.
- Iruka, I. U.** (September 2022). *A Strengths-based Approach to Intervention Research: Addressing the Who, What, How, and When of Equity-Centered Research*. Presentation at NIH Workshop on Reframing the Word Gap: Equity-based Approaches to Supporting Early Language Development. Virtual.
- Iruka, I. U.** (September 2022). *About We Still Count: Building Long-Term Partnerships for Equity*. Speaker for NC Counts Coalition, Raleigh, NC.
- Iruka, I. U.** (September 2022). *Ensuring Authentic Family Engagement is Social Justice: 4Es of Exploration, Expectation, Education, and Equipment*. Keynote for Annual Help Me Grow National Forum, Help Me Grow National Center. [Virtual](#).
- Iruka, I. U.** (September 2022). *3Ps of Protection, Promotion, and Preservation: Centering Race and Racism in Developmental Science*. Speaker for John R. Lutzker Lecture Series at School of Public Health, Georgia State University, Atlanta, GA. [Recording](#).
- Iruka, I. U.** (September 2022). *Elevating Racial Equity in the First 1,000 Days: Protecting, Promoting, and Preserving the Health, Wealth, and Learning of Our Families and Babies*. Keynote for ZERO TO THREE LEARN Conference Science Plenary. Virtual.
- Iruka, I. U.** (August 2022). *Embracing Anti-bias Practices to Ensure Equitable Learning Access and Opportunities for All Children*. Presentation at Illinois Children's Home Aid. Virtual.
- Iruka, I. U.** (August 2022). *Don't Look Away: Achieving Equitable Learning Access and Opportunities*. Presentation at Educational Opportunities for Children & Families (EOCF), WA. Virtual.
- Iruka, I. U.** (August 2022). *Leaning into Equitable Learning Access and Opportunities for All Children*. Presentation at Oakland Unified School District. Virtual.
- Iruka, I. U.** (July 2022). *Experts Weigh In: Early Learning in the U.S.* Panelist for Smithsonian 2022 National Education Summit. [Virtual](#).
- Iruka, I. U.** (July 2022). *Centering Equity in Revisions and Redesign of Quality Improvement Systems*. Panelist for BUILD 2022 Virtual Conference.
- Iruka, I. U.** (June 2022). *Addressing Historical Inequities in Early Care and Education: Strategies to Support Workforce Equity*. Moderator for Opening Plenary at ACF's 2022 National Research Conference in Early Childhood. Virtual.
- Iruka, I. U.** (June 2022). *Neighborhood Resources and Race/Ethnicity: Unpacking Critical Mechanisms Associated with Children's School Readiness Skills*. Session discussant a ACF's 2022 National Research Conference in Early Childhood. Virtual.
- Iruka, I. U.** (June 2022). *Strong Foundations: Promoting Diverse and Inclusive Preschool Settings*. Invited panelist for Hunt Institute webinar series. Virtual

- Iruka, I. U.** (June 2022). *Celebrating Child Care Heroes*. Invited speaker for A Night with the NC Early Education Coalition. Virtual.
- Iruka, I. U.** & Hugley, K. (June 2022). *Equitable Family-Teacher Relationships for All Children: 4Es of Exploration, Expectation, Education, and Equipment*. Early Childhood Investigation Webinar. Virtual.
- Iruka, I. U.** (June 2022). *Engaging in Anti-bias, Culturally Responsive Family Engagement and Support: 4Es of Exploration, Expectation, Education, and Equipment*. Speaker for Indiana's Early Intervention Providers in the First Steps. Virtual.
- Iruka, I. U.** (June 2022). *Providing Equitable Learning Opportunities for All Learners: Intersection between Race & Ability*. Keynote at Indiana's Early Intervention Providers in the First Steps. Virtual.
- Iruka, I. U.** (June 2022). *Ensuring Equitable Learning Opportunities: Ensuring Justice in Early Care and Education*. Keynote for Center for Early Childhood Education and Intervention (CECEI) at the University of Maryland 2022 Early Childhood Education Virtual Colloquium.
- Iruka, I. U.** (June 2022). *Black Child National Agenda*. Panelist for the National Black Child Development Week Kickoff. Virtual.
- Iruka, I. U.** (June 2022). *Ensuring Optimal Beginnings in the First Five Years: Equitable Investment in the Early Care and Education Workforce*. Closing Keynote at Nebraska Elevate22 Virtual Conference, Omaha, NE.
- Iruka, I. U.** (June 2022). *Activating Family Voice and Resilience in Creating Affirming and Responsive Early Childhood Intervention Systems: 4Es of Exploration, Expectation, Education, and Equipment*. Speaker for The Exceptional Children's Assistance Center (ECAC) 2nd Family Leadership Summit. Raleigh, NC.
- Iruka, I. U.** (June 2022). *Black Families & Equity Project: Strengths-based Systems and Policies that Support the Wellbeing of Black Parents and their Babies*. Speaker for PolicyLab at CHOP. Virtual.
- Iruka, I. U.** (May 2022). *Providing Equitable Learning Opportunities for All Learners: Centering Anti-Bias and Culturally Responsive Practices*. Presentation at Virginia IECMH Awareness Month. Virtual.
- Iruka, I. U.** (May 2022). *Loving the Skin You Are In: Promoting the Positive Identity of Autistic Children of Color*. Presentation at 2022 NC Easter American Health Education Center (AHEC) Autism Conference, Greenville, NC.
- Iruka, I. U.** (May 2022). *Dreams Realized: Addressing Disparities and Promoting Equity through Universal Preschool*. Panelist for California Child Care Resource Center Webinar. Virtual.
- Iruka, I. U.** (May 2022). *Why Diversity Matters*. Speaker at First Book's May 5 virtual Consultative Conversation, Joining Forces to Ensure Diverse Books. Speaker. Virtual.
- Iruka, I. U.** (April 2022). *Ensuring Healthy Beginnings in the First 1,000 Days: Centering Race and Racism in the Wellbeing of Families and Their Young Children*. Closing Keynote Speaker for Early Childhood Comprehensive Systems Health Integration Prenatal-to-Three Program Awardee Annual Meeting. Virtual.
- Iruka, I. U.** (April 2022). *Reimagining Assessment to Build Stronger, More Equitable Early Learning Programs*. Guest speaker for New America, the Alliance for Early Success, MDRC, and the Raising Child Care Fund Virtual Convening. Virtual.
- Iruka, I. U.** (April 2022). *Leaning into Equitable Learning Access and Opportunities for All Children*. Presenter for Region X TTA Birth to Five Conference Collaborative Speaker Training. Virtual.
- Iruka, I. U.** (April 2022). *Neurodiversity and Early Childhood Development: Supporting Children and Parents*. Panelist for Hunt Institute Race and Education Series. Virtual.
- Iruka, I. U.** (April 2022). *Creating Responsive Family-Centered Early Care and Education Systems: Leveraging Families' Resilience in the Face of Systemic Barriers*. Keynote at North Carolina Early Childhood Family Leadership Conference. Virtual.
- Iruka, I. U.,** & Meek, S. (April 2022). *Advancing Equity in Early Childhood: Redressing the Past Through Workforce Transformation*. Keynote presenter for 2022 National Early Childhood Education Workforce Convening, Chapel Hill, NC.
- Iruka, I. U.** (April 2022). *Addressing Racial Inequities in Child Welfare: View from Early Childhood Education*. Speaker for CBLCC Digital Dialogues. Virtual.

**Iruka, I. U.** (April 2022). *Culturally Responsive, Anti-bias Family Engagement and Support: An Essential Component for Child's Wellbeing and Learning*. Keynote for Metropolitan Family Services, Wheaton Warrentville Early Childhood Collaborative. Virtual.

**Iruka, I. U.** (April 2022). *Early Education: Black Children's Access, Experiences, and Outcomes*. Presenter at the National African American Child & Family Research Center's Strengths and Innovation of African American Children and Families: A Virtual Convening. Virtual.

**Iruka, I. U.** (April 2022). *Rooting the Work of Early Childhood Policy in Equity*. Panelist for Duke University's 2022 The Next Step in Early Childhood Policy: Creating a Universal System of Care for Families with Young Children. Virtual.

**Iruka, I. U.** (April 2022). *Justice in the First 1,000 Days: Attending to the 3Ps of Protecting, Promoting, and Preserving*. Keynote for 32nd Annual RIE Infant-Toddler Conference for Parents and Professionals. Virtual.

**Iruka, I. U.** (March 2022). *Equity Research Action Coalition: Centering Race and Racism in Economic and Social Policies for Black Children and Families*. Presentation at Public Policy's Policy Research Group (PRG) speaker series. Virtual.

**Iruka, I. U.** (March 2022). *Equity Research Action Coalition: Centering Equity at the Intersection of Early Childhood Research, Program, and Policy*. Speaker at Carolina Data Science Now Online Series.

**Iruka, I. U.** (March 2022). *Equitable Investing in the Early Care and Education Workforce for Black Children's Optimal Development: Economic and Social Justice in Early Care and Education*. Presentation at Kenan-Flagler Business & Society Research Working Group, Chapel Hill, NC

**Iruka, I. U.** (March 2022). *Black Families & Babies Equity Project: Strengths-based programs and policies that support the wellbeing of Black parents and their babies*. Presentation for Society for Research in Child Development Fellowship Speaker Series. Virtual.

**Iruka, I. U.** (March 2022). *New Insights into Measuring the Ideal Learning Environment*. Panelist for InterAct CLASS Summit. Virtual.

**Iruka, I. U.** (March 2022). *Centering Our Black Joy and Excellence with Our Children, Families, and Communities*. Panelist for Brazelton's Parenting While Black II Virtual Series.

**Iruka, I. U.** (March 2022). *Family-School Partnership to Support All Learners. Presentation at Family School Community Alliance*. Virtual

**Iruka, I. U.** (March 2022). *Providing Equitable Learning Opportunities for All Learners: Addressing Opportunity Gaps*. Keynote at Texas 2nd Annual HHS Office of Disability Prevention for Children Statewide Virtual Conference.

**Iruka, I. U.** (February 2022). *Addressing Anti-Bias and Anti-Racist Practices in Early Childhood Education*. Keynote at Candelen's UpLearning Series. Virtual.

**Iruka, I. U. & Hugley, K.** (February 2022). *Promoting the Positive Racial Identity of Black Infants and Toddlers in Early Childhood Programs*. Early Childhood Investigation Webinar. Virtual.

**Iruka, I. U.** (February 2022). *Scholars of Color Webinar: Dr. Asa G. Hilliard, III*. Foundation for Child Development. Virtual.

**Iruka, I. U.** (February 2022). *Research on Black Families and Children: Resilience in the Face of the Two Pandemics – COVID-19 and Racism*. Presentation at the 11<sup>th</sup> African American Children and Families Annual Conference at the University of Northern Iowa.

**Iruka, I. U.** (February 2022). *Centering Intersectionality in Early Intervention Research, Practice, and Policy: R.I.C.H.E.R. Framework*. Keynote at 2022 Conference on Research Innovations in Early Intervention (CRIEI). Virtual

**Iruka, I. U.** (February 2022). *Embracing Anti-Bias Classrooms*. Teaching Strategies Equity Series. [Virtual](#).

**Iruka, I. U.** (February 2022). *Leveraging Cultural Assets to Support and Extend Children's Learning and Development*. Presenter at Jumpstart Corps Member Meeting. Virtual.

**Iruka, I. U.** (February 2022). *Writing a New Chapter: Advancing Diversity in Children's Books*. Panelist for Too Small to Fail, the National Black Child Development Institute (NBCDI), and Raising a Reader Webinar.

**Iruka, I. U.** (January 2022). *Centering the 3Ps to Address Racial Trauma: Asset-based programs and policies that support the wellbeing of racially minoritized children*. Presenter at Building the Movement in the Education and Health Care System, Education Panel. Virtual.

**Iruka, I. U.** (December 2021). *Centering the Strengths of Families: Using the 3Ps of Protection, Promotion, and Preservation*. Presenter at Act Early Response to COVID-19 Response Team Leads hosted by Association of University Centers on Disabilities. Virtual.

**Iruka, I. U.** (December 2021). *Family Engagement and Support: Eliminating Racism and Systemic Inequities to Increase Family + Child Wellbeing*. Presentation for Educare Learning Network Family Support Core Virtual Training. Virtual.

**Iruka, I. U.** (December 2021). *Ensuring Equitable Beginning in the First 1,000 Days: Attending to the 3Ps of Protecting, Promoting, and Preserving*. Keynote for Virtual SC Summit on Early Childhood. Virtual

Austin, L., & **Iruka, I. U.** (November 2021). *Black Child National Policy Agenda*. Presentation at the Early Childhood Funders Collaborative Thursday Funders Discussion: Our Role in Supporting and Amplifying Policy Priorities in the Black Child National Agenda. Virtual.

**Iruka, I. U.** (November 2021). *Black Child National Agenda*. Host and Moderator for Twitter Townhall. Virtual.

**Iruka, I. U.** (November 2021). *Providing Equitable Learning Opportunities for All Learners: Centering Race and Racism*. Keynote at NC Department of Public Instruction 70th Conference on Exceptional Children Pre-conference Institute. Greensboro, NC.

**Iruka, I. U.** (November 2021). *Addressing Head Start's Equity Agenda: Centering Race and Racism*. Presentation for Washington State Head Start Association and ECEAP. Virtual.

**Iruka, I. U.** (November 2021). *Pressing Forward: Ensuring Equitable Beginning*. Keynote for First 8 Memphis Inaugural First 8 Years Speaker Series. Virtual.

**Iruka, I. U.** (November 2021). *Black Families & Babies Equity Project. Strengths-based Programs and Policies that Support the Wellbeing of Black Parents and their Babies*. Presentation at the 2021 Prenatal-to-3 State Policy Roadmap Deep Dive Workshop: Beyond effectiveness: How can state policy choices increase equity? Virtual.

**Iruka, I. U.** (November 2021). *Black Families & Babies Equity Project. Strengths-based Programs and Policies that Support the Wellbeing of Black Parents and their Babies*. Presentation to the US. Department of Health and Human Services, Office of the Assistant Secretary for Planning and Evaluation Visiting Scholar Series. Virtual.

**Iruka, I. U.** (November 2021). *Centering Equity in Early Education Access, Experiences, and Outcomes*. Keynote for Shine Learning Academy. Orlando, FL.

**Iruka, I. U.** (November 2021). *Starting with Equity: Delivering on the Promise of Equity Access, Experiences, and Outcomes*. Presentation at the North Carolina State Board of Education Fall Planning & Work Session. Raleigh, NC.

**Iruka, I. U.** (November 2021). *Innovative Early Childhood Services for Families Experiencing Homelessness: A Statewide Conversation*. Keynote for a project of the NC DHHS Division of Child Development and Early Education with NC State University, Child Care Services Association and Yay Babies . Virtual.

**Iruka, I. U.** (October 2021). *Building Equity into Partnerships from the Start*. Moderator for NC Office of Strategic Partnerships Monthly Connect. Virtual.

**Iruka, I. U.** (October 2021). *Spark of Color Session: The Untold Stories of Racial Equity Advocates & Reflections*. Moderator at 2021 Color of Education Virtual Summit. Virtual.

**Iruka, I. U.** (October 2021). *Addressing Racial Inequities in Child Welfare. View from Early Childhood Education*. Keynote for Kansas Racial Equity Collaborative Lecture #2. [Virtual](#).

**Iruka, I. U.** (October 2021). *Equity Framework to Support Program Implementation: Using this lens in all aspects of the process*. Speaker at North Carolina Office of State Budget and Management 2021 Performance Management Academy. Virtual.

**Iruka, I. U.** (October 2021). *Black Parents and Their Babies: Attending to the First 1000 Days*. Speaker Vital Village National Community Leadership Summit. Virtual.



- Gordon, L., **Iruka, I. U.**, & Meek, S. (October 2021). *Advancing Equity in Head Start from a Systemic Perspective*. Panelist for Office of Head Start 2021 All Hands Meeting. Virtual.
- Iruka, I. U.** (October 2021). *Attending to the Adversity of Racism and Leveraging the Cultural Wealth of Black Children and Families*. Speaker for Carolina Consortium on Human Development. Virtual.
- Iruka, I. U.** (October 2021). *EDx Speakers*. Speaker for Panelist for 50<sup>th</sup> Year Anniversary, National Black Child Development Institute Annual Conference. Virtual.
- Iruka, I. U.** (October 2021). *Legacy Voices 50 Years and Counting: The Spirit of Sankofa*. Panelist for 50<sup>th</sup> Year Anniversary, National Black Child Development Institute Annual Conference. Virtual.
- Iruka, I. U.** (October 2021). *Pressing Forward: Ensuring Equitable Beginnings*. Keynote for Maryland Family Network, 12th Annual Sandra J. Skolnik Lecture on Early Childhood Education & Advocacy. [Virtual](#).
- Iruka, I. U.** (October 2021). *Transforming Education through the Gift of Montessori*. Keynote for 2021 Montessori Association for of North Carolina Statewide Montessori Conference. Virtual.
- Iruka, I. U.** (October 2021). *Black Parents and Their Babies: Attending to the First 1,000 Days*. Panelist at Upsilon Epsilon Omega Chapter of Alpha Kappa Alpha Sorority, Inc. Powering Forward: Post Pandemic Conference. Virtual
- Iruka, I. U.** (September 2021). *Providing Equitable Learning Opportunities for All Learners: Centering Race and Racism*. Keynote presentation at Division for Early Childhood's 37<sup>th</sup> Annual International Conference on Young Children with Disabilities and Their Families. Virtual.
- Iruka, I. U.** & Curenton, S. (September 2021). *Advancing Equity in Healthcare: A Powder Building Session for System Builders and Advocates Serving Black Mothers and Children*. Network even for Help Me Grow National Forum 2021. Virtual.
- Iruka, I. U.** (September 2021). *Head Start and Universal Pre-K: What We Know and What We Need*. Congressional briefing hosted by the Children's Equity Project and National Head Start Association. Virtual.
- Iruka, I. U.** (September 2021). *California: The Nation's Early Childhood North Star?* Presentation to California's Preschool Development Grant's interagency State Stewardship Team (SST). Virtual
- Iruka, I. U.** (September 2021). *Parents Make the Difference*. Presenter and panelist for A Book Harvest Research Briefing on Book Babies. Virtual.
- Iruka, I. U.** (August 2021). *Screening to Identify Preschool Children's Strengths and Challenges: Using a Cultural Wealth Framework*. Keynote at Early Childhood Investigations Webinar. Virtual.
- Iruka, I. U.** (August 2021). *Connecting for Social and Economic Justice in Early Childhood Education*. Keynote speaker at NCAEYC Equity in Early Childhood Education Circle. Virtual.
- Iruka, I. U.** (August 2021). *Solidifying our Villages through Head Start: Ensuring Transformative and Antiracist Early Childhood Education*. Keynote speaker at OLHSA, A Community Action Agency. Virtual.
- Iruka, I. U.** (August 2021). *Solidifying our Villages by Centering Racial Equity: Ensuring Transformative and Antiracist Early Childhood Education*. Speaker at Early/Head Start Network, Professional Development Week. Virtual.
- Iruka, I. U.** (August 2021). *The History of Early Childhood Education & Evolution of Developmentally Appropriate Practice Through the Lens of Diversity, Equity, and Inclusion*. Panelist for NYAEC Courageous Conversation Series. Virtual.
- Iruka, I. U.** (August 2021). *Doulas & Black Folx - Exploring the Invisible Legacy of Early Child-Care Providers*. Panelist for Educators for Antiracism 2021 Conference. Virtual.
- Iruka, I. U.** (July 2022). *Rebuilding early childhood systems for Black and Latinx children with racial equity and quality at the forefront*. Panelist at BUILD 2021 Virtual Conference. Virtual.
- Iruka, I. U.** (July 2022). *What you need to know about how state ECE policy can reduce disparities in outcomes for infants and toddlers*. Panelist at BUILD 2021 Virtual Conference. Virtual.
- Iruka, I. U.** (July 2021). *Center Race and Racism in Early Education: Ensuring Equitable Access, Experiences, and Outcomes*. ACF Listening Sessions on Universal Pre-Kindergarten Considerations. Virtual.

- Iruka, I. U.** (July 2021). *Equity-Centered Data Analytics: Framing through Equitable Access, Experiences, and Outcomes*. Presenter for Equity in ECE Administrative Data. Virtual.
- Iruka, I. U.** (July 2021). *Solidifying our Villages: Addressing Opportunity Gaps and the Education Debt Through a Racial Equity Lens*. Speaker for All Things ECE with ELV: A Webinar Series for Early Learning Ventures. Virtual.
- Iruka, I. U.** (July 2021). *Social Determinants of Vision and Health as it Relates to Learning: Centering Health Equity in the Early Years*. Presenter at the Prevent Blindness 2021 Focus on Eye Health National Summit. Virtual.
- Meek, S., & **Iruka I. U.** (July 2021). *Start with Equity: Policies that Matter for Black Communities*. Presentation to NBCDI Affiliate. Virtual.
- Iruka I. U.**, & Durden, T. (June 2021). *Centering Race and Racism in Early Education: Ensuring Equitable Access, Experiences, and Outcomes*. Keynote for Keynote at Children's Institute Early Learning Academy, Portland, Oregon. [Virtual](#).
- Iruka, I. U.** (June 2021). *Looking Ahead to Juneteenth: Centering Black Parents Voices in the Age of COVID-19 and Racial Reckoning*. Host and convener for RISER Network. [Virtual](#).
- Iruka, I. U.** (June 2021). *Embracing Anti-Bias Classrooms: A Response to Racism in America*. Panelist for Kaplan edWebinar. Virtual.
- Iruka, I. U.** (May 2021). *Black Parent Voices: Race-Centered Data*. Presentation to NC Early Childhood Data Advisory Council. Virtual.
- Iruka, I. U.**, & Curenton, S. M. (May 2021). *Racial Equity in Early Childhood Research: Opportunities in Making Connections*. Presenter for New York City Early Childhood Research Network. Virtual.
- Iruka, I. U.** (May 2021). *Centering Race and Racism in Early Education: Ensuring Equitable Access, Experiences, and Outcomes*. Keynote at Start Early's Partnership for Pre-K Improvement Virtual Peer Learning Convening.
- Iruka, I. U.** (May 2021). *Diversity, Equity & Inclusion*. Presenter for Early Learning Network Webinar Series.
- Iruka, I. U.** (May 2021). *Early Learning and Beyond: Connecting Early Childhood with K-12 So Every Student Succeeds*. Panelist for Learning Forward, Virtual.
- Iruka, I. U.** (May 2021). *How We Talk About Race and Ethnicity: The Power of Language*. Speaker for FPG's Language Summit, Virtual.
- Iruka, I. U.** (April 2021). *Strengthening our Villages: Role of Transformative Leadership in the Journey Towards Racial Equity*. Keynote at McCormick Leadership Connections National Virtual Conference.
- Iruka, I. U.** (April 2021). *Deepening the Public Policy Conversation: If Quality Early Care and Education Is on the Table, Then Equity Is the Main Course*. Panelist at McCormick Leadership Connections National Virtual Conference.
- Iruka, I. U.** (April 2021). *Embedding Equity into Your Counseling Practice: Journey Towards Racial Equity and Anti-racism*. Speaker at T.E.A.C.H. Early Childhood and Child Care WAGES 2021 National Professional Development Virtual Symposium, Virtual.
- Iruka, I. U.** (April 2021). *Humanity. Liberation. Joy. Coalition.: Ensuring Black Lives Matter*. Keynote at EPIC's Black Parent Empowerment Workshop, Virtual.
- Iruka, I. U.** & Curenton, S. (April 2021). *Leaning into Culturally-grounded Anti-bias Child Assessment*. Presenter for Early Childhood Investigations Webinar Series Sponsored by COR Advantage, Virtual.
- Iruka, I. U.** (May 2021). *Trauma Due To Bias In Early Childhood*. Speaker for Transforming Challenging Behavior (pre-taped December 2020). [Virtual](#).
- Iruka, I. U.** (April 2021). *Fireside Chat: Anti-racism in Early Childhood Education, Part 2*. Cocktails & Conversations, Sheltering Arms.
- Iruka, I. U.** (March 2021). *Impact of Disrupted Learning*. Panelist for National Council for State Legislature Webinar.
- Iruka, I. U.** (March 2021). *Black Parent Voices: Impact of COVID-19 on Financial Security and Material Hardship*. Speaker for Promoting Healthy Weight 3.0: A Socio-Ecological Perspective Breaking Down

Barriers: Food Access During the COVID-19 Pandemic, Maternal & Child Health Training, University of Tennessee.

**Iruka, I. U.** (March 2021). *Solidifying our Villages: Ensuring Racial Equity Through Research Action*. Keynote Speaker for Learn to Earn Dayton Annual Readiness Summit. [Virtual](#).

**Iruka, I. U.** (March 2021). *Ensuring Head Start's role as an Engine for a Transformative, Anti-racist Early Childhood Agenda*. Opening keynote for Florida Head Start Association Annual Meeting. Virtual.

**Iruka, I. U.** (February 2021). *Equity in Early Education in North Carolina*. Panelist for Educational Equity Institute Webinar Series. [Virtual](#).

**Iruka, I. U.** (February 2021). *What's Missing and Why Does it Matter?* Keynote speaker at ECDataWorks: Building Resilient Data Analytics, Virtual.

**Iruka, I. U.** (February 2021). *Fireside Chat: Anti-racism in Early Childhood Education*. Cocktails & Conversations, Sheltering Arms.

**Iruka, I. U.** (February 2021). *Disrupting Anti-Black Racism in Early Childhood Education: Center, Abolish, Liberate*. Panelist for 3<sup>rd</sup> Annual Early Childhood Symposium, 2021, Black Lives Matter at School Week, Bank Street College of Education, Virtual.

**Iruka, I. U.** (January 2021). *The Invisible One: The Learning and Development of Black Girls*. DevSci Diversity Discussions, Northwestern University. Virtual.

**Iruka, I. U.** (January 2021). *Starting with Equity: 14 Priorities to Dismantle Systemic Racism in Early Care and Education*. Presentation at Council of Chief States School Officers Winter 2021 Virtual Collaborative Meeting. Virtual.

**Iruka, I. U.** (December 2020). *Part 1 Black Mama Rising Kitchen Table Talks*. Co-facilitator for Points of ACCESS Black Mamas Webinar Series. Virtual.

**Iruka, I. U.** (December 2020). *Family Engagement and Support: Eliminating racism and systemic inequities to increase family and child wellbeing*. Keynote for Educare Learning Network ELN Family Support Core Webinar #4. Virtual.

**Iruka, I. U.** (December 2020). *Ensuring Equity in Education*. Keynote for the Flint and Genesee Literacy Network Connection Sessions. Virtual.

**Iruka, I. U.** (December). *Lessons from Tulsa SEED: Supporting Learning & Well-Being During COVID*. Moderator for the Grade Level Reading Learning Tuesdays Webinar. Virtual.

**Iruka, I. U.** (December 2020). *Ensuring Youth Wellbeing and Excellence Through a Racial Equity Lens*. Keynote speaker for University of Oklahoma's Understanding Inequity, Advancing Equity Symposium, Virtual. [https://www.youtube.com/watch?v=U7TSNp\\_xhw&feature=youtu.be](https://www.youtube.com/watch?v=U7TSNp_xhw&feature=youtu.be) (1:11:00).

**Iruka, I. U.** (December 2020). *The Prenatal to Three Policy Landscape*. Panelist for the Hunt Institute's 2020 Early Childhood Leadership Summit, Virtual.

**Iruka, I. U.** (December 2020). *Combating Racism through Authentic Early Childhood Research-Action Partnerships*. Master Lecture for ACF's National Research Conference in Early Childhood, Virtual. <http://nrcec.net/videos2020.html>

**Iruka, I. U.** (December 2020). *Centering Racism in Science-based Child Development Research Agenda: Embracing Racial Equity for Marginalized Children*. Speaker for National Scientific Council on the Developing Child, Virtual.

**Iruka, I. U.** (November 2020). *Call for Anti-bias/Anti-racism in Science and Advancement: Eliminating Systemic Inequities in Action Research and Research Careers*. Presentation to Learning Community to Reduce Racial and Ethnic Disparities in Funding and Career Advancement, Virtual.

**Iruka, I. U.** (November 2020). *Head Start: A Shift Toward Quality Improvement*. Panelist for Ideal Learning Head Start Network, Virtual.

**Iruka, I. U.** (November 2020). *Racism in America's Childcare industry*. Panelist for Hunt Institute's Race & Education Webinar Series, Virtual.

**Iruka, I. U.** (November 2020). *Measurement in Early Childhood: Building Pathways to Empowerment & Continuous Improvement*. Panelist for EC PRISM, University of Oregon, Virtual.



- Iruka, I. U.** (November 2020). *Solidifying our Villages: Ensuring Wellbeing and Educational Excellence through Racial Equity Lens*. Keynote for Los Angeles Valley College Child Development Department, Virtual.
- Iruka, I. U.** (October 2020). *Solidifying our Villages: Ensuring Educational Excellence through Racial Equity Lens*. Keynote for All Our Kin Convening, Virtual.
- Iruka, I. U.** (October 2020). *Equity Framework to Support Program Implementation: Using this lens in all aspects of the process*. North Carolina Office of State Budget and Management Performance Management Academy, Virtual.
- Iruka, I. U.** (October 2020). *Connecting the Brain to the Rest of the Body: Implications for Practice and Policy*. Panelist for FOI Community Conversation, Harvard Center on the Developing Child, Virtual, <https://vimeo.com/476691698/e7bef24558>
- Iruka, I. U.** (October 2020). *Equity Consideration in PreK Access*. Discussant at Start Early's and NORC's Advancing Equity in Pre-k Access and Enrollment in Chicago: A Conversation with Researchers, Policymakers, and Parent Leader, Virtual.
- Iruka, I. U.** (October 2020). *North Carolina Women's Virtual Town Hall*. Panelist for YWomenVote 2020, Virtual.
- Iruka, I. U.** (October 2020). *"DON'T LOOK AWAY: Driving the Momentum of Racial Justice into the Early Childhood Classroom."* Panelist for HighScope Educational Research Foundation Racial Equity and Diversity Webinar Series, [HighScope Don't Look Away Book Series #1](#)
- Iruka, I. U.** (October 2020). *Tackling Racial Equity and Systemic Racism for Transformational Change*. Panelist for Child Care Aware of America's Together Toward Transformation Institute, Virtual.
- Iruka, I. U.** (October 2020). *Resilience in the Face of Adversity*. Panelist for the 2020 Hope Starts Here Virtual Policy Summit, Virtual.
- Iruka, I. U.** (October 2020). *Encountering Change: A Conversation on Early Learning in the Midst of COVID-19*. Panelist for Jumpstart Annual Read for the Record, Virtual.
- Iruka, I. U.** (October 2020). *Infants and toddlers Face Racism Too: Science, Practice, and Policy*. Speaker and panelist at 2020 Zero to Three Virtual Annual Conference, Virtual.
- Iruka, I. U.** (October 2020). *Critical Examination of Family Engagement: Pathway to Excellence for Black Children?* Keynote for Home Math Environment Virtual Conference, Virtual.
- Iruka, I. U.** (October 2020). *Solidifying Our Villages Ensuring Educational Excellence through Racial Equity Lens*. Keynote speaker at the Montessori Public Policy Institute's Advocacy Conference, Virtual.
- Iruka, I. U.** (October 2020). *Addressing Anti-Bias and Anti-Racist Practices in Early Childhood Education: Journey of Unlearning and Relearning*. Keynote speaker at Ohio State University's 2020 Symposium on Children, Virtual, <https://crane.osu.edu/2020/10/22/recap-2020-symposium-on-children/#1603222577788-5315aa4d-929c>.
- Iruka, I. U.** (September 2020). *Engaging in Anti-racist Early Childhood Policymaking: Opportunities for Equitable Outcomes*. Panelist for Oregon Family Impact Seminar 2020, Corvallis, OR (virtual).
- Iruka, I. U.** (September 2020). *2020 National Prenatal-to-3 Research to Policy Summit: Building a State Policy Roadmap to Strengthen the Earliest Year*. Keynote and Panelist for the Prenatal-to-3 Research to Policy Summit, Austin, TX, Virtual, <https://developingchild.harvard.edu/resources/2020-national-prenatal-to-3-research-to-policy-summit/>.
- Iruka, I. U.** (September 2020). *Racial and Gender Equity in Early Childhood*. Panelist at the 2020 Virtual Children First Virtual Conference, Miami, FL, Virtual.
- Iruka, I. U.** (August 2020). *Solidifying our Villages: Addressing Opportunity Gaps and the Education Debt Through a Racial Equity Lens*. Keynote at 2020 NC Campaign for Grade-Level Reading Summer Meeting, Raleigh, NC, Virtual.
- Iruka, I. U.** (August 2020). *Embracing Anti-Racist Approaches and Centering Race and Racism in the Life Course Research Agenda*. Presentation at Life Course Intervention Research Network Meeting, Virtual, <https://www.youtube.com/watch?v=vegsUAF7LNk&feature=youtu.be>.

- Iruka, I. U.** (August 2020). *Solidifying our Villages: Addressing Opportunity Gaps and the Education Debt Through a Racial Equity Lens*. Keynote for United Way of Miami, Early Head Start-Child Care Partnership Professional Development Series, Virtual.
- Iruka, I. U.** (August 2020). *Ensuring the Wellbeing of Black Children through Anti-Racist Learning Opportunities*. Keynote for Teachstone's Inaugural InterAct Now: Teacher Summit, Virtual.
- Iruka, I. U.** (July 2020). *Solidifying our Villages: Addressing Opportunity Gaps and the Education Debt Through a Racial Equity Lens*. Keynote for Educare Chicago Professional Development Series, Virtual.
- Iruka, I. U.** (July 2020). *Embracing Anti-Bias Classrooms: A Response to Racism in America*. Panelist for Kaplan edWebinar.
- Iruka, I. U.** (June 2020). *Racial Justice, Equity and the role of Child Care*. Panelist for Child Care Aware of American Webinar Series.
- Iruka, I. U.** (June 2020). *Family Engagement and Support: An Essential Component for Child's Wellbeing and Learning*. Speaker for NAEYC Virtual Institute.
- Iruka, I. U.** (June 2020). *Creating Anti-Racist Early Childhood Spaces*. Speaker for The National Center of Pyramid Model Innovations, Virtual Webinar Series, [https://www.youtube.com/watch?v=RpmqDOR\\_0NY](https://www.youtube.com/watch?v=RpmqDOR_0NY).
- Iruka, I. U.** (May 2020). *Racial Disparities in COVID-19: Implications for Policy, Practice, Research, and Teaching*. Speaker, UNC School of Social Work, Office of Diversity, Equity and Inclusion, Jordan Institute for Families, The University of North Carolina-Chapel Hill, Virtual.
- Iruka, I. U.** (May 2020). *HighScope Envisions the Future of Early Childhood Education with Stacey Abrams*. Panelist and Moderated by Chastity Pratt of Detroit Public Television, Virtual. <https://www.onedetroitpbs.org/highscope-early-childhood-education/https://www.onedetroitpbs.org/highscope-early-childhood-education/>
- Iruka, I. U.** (May 2020). *Don't Look Away: Embracing Anti-Bias Classrooms*. Panelist at Boston University Wheelock's Social Justice & Equity Webinar Series, <https://www.youtube.com/watch?v=vVvFuT0e2jw&feature=youtu.be>
- Iruka, I. U.** (April 2020). *Family Engagement and Support: Essential Ingredient for Child Achievement, Wellbeing, and Excellence*. Closing Keynote (Day 1) at the 2020 National Head Start Association Annual Conference, Virtual (formerly slated for Phoenix, AZ).
- Iruka, I. U.** (February 2020). *Ensuring Excellence and Addressing Inequities in Early Childhood Education for Black Children*. Speaker at the Community Literacy Summit 2020 Ready to Ready, Ready to Succeed: Developing Literacy Birth to Five, Grand Rapids, MI.
- Iruka, I. U.** (November 2019). *Creating Inclusive and Equitable Classroom Experiences*. Speaker at LENA ECE in Equity Webinar.
- Iruka, I. U.** (October 2019). *Pathways to Educational Excellence: Addressing Disparities Through Early Childhood Experience*. Speaker at Clayton Early Learning Annual Professional Development, Denver, CO (Virtual).
- Iruka, I. U.** (February 2019). *Ensuring Excellence and Addressing Inequities in Early Childhood Education for Black Children*. Speaker at the Community Literacy Summit 2020: Ready to Read, Ready to Succeed, Grand Rapids, MI.
- Iruka, I. U.** (October 2019). *Racial Equity and Early Childhood Education*. Speaker at Color of Education Conference, Raleigh, NC.
- Iruka, I. U.** (October 2019). *Quality in Early Childhood: Ensuring Equity*. Speaker at Ohio State University's Early Childhood Symposium and Policy Forum, Columbus, OH
- Iruka, I. U.** (October 2019). *Inequity in Infancy: Racial Disparities and African American Infants – Early Childhood*. Panel presentation at Zero to Three Annual Conference, Ft. Lauderdale, FL.
- Luthar, S., & **Iruka, I. U.** (August 2019). *The National Academy of Science Report on Maximizing the Well-Being of Children and Families in Early Childhood*. Report presented at the American Psychological Association Convention, Chicago, IL.
- Iruka, I. U.** (May 2019). *Addressing Inequities and Ensuring Excellence Role of Early Learning Systems & Programs*. Keynote at the 2019 Young Child Expo, New York, NY.

- Iruka, I. U.** (March 2019). *Measuring more than reading and math*. Presentation at the Public Montessori Symposium, Washington, DC.
- Iruka, I. U.** (March 2019). *The Invisible One: Ensuring Equity for Young Black Girls*. Presentation at the Virginia Education Sciences Training (VEST) Program, Curry School of Education, University of Virginia, Charlottesville, VA.
- Iruka, I. U.** (March 2019). *Addressing Opportunity and Achievement Gaps Through an Equity Lens: School Psychologists' Roles*. President invited speaker at the National Association of School Psychologist 2019 Convention, Atlanta, GA.
- Iruka, I. U.** (September 2018). *Dismantling Racism and Bias: Role of Early Learning Systems and Programs*. Invited speaker at FLAEYC 2018 Annual Conference, Leadership Summit: Compassion to Action, Orlando, FL.
- Iruka, I. U.** (June 2018). *Getting Real with Racial Equity in the Classroom: Setting the Stage*. Invited Presenter and Discussant at ACF's National Research Conference on Early Childhood, Arlington, VA.
- Iruka, I. U.** (April 2018). *A State of Crisis: Exploring Solutions to Counter Systemic Inequities*. Panelist at the Early Childhood Policy Summit at University of Michigan – Flint, Flint, MI.
- Iruka, I. U.** (March 2018). *The Invisible One: The Learning and Development of Young Black Girls*. Presentation at Minority Child Series, Michigan State University, Lansing, MI.
- Iruka, I. U.** (March 2018). *Solidifying Our Villages: Addressing Opportunity and Achievement Gaps Through an Equity Lens*. Keynote for Southern Early Childhood Association Conference, Lexington, Kentucky.
- Iruka, I. U.** (December 2017). *Family Support & Engagement: Vehicle for Addressing Intergeneration Poverty*. Presentation at Boston University, School of Education Symposium. Boston, MA.
- Iruka, I. U.** (September 2017). *Roots & Wings: Embracing our Past, Present, and Future for Ensuring the Excellence of Black Children*. Keynote for the Evelyn K. Moore Early Learning Institute at the National Black Child Development Institute Annual Conference, Atlanta, GA.
- Iruka, I. U.** (August 2017). *Ensuring excellence in education: Dismantling racism and inequality*. Keynote at Ypsilanti Community Schools All-faculty Opening Day Convening, Ypsilanti, MI.
- Iruka, I. U.** (April 2017). *Pathways to educational excellence and economic prosperity: Dismantling opportunity gaps through early childhood experienced*. Presentation at 2017 HighScope International Conference, Detroit, MI.
- Iruka, I. U.** (April 2017). *Creating Opportunity and Educational Pathways for Young Children: An Ongoing Conversation*. Invited SRCD-AERA Roundtable Discussant at the 2017 Biennial SRCD Conference, Austin, TX.
- Iruka, I. U.** (November 2016). *Revisioning Early Care and Education for Black Boys*. Opening Keynote Speaker for the U.S. Departments of Education and Health and Human Services for Preschool Development and Race to the Top Early Learning Challenge Grantee Meeting, Washington, DC.
- Iruka, I. U.** (August 2016). *A Social Justice Focus on P-3: Bridging Research & Practice Through an Equity Lens*. Seminar at 2016 Pennsylvania Governor's P-3 Institute, Pittsburgh, PA.
- Iruka, I. U. & Boller, K.** (August 2016). *National Academies of Sciences, Engineering, and Math Study on Parenting*. Presentation at the National Conference of State Legislature, State Policy and Research for Early Education Working Group and Early Learning Fellows, Chicago, IL.
- Iruka, I. U.** (August 2016). *The Opportunity/Readiness Gap in ECE*. Presentation at the National Conference of State Legislature, State Policy and Research for Early Education Working Group, Chicago, IL.
- Iruka, I. U.** (July 2016). *Using a Cultural Lens to Improve Early Childhood Classroom Interactions with Children of Color*. Chair and Organizer of Plenary Session at ACF's National Research Conference on Early Childhood, Washington, DC.
- Iruka, I. U.** (July 2016). *Pathways to Excellence: Addressing the Opportunity Gap from Birth to Grade 3*. Seminar to University of Nebraska at Omaha, College of Education, Leadership Course, Omaha, NE.

- Iruka, I. U.** (July 2016). *Using a Cultural Lens to Improve Early Childhood Classroom Interactions with Children of Color*. Plenary Chair at ACF's National Research Conference on Early Childhood, Washington, DC.
- Iruka, I. U.** (July 2016). *Early Childhood Research*. Presentation at the Nebraska Intergenerational Poverty Taskforce, Lincoln, NE.
- Iruka, I. U.** (June 2016). *A Social Justice Focus on P-3: Bridging Research & Practice Through an Equity Lens*. Seminar at 2016 Pennsylvania Governor's P-3 Institute, Erie, PA.
- Iruka, I. U.** (November 2015). *Pathways to Excellence for Black Children: Addressing Opportunity Gaps through Families*. Presentation at University of Maryland Human Development Fall Series. University of Maryland, College Park, MD
- Iruka, I. U.** (November 2015). *Infant and Toddler Black Boys: Seizing Opportunities and Minimizing Risks*. Paper presented at The Psychology of Boys at Risk: Indicators from 0-5 Santa Fe, New Mexico.
- Iruka, I. U.** (May 2015). *Consideration of relationships, connections, and transition for early career researchers*. Keynote for Inaugural Curriculum, Teaching, Learning, and Leadership in Education Symposium. University of Nebraska at Omaha, College of Education. Omaha, NE.
- Iruka, I. U.** (October 2014). *Pathway to Excellence for Black Children?: Critical Examination of Family Engagement*. Speaker at the Institute of African American Research, University of North Carolina, Chapel Hill, NC.
- Iruka, I. U.** (July 2014). *Exploring the evidence on family engagement as a bridge to student learning & success*. Speaker at the White House Symposium on Transformative Family Engagement, Washington, DC.
- Iruka, I. U.** (July 2014). *Association between TQRIS supports & improved quality: Lessons learned from Miami*. Presentation at the QRIS Conference, Denver, CO.
- Iruka, I. U.** (February 2014). *Quality early care and education system: Implications for children's school readiness*. Presentation at the North Carolina Institute of Medicine, Morrisville, NC.
- Iruka, I. U.** (February 2013). *Promising pathways for ensuring African American children's success*. Presentation at the Annual Conference on African-American Children and Families, University of Northern Iowa, Cedar Falls, IA.
- Iruka, I. U.** (July 2012). *Focusing on the needs of Black male infants and toddler: Building the foundation for school success*. Presentation at Children's Defense Fund National Conference, Cincinnati, OH.
- Iruka, I. U.** (April 2012). *Re-visioning early care and education for Black boys: Potential strategy for excellence and success*. Public talk at Educational Testing Services, Princeton, NJ.
- Iruka, I. U.** (February 2012). *A journey: Our children, hope for the future. Hearing the voices of children: What are they saying?* Presentation at the Inaugural Conference on African-American Children and Families, University of Northern Iowa, Cedar Falls, IA.
- Iruka, I. U.** (October 2011). *Solving the persistent challenge: How to promote and support diverse leadership*. Presentation at the Evelyn K. Moore Early Childhood Leadership Institute, National Black Child Development Institute Annual Conference, Nashville, TN.
- Iruka, I. U.** (September 2011). *SES and language development*. Seminar presentation at Speech & Pathology course, University of North Carolina at Chapel Hill.
- Iruka, I. U.** (June 2011). *African American males: Early disparities*. ETS' Addressing Achievement Gap Symposium: A Strong Start: Positioning Young Black Boys for Educational Success at the National Press Club, Washington, DC.
- Iruka, I. U.** (December 2010). *Head Start Impact Study: Implication for Ready Schools*. Webinar presented to North Carolina Smart Start Directors, Chapel Hill, NC.
- Iruka, I. U.** (November 2010). *Early education issue forum: A framework that works - Implementing successful pre-K through third grade strategies*. NBCDI Issues Forum at the National Association for the Education of Young Children 2010 Annual Conference & Expo in collaboration with the National Black Child Development Institute, Anaheim, CA.
- Iruka, I. U.** (November 2010). *Ready Schools and preK-3: Strengthening the foundation for success*. Keynote presenter for Yadkin County Inaugural Ready Schools Conference, Yadkinville, NC.

- Iruka, I. U.** (June 2010). *Use and selection of standardized tools for child and family outcomes*. Wake County Smart Start, Raleigh, NC.
- Ritchie, S., & **Iruka, I. U.** (October 2009). *FirstSchool: A response for school change*. Evelyn K. Moore Early Childhood Leadership Institute at the National Black Child Development Institute Annual Conference, Atlanta, GA.
- Iruka, I. U.**, (May 2009). *Parenting: What is its role in children's development?* Seminar presentation at the Association of Small Foundation, Strategic Philanthropy in Early Childhood Development, Duke University, Durham, NC.
- Iruka, I. U.**, & Howard, L. (April 2009). *The achievement gap: What have we done lately?* Seminar presentation at Shaw University Department of Education & Meredith College Department of Human Environmental Science, Meredith College, NC.
- Iruka, I. U.** (March 2009). *Transition, connection, and relationship: Research in early childhood*. Seminar presentation at Institute of Education Sciences Seminar, Department of Psychology, University of Miami, FL.
- Iruka, I. U.** (February 2009). *The PAS Initiative: Promoting Academic Success for Boys of Color*. Presentation at the Early Childhood Collaboration Council.
- Iruka, I. U.** (February 2009). *Academic growth during pre-kindergarten: Do associations vary with ethnicity, gender, and income?* Seminar presentation at FPG Child Development Institute, University of North Carolina at Chapel Hill.
- Iruka, I. U.** (September 2008). *Rating of children's social skills: Examining parent-caregiver partnership and children's ethnicity*. Seminar presentation at the Carolina Seminar on Behavioral Research with Minority Populations, University of North Carolina at Chapel Hill.
- Iruka, I. U.** (August 2008). *Partnering with families*. In-service staff training for Chesterfield-Marlboro EOC, Inc. Head Start. Cheraw, South Carolina.
- Winn, D., & **Iruka, I. U.** (June 2008). *Boys into men: Raising our African American teenage sons*. Invited talk at the African American Healthy Marriage Initiative: Building strong and healthy families connecting marriage research-to-practice conference, Friday Center at the University of North Carolina at Chapel Hill.
- Iruka, I. U.** (January 2007). *Home and school environment: Impact on children's achievement and behavior as mediated by learning behaviors and moderated by cumulative risks*. Seminar presentation at FPG Child Development Institute, University of North Carolina at Chapel Hill.
- Iruka, I. U.** (January 2007). *Parents and approaches to learning: What have you taught your child lately?* Seminar presentation at University of North Carolina at Chapel Hill, Department of Psychology.

### **Peer-review Presentations (Selected)**

- Iruka, I. U.** (November 2022). *Unpacking and Extending What We Know about How Early Head Start Works*. Chair for Paper Symposium, Association for Public Policy Analysis & Management (APPAM) 2022 Fall Conference, Washington, DC.
- Iruka, I. U.** (June 2022). *Community-engaged Scholarship with the 3Ps Framework of Protection, Promotion, and Preservation*. Discussant for Paper Symposium: Multi-Sector Collaborative Prevention Efforts Across Diverse Communities to Promote Health Equity, Society for Prevention Research 2022 Annual Meeting, Seattle, WA.
- Iruka, I. U.** (April 2022). *Understanding and Promoting Black Children's Positive Development: Researchers Investigating Sociocultural Equity and Race Network*. Discussant at the 2022 American Educational Research Foundation Annual Meeting, San Diego, CA and Virtual.
- Iruka, I. U.** (April 2022). *Whose Worldview Is Privileged? Dismantling the Black-White Achievement Gap Paradigm by Focusing on Systemic Change*. Paper presentation at the 2022 American Educational Research Foundation Annual Meeting, San Diego, CA and Virtual.
- Iruka, I. U.** (January 2022). *Engaging in Anti-racist, Culturally Responsive Research Practices*. Moderator and chair for Annual IES Principal Investigators Meeting. Virtual.



- Burchinal, M., Foster, T., Bexdek, K., Burnett, M., & **Iruka, I. U.** (April 2021). *Examining Sex Differences in Abecedarian Impacts*. Paper presentation at Biennial Society for Research in Child Development, Virtual.
- Bloise, C., Sheridan, S., Knoche, L., **Iruka, I. U.**, Witte, A., & Prokasky, A. (April 2021). Classroom Approaches Related to Children's Academic and Social-emotional Outcomes in Early Elementary School. Paper presentation at Biennial Society for Research in Child Development, Virtual.
- Stokes, K., Harris, L., Bocknek, E., Anders, R., **Iruka, I. U.**, & Pernice, F. (April 2021). *Parenting and Racial Socialization in Early Childhood from the Perspective of African American Mothers*. Paper presentation at Biennial Society for Research in Child Development, Virtual.
- Ibekwe-Okafor, N., Sims, J., Curenton, S., **Iruka, I. U.**, Escayg, K.-A., & Fisher, P. (April 2021). *Racism, Discrimination, and Black Children's Health and Access to Quality Early Care and Education During COVID-19*. Flash Talk at Biennial Society for Research in Child Development, Virtual.
- Iruka, I. U.** (April 2021). *Equitable Access to Childcare: Tools and Solutions*. Discussant at Biennial Society for Research in Child Development, Virtual.
- Iruka, I. U.** (April 2021). *How Can Pre-K Contribute to Reducing the Black-White Achievement Gap?* Discussant at Biennial Research in Child Development, Virtual.
- Lucas, M., **Iruka, I. U.**, Gillanders, C., & Adejumo, T. (April 2021). Factors that support the kindergarten transition patterns of Latino boys. Paper presentation at Biennial Society for Research in Child Development, Virtual.
- Andrade, F., & **Iruka, I. U.** (April 2021). *Evaluating the Early Learning Neighborhood Collaborative Preschool for Three-Year-Olds*. Flash Talk at Biennial Society for Research in Child Development, Virtual.
- Allen, R., **Iruka, I. U.**, Mendez, J., & Redbird-Post, M. (April 2021). In H.A. Tonyan (Moderator), *First do no harm: De-centering whiteness in early care and education* [panel discussion]. Biennial Society for Research in Child Development, Virtual.
- Iruka, I. U.** (October 2020). *Solidifying our Villages: Addressing Opportunity Gaps and the Education Debt Through a Racial Equity Lens*. Presentation at FLAEYC Annual Conference, Virtual.
- Curenton, S. M., Rochester, S. E., Sims, J., Garcia-Miranda, A. & **Iruka, I. U.** (April 2020). *Equitable Sociocultural Practices in Pre-Kindergarten Classrooms: Predicting Children's Academic, Social, and Behavioral Gains* [Roundtable Session]. AERA Annual Meeting San Francisco, CA <http://tinyurl.com/r5ty7b6> (On site conference canceled)
- Iruka, I. U.**, Sheridan, S. M., Koziol, N., Kerby, H., Prokasky, A., & Witte, A. (January 2020). *Beyond Achievement Gap Gazing: Examining Gap-Reducing Mechanism*. Paper presentation at the Institute for Education Sciences' Principal Investigator Annual Meeting, Washington, DC.
- Durden, T., Curenton, S., Escayg, K., & **Iruka, I. U.** (November 2019). *Where are we now? Our 30-year journey in anti-bias education and culturally relevant teaching in early childhood classrooms*. Presentation at the National Association for the Education of Young Children, Nashville, TN.
- Iruka, I. U.** (March 2019). *Investigating and Ameliorating Teachers' Racialized Perceptions and the Race Disparities in Students' Schooling*. Discussant at 2019 Biennial Society for Research in Child Development Conference, Baltimore, MD.
- Iruka, I. U.**, Sheridan, S., Knoche, L., & Witte, A. (March 2019). *Examining Child-Teacher Relationships and Classroom Quality Across Racial Groups*. Paper presented at 2019 Biennial Society for Research in Child Development Conference, Baltimore, MD.
- Iruka, I. U.**, Kuhn, L., & Yazejian, N. (March 2019). *Family Support Staff: Examining their Approach to Supporting Families*. Paper presented at 2019 Biennial Society for Research in Child Development Conference, Baltimore, MD.
- Winn, D-M., & **Iruka, I. U.** (December 2017). *Supporting Parents of Young Black Children: Utilization of PACC*. Presentation at NHSA Parent and Family Engagement Conference, Austin, TX.
- Iruka, I. U.** (July 2017). *Promoting culturally competent Quality Rating and Improvement Systems through CCDBG implementation*. Presentation at the QRIS Conference, Dallas, TX.

- Iruka, I. U.** (April 2017). *Ethnic and language differences in infant/toddler early care and education experiences*. Presenter at the 2017 Biennial Society for Research in Child Development Conference, Austin, TX.
- Meisels, S., & **Iruka, I. U.** (April 2017). *Creating a community-engaged child development institute*. Presenter at the 2017 Biennial SRCD Conference, Austin, TX.
- Iruka, I. U.** (April 2017). *Risk and resilience in African American parenting of young children*. Discussant at the 2017 Biennial SRCD Conference, Austin, TX.
- Iruka, I. U.** (April 2017). *Beyond the Word Gap: Mother and child care teacher language input and language/literacy outcomes for rural low-SES children*. Discussant at the 2017 Biennial SRCD Conference, Austin, TX.
- Iruka, I. U.** (October 2016). *Determining promotive contexts and environments for infant and toddler black boys' school readiness skills*. Paper presentation at the 2016 Society for Research in Child Development Conference Special Topic Meeting: Babies, Boys, and Men of Color, Tampa, FL.
- Ray, A., Maxwell, C., **Iruka, I. U.** (October 2015). *Black Parents at the Forefront: Engagement and Empowerment in Early Education*. Presentation at the National Black Child Development Institute Annual Conference, Arlington, VA.
- Iruka, I. U.** (December 2014). *Addressing the diversity in Black boys as a potential strategy for excellence and success*. Presentation at the Race Matters: Putting Race on the Table Conference, Omaha, NE.
- Iruka, I. U.** (March 2015). *Profiles of parenting for low-income families: Findings from the Educare Implementation Study*. Paper presented at Society for Research in Child Development Conference, Philadelphia, PA.
- Iruka, I. U.,** De Marco, A., & Garrett-Peters, P. (March 2015). *Profiles of child competence in early childhood and potential child care, parenting, and community predictors*. Paper presented at Society for Research in Child Development Conference, Philadelphia, PA.
- Iruka, I. U.,** & Forry, N. D (April 2013). *Patterns of quality in center and home-based programs: Predictors and links to children's preschool and kindergarten academic outcomes*. Paper presented at Society for Research in Child Development Conference, Seattle, WA.
- Iruka, I. U.,** Winn, D. C., Gardner-Neblett, N., & Matthews, J. S. (April 2013). *Preschool to kindergarten transition patterns for African American boys*. Poster presented at 2013 Biennial Society for Research in Child Development Conference, Seattle, WA.
- Gardner-Neblett, N., & **Iruka, I. U.** (April 2013). *Explaining the language-reading link: The role of preschool oral narrative skills*. Paper presented at 2013 Biennial Society for Research in Child Development Conference, Seattle, WA.
- Iruka, I. U.,** & Stringfellow, C. (February 2013). *Parent engagement of low-income & minority families: Guiding principles from Educare schools*. Region IV Head Start Association Annual Conference, Atlanta, GA.
- Iruka, I. U.** & Winn, D. (October 2012). *Promoting academic success for young boys of color: Preliminary findings*. Presentation at the National Black Child Development Institute Annual Conference, Ft. Lauderdale, FL.
- Iruka, I. U.,** & Stringfellow, C. (October 2012). *Profiles of parent engagement and links to school readiness: Findings from Educare schools*. Presentation at the National Black Child Development Institute Annual Conference, Ft. Lauderdale, FL.
- Iruka, I. U.,** LaForett, D., & Odom, E. C. (June 2012). *Validity of the family investment and stress models across five cultural groups: Relationship to children's school readiness*. Paper presented at the Head Start National Research Conference, Washington, DC.
- Iruka, I. U.** & Dick, K. (May 2012). *Workforce Development & T.E.A.C.H.* Presentation at the T.E.A.C.H. Early Childhood and Child Care WAGES 2012 National Professional Development Symposium, Chapel Hill, NC.
- Baker, C., & **Iruka, I. U.** (July 2012). *Parent psychological health and the transition to kindergarten: Understanding the mediating role of home environments*. Paper presented at National Research Conference on Child & Family Programs & Policy, Bridgewater State University, Bridgewater, MA.



- Iruka, I. U.** (October 2011). *FirstSchool across the world -- preK-3<sup>rd</sup> grade in Zambia, Africa*. Presentation at the National Black Child Development Institute Annual Conference, Nashville, TN.
- Forry, N., **Iruka, I. U.**, Blasburg, A. (June 2011). *Profiles of quality among early childhood practitioners: Implications for targeting professional development*. Paper presented at NAEYC Professional Development Institute, Providence, RI.
- Iruka, I. U.** (April 2011). *Predictors of early excelling African American and Latino boys' pre-academic skills: Which factors matter?* Paper presented at Society for Research in Child Development Conference, Montreal, Canada.
- Iruka, I. U.** (March 2011). *Link between parent involvement and school readiness of low-income children in high quality education programs: Does parent self-efficacy matter?* Poster presented at Society for Research in Child Development Conference, Montreal, Canada.
- Iruka, I. U.**, & Sotolong, J. (May 2009). *Raising a Reader Part II: The North Carolina Experience and Smart Start Pilot Grant Program Evaluation Approach and Initial Findings*. Presentation at the 2009 National Smart Start Conference, Greensboro, NC.
- Sotolong, J., & **Iruka, I. U.** (May 2009). *The Incredible Years – BASIC Parent Program Implementation: Smart Start Pilot Grant Program Evaluation Approach and Initial Findings*. Presentation at the 2009 National Smart Start Conference, Greensboro, NC.
- Iruka, I. U.** (April 2009). *Academic growth during pre-kindergarten: Do associations vary by ethnicity, gender, and income?* Paper presented at Society for Research in Child Development Conference, Denver, CO.
- Forry, N., & **Iruka, I. U.** (April 2009). *Extending predictors of observed quality in home-based care*. Paper presented at Society for Research in Child Development Conference, Denver, CO.
- Dotterer, A. M., **Iruka, I. U.**, & Pungello, E. P. (April 2009). *Racial disparities in pre-academic knowledge: Examining models of family influence*. Poster presented at Society for Research in Child Development Conference, Denver, CO.
- Iruka, I. U.**, Rhodes, P., & Comer, B. (January, 2009). *Smart Start and NAP SACC – A statewide collaboration to address childhood obesity*. Presentation at the Day for Day Care Conference, Chapel Hill, NC.
- Iruka, I. U.** & Ritchie, S (October 2008). *Ready Schools promote academic success for ethnic minority boys*. Presentation at National Black Child Development Institute 2008 Annual Conference, Atlanta, GA.
- Iruka, I. U.**, Bryant, D., & Wesley, P. (August 2008). *A randomized study of the effects of on-site consultation for quality enhancement*. Paper presented at the American Psychological Association Conference, Boston, MA.
- Iruka, I. U.** (June, 2008). *Maternal self-efficacy: Does it explain school involvement?* Poster presented at Head Start's Ninth National Research Conference, Washington, DC.
- Iruka, I. U.** (June, 2008). *Ethnic variation in the association between family structures and practices on child outcomes at 36 months: Results from Early Head Start*. Poster presented at Head Start's Ninth National Research Conference, Washington, DC.
- Iruka, I. U.** (June, 2008). *Parent-provider relationship: Rating of children's socio-emotional development*. Poster presented at Head Start's Ninth National Research Conference, Washington, DC.
- Iruka, I. U.** (March, 2008). *Predicting optimal child development from parenting, school, and neighborhood process: Using a fixed effects approach*. Poster presented at the American Educational Research Association Annual Meeting for the Emerging scholars and scholarships in education research, New York, NY.
- Iruka, I. U.** (June, 2007). *Preliminary results from a randomized study of the Partnerships for Inclusion model of on-site quality enhancement*. Poster presented at the Institute for Education Sciences Research Conference, Washington, D.C.
- Iruka, I. U.** (March, 2007). *The role of family life in the development of academic and social competence of poor children*. Discussant for poster symposium presented at the Society for Research in Child Development Conference, Boston, MA.

**Iruka, I. U. & Burchinal, M. R.** (March, 2007). *Advantage of multiple nurturing relationships for preschoolers*. Poster presented at the Society for Research in Child Development Conference, Boston, MA.

## PROFESSIONAL MEMBERSHIPS

2003-Present Society for Research in Child Development (SRCD)  
 2008-Present Society for Research in Child Development Black Caucus  
 2008-Present American Psychological Association (APA)  
 2008-Present National Black Child Development Institute (NBCDI)  
 2009-Present Black Faculty and Staff Caucus – UNC-CH  
 2010-Present National Association for the Education of Young Children (NAEYC)  
 2014-Present American Educational Research Association (AERA)  
 2021-Present *Chair-Elect*, Society for Research in Child Development Black Caucus

## PROFESSIONAL SERVICE

### Peer Review Publication

#### **Associate Editor**

2017-Present *Early Childhood Research Quarterly*

#### **Guest Editor**

2018-Present *Early Childhood Research Quarterly*, Family Engagement Special Issue

#### **Co-Editor**

2012-15 *Social Policy Report*

#### **Editorial Board Member**

2020- *Journal of Early Intervention*

2019-Present *Adversity and Resilience Science*

2019-Present *Social Sciences & Humanities Open*

2018-Present *American Journal of Orthopsychiatry*

2018-Present *Journal of Family Psychology*

#### **Consulting Editor**

2015-Present *Journal of Family Psychology*

2012-Present *American Journal of Orthopsychiatry*

2010-17 *Early Childhood Research Quarterly* (became associate editor)

#### **Ad Hoc Journal Peer Reviewer**

2018-Present *Journal of Education*

2014-18 *Journal of Family Psychology*

2013-Present *American Journal of Speech-Language Pathology*

2012-Present *Journal of Early Intervention*

2012-Present *Education Researcher*

2011-Present *American Journal of Orthopsychiatry*

2011-Present *Journal of Marriage and Family*

2011-Present *American Educational Research Journal: Teaching, Learning, and Human Development*

2011-Present *Journal of African American Studies*

2010-Present *Educational Assessment*

2010-Present *Journal of Family Issues*

2009-Present *Child Development Perspectives*

2009-Present *International Journal for Education Research*

2009-Present *Social Science Research*

2008-Present *Child Development*  
 2008-Present *NHSA Dialog: A Research-to-Practice Journal for Early Intervention Field*  
 2008-09 *Early Childhood Research Quality (became consulting editor)*

### **Conference Peer Reviewer**

2011-12 Head Start National Research Conference  
 2010-11 Society for Research in Child Development  
 2009-10 Head Start National Research Conference  
 2008-09 Society for Research in Child Development  
 2007-08 Head Start National Research Conference

### **Grant Reviewer**

2020 **Reviewer**, U.S. Department of Health and Human Services, Office of Planning, Research and Evaluation in the Administrations for Children and Families, Secondary Analyses of Data on Early Care and Education  
 2018 **Panel Chair**, U.S. Department of Health and Human Services, Administrations for Children and Families, Office of Planning, Research and Evaluation FY 2018 Child Care Development Block Grant Implementation Research and Evaluation Grants (Phase II/Cohort I)  
 2012-115 **Principal Member**, U.S. Department of Education, Institute of Education Science, Early Intervention and Early Childhood Education Review Panel  
 2013 **Panel Chair**, U.S. Department of Health and Human Services, Office of Planning, Research and Evaluation in the Administrations for Children and Families, Head Start Graduate Student Research Grant  
 2011-12 **Reviewer**, U.S. Department of Education, Institute of Education Science, Early Intervention and Early Childhood Education Review Panel  
 2010 **Reviewer**, U.S. Department of Education, Office of Innovation and Improvement, Full-Service Community Schools  
 2010 **Reviewer**, U.S. Department of Health and Human Services, Office of Planning, Research and Evaluation in the Administrations for Children and Families, Head Start Graduate Student Research Grant  
 2009 **Reviewer**, National Science Foundation, Developmental and Learning Sciences  
 2009 **Reviewer**, U.S. Department of Health and Human Services, Administration for Children and Families, Child Care Bureau, Child Care Scholars Grant  
 2009 **Reviewer**, North Carolina Partnership for Children, Inc., Ready Schools Technical Assistance Grant  
 2006 **Reviewer**, U.S. Department of Education, Parent Information Resource Center Competition

### **Policy & Evaluation Consultant (Selected)**

2022-Present **Consultant**, WestEd. Conduct an in-depth analysis of existing early childhood education and care quality efforts across California and provide recommendations on opportunities to impact racial equity through future quality investments  
 2022-Present **Special Advisor for Census**, National Urban League. Serve as an expert special advisor to the National Urban League (NUL) CEO, SVP for Equitable Justice & Strategic Initiatives, and other senior leadership on Census issues, initiatives, and activities.

- 2022-Present **Special Matter Expert**, Mathematica, Engage with Regional Educational Laboratory - Mid-Atlantic team with particular focus on equity matters.
- 2019-Present **Research Consultant**, American Institutes of Research. Provide evaluation support for the George Kaiser Family Foundation's (GKFF's) Birth through Eight Strategy for Tulsa (BEST). BEST is a place-based strategy that aims to profoundly alter the nurturing context of a city by focusing on the early years of the human lifespan during which well-designed programs and services typically have their greatest benefits. Consultation involves providing advice and feedback to AIR on evaluation design, sample, recruitment, data collection protocols, data analysis, reporting, stakeholder engagement, contextual issues, and other topics relevant to the successful design and execution of the study design; serving as a reviewer of draft study materials; contributing to the analysis and summary of study findings; reviewing final deliverables; and participating in dissemination and stakeholder events as requested.
- 2018-21 **Research & Evaluation Consultant**, Kate B. Reynolds Charitable Trust Great Expectations, a long-term, early childhood initiative based in Forsyth County, North Carolina. The initiative seeks to increase developmental, educational and health-related outcomes for children by improving the key systems that serve children and families. Led by Kaleidoscope Pathways, LLC, and partners, including RACCEE, strategic support is provided to KBR to guide their long-term goal to ensure that children in Forsyth County enter Kindergarten ready to learn and set up for success in school and life.
- 2017-21 **Senior Research Advisor**, National Black Child Development Institute (NBCDI). Support the research and evaluation efforts of NBCDI regarding expulsion and suspension of Black children and transforming the workforce. In addition, strategic support is provided by RACCEE regarding their evaluation of their Family Empowerment Programs focused on training schools and programs to strengthen the parent-child relationship, optimal engagement, and advocacy and partnership between home and school.
- 2020 **Research, Equity, & Strategic Consultant**, Early Childhood investment Corporation. In collaboration with the CEO and leadership team, strengthen the organization's capacity to produce timely educational fact sheets for policymakers, help position ECIC as a trusted resource on key early childhood policies, and develop 3-year incremental action steps and measurable goals to advance ECIC's long-range vision, with special emphasis on how to meaningfully deepen ECIC's commitment to racial equity.
- 2015-17 **Research Consultant**, BUILD – QRIS 3.0 Project. Contributed to the development of a revised quality rating and improvement system theory of change (QRIS 3.0) that resulted in a policy and practice brief and emerging QRIS 3.0 tool.
- 2013-14 **Research Analyst**, Ounce of Prevention – Educare Family Engagement Approach. Lead literature review and report focused on establishing the basis for family-centered practices in Educare schools.
- 2010-12 **Consultant**, Office of Planning, Research & Evaluation, Administration for Children and Families – Data Management. Conducted selected interviews with states, reviewed data systems, and developed report to guide state efforts in building or rebuilding data systems for quality rating and improvement.
- 2011-17 **Consultant**, University of North Carolina at Chapel Hill, Business School – African American Bridges to Success Project. Supported the development of a research and policy framework for philanthropic organizations engaged in supporting the excellence of African American boys.

## SERVICE

### National Service

- 2022-Present **Member**, Voices for Healthy Kids Voices Policy Research Advisory Group, New York, NY
- 2022-Present **Committee Member**, National Academies of Sciences, Engineering, and Medicine Committee on a New Vision for High Quality Pre-K
- 2022-Present **Member**, 2Gen Research: Proof Points to Building Evidence Learning and Action Community (2Gen BELAC), Ascend at the Aspen Institute
- 2022-Present **Member**, National Advisory Council for the Exploration and Development of a Coordinated and Integrated Data System for Early
- 2021-Present **Scientific Advisor**, US DHHS, ACF's National Research Conference on Early Childhood 2022, Washington, DC
- 2021-Present **National Advisory Committee Member on Racial, Ethnic and Other Populations (NAC)**, U.S. Census Bureau, Washington, DC
- 2021-2022 **Planning Workgroup Member**, NIH Community Listening Session to Transform Health Disparities and Advance Health Equity, Washington, DC
- 2021-2022 **Advisory Group Member**, New York Academic of Medicine Health Equity Scholars Network, New York, NY.
- 2020-Present **Board Member**, Trust for Learning, Washington, DC
- 2020-Present **Ethnic and Racial Disparities in PreK-12 Education Taskforce Member**, American Psychological Association's Board of Educational Affairs, Washington, DC
- 2019-Present **National Advisory Council Member**, Prenatal-to-Three Policy Impact Center at The University of Texas at Austin, Austin, TX
- 2018-Present **Member**, National Early Education Council, Jumpstart, Boston, MA
- 2018-Present **Senior Research Associate**, National Center for Montessori in the Public Sector, Washington, DC
- 2018-Present **Member**, Ideal Learning Roundtable, Washington, DC
- 2020 **Technical Workgroup Member**, US Department of Education, National Center for Education Research (NCER) at the Institute of Education Sciences (IES), TWG on Quality in Early Childhood Settings
- 2018 **Technical Workgroup Member for Families of Children with Disabilities**, US Department of Education, National Center for Special Education Research (NCSEER) at the Institute of Education Sciences (IES)
- 2018-20 **Committee Member**, National Academies of Sciences, Engineering, and Medicine Committee on Applying Neurobiological and Socio-behavioral Sciences from Prenatal through Early Childhood Development: A Health Equity Approach, Washington, DC
- 2017-19 **Professional Preparation Standards Workgroup Member**, National Association for the Education of Young Children, Washington, DC
- 2017-Present **Technical Expert**, National Survey of Early Care and Education 2019, NORC at the University of Chicago, Chicago, IL
- 2017-Present **National Member**, T.E.A.C.H. Early Childhood® National Advisory Committee, Chapel Hill, NC
- 2017-20 **Developmentally Appropriate Practices Workgroup Member**, National Association for the Education of Young Children, Washington, DC.
- 2016-18 **Advisory Committee Member**, T.E.A.C.H. National Board Certification Project, Chapel Hill, NC
- 2016-17 **Vice Chair**, Society for Research in Child Development, University-Based Child and Family Policy Consortium, Washington, DC
- 2016-Present **Research Advisor**, State Policy and Research for Early Education Working Group for National Council for State Legislators
- 2016-Present **Committee Member**, OPRE-sponsored Home-Based Child Care Working Group

- 2015-17 Executive Committee Member, Head Start's 13th National Research Conference, Washington, DC
- 2014-16 **Committee Member**, National Academies of Sciences, Engineering, and Medicine Study on Parenting, Washington, DC
- 2014-16 **Workgroup Member**, White House African American Educational Excellence Workgroup, Washington, DC
- 2014-16 **Steering Committee Member**, University-Based Child and Family Policy Consortium, Washington, DC
- 2014-Present **Board Member**, Brady Education Foundation, Chapel Hill, NC
- 2014-16 Expert Workgroup Member, Study of Early Head Start-Child Care Partnerships, Washington, DC
- 2014-Present **Steering Committee Member**, Quality Initiatives Research and Evaluation Consortium (INQUIRE), Washington, DC
- 2010-14 **Committee Member**, Quality Initiatives Research and Evaluation Consortium (INQUIRE), Washington, DC
- 2012-14 **Co-Chair**, University-based Child and Family Policy Consortium, Early Childhood Initiative
- 2008-13 **Steering Committee Member**, Child Care Policy Research Conference, Washington, DC

### State and Local

- 2022-Present **Board Member**, NC InCK Advisory Board, Raleigh, NC
- 2022-Present **Board Member**, Family Connects Advisory Board, Durham, NC
- 2022-Present **Advisory Member**, Advisory Committee to Eliminate Disparities in NC's Early Care and Education System, NC
- 2019-Present **Member (Governor-appointed)**, North Carolina Child Care Commission, Raleigh, NC
- 2018-Present **Chair**, Durham PreK Governance Committee, Durham, NC
- 2018-Present **Board of Trustee**, Montessori Community School, Durham, NC
- 2018-Present **Member**, Color of Education Guiding Committee, The Public School Forum of North Carolina, in partnership with Duke Policy Bridge at Sanford and the Samuel DuBois Cook Center on Social Equity at Duke University, Raleigh, NC
- 2016-Present **Advisory Team Member**, Exchange Research in Action, Lincoln, NE
- 2018 **Design Team Member**, City Garden Training Center, St. Louis, MO
- 2016-17 **Technical Advisor**, Durham Pre-K Taskforce, Durham, NC
- 2014-17 **Core Group Member**, NE Early Childhood Integrated Data System, Department of Education, NE
- 2013-14 **Board Member**, Child Care Services Association, North Carolina
- 2013-14 **Committee Member**, MDC Made in Durham Policy Working Group, Durham, NC
- 2013 **National Reviewer**, K-3 Assessment Think Tank, NC Department of Public Instruction, Raleigh, NC
- 2012-14 **Mayor-appointed Board Member and Youth Council Chair**, Durham County Workforce Development Board, Durham, North Carolina
- 2008-12 **Board Member**, Durham County Workforce Development Board, Durham, North Carolina
- 2012-14 **Board Member and Public Policy Committee Co-Chair**, NC Covenant
- 2010-14 **Scholar Panel**, Global Scholar's Academy (GSA), Durham, North Carolina
- 2011-12 **Task Force Member**, Durham's Alliance for Child Care Access (DACCA)
- 2011-12 **Youth Council Member**, Durham County Workforce Development Board, Durham, North Carolina
- 2009-14 **Board Member**, Institutional Review Board, 3-C Institute for Social Development
- 2008-10 **Committee Member**, Ready School Task Force, Raleigh, North Carolina

- 2008-09 ***Steering Committee Member***, Women of Color in the Academy, University of North Carolina at Chapel Hill
- 2008-10 ***Board Member***, Durham County Women’s Commission, Durham, North Carolina
- 2008-09 ***Committee Member***, North Carolina Smart Start Family Support Task Force, Raleigh, North Carolina
- 2005-06 ***Board Member***, Victims’ Advisory Board, Montgomery County, Maryland

### **University**

- 2021-Present ***Member***, DEI Committee, Public Policy, UNC-CH
- 2021-Present ***Member***, Admissions Committee, Ph.D. Program in Public Policy, UNC-CH
- 2021-Present ***Member***, Royster Society of Fellows Faculty Board, UNC-CH
- 2021-Present ***Member***, Dean’s Faculty Diversity Advisory Committee, College of Arts and Science, University of North Carolina-Chapel Hill
- 2021-Present ***Member***, FIREFLIES Doctoral Training Program Expert Review Panel, Florida Center for Reading Research, Florida State University
- 2021-2022 ***Mentor***, Targeting Equity in Access to Mentoring (TEAM) ADVANCE, UNC-CH
- 2017-Present ***Committee Member***, Merrill Palmer Skillman Institute National Steering Committee, Wayne State University
- 2015-16 ***Search Committee Member***, Early Childhood Education Specialist/Assistant Professor position, Department of Child, Youth and Family Studies, College of Education and Human Sciences, University of Nebraska – Lincoln
- 2015-16 ***Committee Member***, Collaboration Initiative Steering Committee, University of Nebraska
- 2007-09 ***Board Member***, Post-Doctoral Association Board, UNC-CH