

# Jenille Adams Morgan

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## EDUCATION

- 2006 **M.A. Developmental Psychology**,  
Duke University, Durham, NC  
Thesis: *The African American Family in Historical Context*
- 2001 **B.S. Psychology**  
Howard University, Washington, D.C.  
Minor: Math  
Honors: *Magna Cum Laude*

## AREAS OF EXPERTISE

As a research associate at the University of North Carolina at Chapel Hill's (UNC-CH) Frank Porter Graham Child Development Institute (FPG) for over 12 years, I have extensive experience conducting child development research, literature reviews, and managing and coordinating various aspects of data collection. A strong research background has equipped me with exceptional organizational and communication skills and experience communicating and collaborating with a diversity of individuals.

- ✓ Over 20 years of research experience
- ✓ Extensive experience in project management, data collection and evaluation
- ✓ Expertise in training, administering and scoring a wide range of psychological & cognitive assessments
- ✓ Longitudinal study and youth development experience
- ✓ Demonstrated commitment to diversity awareness, cultural humility and racial equity in research
- ✓ Concentrated interest in research surrounding the experience and impact of race, ethnicity and socioeconomic status across the life span.

## AWARDS, HONORS, & SCHOLARSHIPS

- 2018 University Diversity Award Winner, UNC-Chapel Hill  
Intergroup Collaboration, FPG Race, Culture, and Ethnicity Committee  
The Diversity Award recognizes significant contribution, time and effort of Carolina community members towards advancing an inclusive climate for excellence in teaching, research, public service and academic endeavor.
- 2012 UNC Star Heel Award Winner  
UNC's Star Heels Award Program allows FPG to recognize and reward excellent employees for individual or team accomplishment, extra effort, professionalism, creativity and innovation, skills improvement, educational achievement, positive attitude, or community service.
- 2002 Preparing Future Faculty Fellow
- 2001 Duke Endowment Fellow Scholarship Recipient
- 2000 Phi Beta Kappa
- 2000 Ronald E. McNair Research Fellow
- 1999 Psi Chi National Honors Society in Psychology
- 1999 Golden Key National Honors Society
- 1998 National Society of Collegiate Scholars
- 1997 Howard University National Achievement Scholarship Recipient

**RESEARCH/PROFESSIONAL EXPERIENCE****Research Specialist/Project Coordinator**

*University of North Carolina at Chapel Hill, Frank Porter Graham Child Development Institute*  
2007-present

- Manage and coordinate aspects of data collection including cleaning and translating data for analyses
- Coordinate project meetings with subcontractors, funders, and other collaborators
- Monitor tasks associated with project deliverables and ensures that all timelines for the project are being met or adjusted as needed
- Develop progress reports and assist with presentations to funders
- Conduct literature reviews and manage data coding for reports
- Communicate and collaborate with a diversity of individuals (ex. program providers, state staff, project investigators, subcontractors, and study participants)
- Represent FPG on NCECDTL's Culturally and Linguistically Responsive Practices Workgroup
- Obtain certification in program evaluation instruments and classroom assessments: *CLASS, ECERS-R, Program Administration Scale, Business Administration Scale*

**Projects***Get Ready Guilford Initiative (GRGI)*

A developmental evaluation of an early childhood collective impact project funded by the Duke Endowment. Activities include gathering information on the organizations, relationships, practices, roles, and competencies involved in the systems work. Evaluative activities and results will be aggregated to ensure that data and findings are synthesized and packaged to support learning and continuous improvement.

*National Center on Early Childhood Development, Teaching, and Learning (NCECDTL)*

Partnership with Zero to Three (ZTT) to support NCECDTL through activities including but not limited to the development of a performance evaluation design within an implementation science framework that will allow for continuous quality improvement.

*The Pew Charitable Trusts and National Implementation Research Network Partnership in Using Implementation Science to Support Results First Initiative*

The goals of the Pew/NIRN partnership are to build the capacity of Results First States to promote effective implementation of evidence-based programs and policies demonstrated to achieve outcomes, and to partner with Results First to develop and execute an offering to jurisdictions for more intensive implementation support. Work also includes an evaluation of NIRN's delivery of semi-customized implementation science learning events and coaching for Results First States.

*North Carolina's Tiered Quality Rating and Improvement System (NC TQRIS)*

A validation of North Carolina's tiered quality rating and improvement system. Project involved a collection of web surveys, focus groups, interviews, and classroom observations as well as use of existing data. Alternative TQRIS models were developed using all collected data and available information to guide Phase II of NC's TQRIS validation.

*Mississippi Quality Rating System Program Evaluation (MS QRS)*

This study evaluated the policies, processes and implementation of MS QRS, Quality Stars. The work involved conducting focus groups with participating and non-participating providers as well as parents across the state to gain insights into the quality rating process. In addition, recommendations for strengthening the system were outlined while providing overviews of quality rating and improvement systems in other states.

**Research Assistant**

*University of North Carolina at Chapel Hill, Frank Porter Graham Child Development Institute*  
2007-2013

- Coordinated and managed all aspects of data collection
- Supervised team of data collectors
- Trained team of assessors on numerous cognitive assessments and questionnaires
- Administered a wide range of assessments related to both children's and adult's cognitive, social, and emotional development including the *Woodcock Johnson, Mullen, Leiter, CLASS, Preschool Language Scale*.
- Conducted ethnographic interviews, home visits with families, and classroom observations
- Provided research expertise and professional development support in collaboration with districts, schools, administrators, and teachers
- Spearheaded planning of national working conference on pre-service teacher education entitled, *Learning from Our Differences: Re-thinking Pre-Service Teacher Education for Pre-K through 3<sup>rd</sup> Grade*

**Projects***FirstSchool*

Pre-kindergarten through third grade initiative to improve the school experiences and outcomes of African American, Latino, and low-income children and their families through partnerships with school communities.

*Autism Spectrum Disorder Treatment Comparison Study*

A comparison of the immediate and long-term effects of two comprehensive treatment models for preschool-aged children with Autism, the Treatment and Education of Autistic and Communication-handicapped Children (TEACCH) model and the Learning Experiences: Alternative Program for Preschoolers and Parents (LEAP) model.

*Preschool to School and Teens in School*

Examined the developmental trajectories of African American youths' cognitive, language and executive function skills, school competence, social skills and peer relations from Pre-k to adulthood.

**Senior Research Aide**

*Duke University, Psychology Department, Center for Child & Family Policy*  
2001-2007

- Coordinated and implemented intervention studies
- Supervised team of research assistants to ensure appropriate implementation of interventions
- Conducted cognitive and behavioral assessments including *Woodcock Johnson* and *K-BIT*
- Scheduled and conducted comprehensive in-person interviews of parents and youth
- Obtained archival data from school records, court records, and medical and mental health institutions
- Analyzed data
- Prepared and presented oral and poster presentations at various conferences and symposiums

**Projects***Project CLASS (Children Learning Academic Success Skills)*

Fourteen-week after-school intervention designed to evaluate the impact of computerized attention training (CAT) and computer-assisted instruction (CAI) on the ability of inattentive first graders to sustain attention, behave appropriately, and succeed academically.

*Fast Track Project*

A comprehensive, multi-site intervention designed to investigate and prevent serious and chronic anti-social behavior in a sample of children.

*Project PASS (Promoting Academic Success for Students)*

Psychological research in the area of parenting and family socialization as they impact children's academic achievement and mental health, including the roles of sociodemographic factors and ethnicity.

**Ronald E. McNair Research Fellow**

*Howard University, Psychology Department*

2000-2001

- Coordinated and facilitated psychophysiological data collection including ambulatory monitoring of heart rate and blood pressure
- Participated in several conferences and presentations
- Submitted publications to various physiological research journals
- Presented research in a symposium at program's end as well as several other national conferences.
- Earned **1<sup>st</sup> Place** in the *Howard University Symposium on Undergraduate Research*

Research examining physiological responses to psychological challenges and stress with a specific focus on the relationship between cardiac activity, specifically heart rate variability (HRV), cardiovascular reactivity, baroreflex sensitivity, and executive cognitive functioning.

**TEACHING EXPERIENCE****Graduate Teaching Assistant**

*Duke University, Department of Psychology*

## Courses

- Human Development
- Psychology of Ethnicity and Context
- Developmental Psychology

**PUBLICATIONS**

Yazejian, N., Metz, A., **Morgan, J.**, Louison, L., Bartley, L., Fleming, W. O., Haidar, L., & Schroder, J. (2019). Co-creative technical assistance: Essential functions and interim outcomes. *Evidence & Policy*, 15(3), 339-352

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, 235-255

Gillanders, C., Iruka, I., Bagwell, C., **Morgan, J.**, & Garcia, S. C. (2014). Home and school partnerships: Raising children together. In S. Ritchie & L. Gutmann (Eds.), *FirstSchool: Transforming preK-3rd grade for African American, Latino, and low-income children* (pp. 125-148). New York, NY: Teachers College Press.

Daniels, I., Floyd, L., Bell, S., **Adams, J.**, Harrell, J. (2000) Strategies for predicting ambulatory cardiac activity: A question of Incremental Validity. *Psychophysiology*, 37(S1), 23.

**TECHNICAL REPORTS**

LaForett, D. R., **Morgan, J.D.**, Yazejian, N., & Schroeder, J. (2020). *Transitions: Children and Families to Kindergarten. Evaluation report*. Chapel Hill, NC: The University of North Carolina at Chapel Hill, Frank Porter Graham Child Development Institute.

Yazejian, N., **Morgan, J.D.**, & Schroeder, J. (2020). *National Center on Early Childhood Development, Teaching, and Learning (NCECDTL) Years 1-5 Disabilities and Inclusion Activities Evaluation Summary. Evaluation report*. Chapel Hill, NC: The University of North Carolina at Chapel Hill, Frank Porter Graham Child Development Institute.

LaForett, D. R., **Morgan, J.D.**, Yazejian, N., & Schroeder, J. (2019). *Dual language learner (DLL) celebration week. Evaluation report*. Chapel Hill, NC: The University of North Carolina at Chapel Hill, Frank Porter Graham Child Development Institute.

Schroeder, J., **Morgan, J.D.**, Yazejian, N., & LaForett, D. R. (2019). *Practice-Based Coaching Implementation Academy (PBCIA) Year 4. Evaluation report*. Chapel Hill, NC: The University of North Carolina at Chapel Hill, Frank Porter Graham Child Development Institute.

**Morgan, J.D.**, Lim, C., LaForett, D. R., Winton, P. & Yazejian, N. (2018). *Year 3 Evaluation Summary for Disabilities and Inclusion Activities. Evaluation report*. Chapel Hill, NC: The University of North Carolina at Chapel Hill, Frank Porter Graham Child Development Institute.

Schroeder, J., **Morgan, J.D.**, Yazejian, N., & LaForett, D. R. (2018). *Practice-Based Coaching (PBC) Together Learning and Collaborating (TLC) Home-Based Training of Trainers (TOT). Evaluation report*. Chapel Hill, NC: The University of North Carolina at Chapel Hill, Frank Porter Graham Child Development Institute.

Schroeder, J., **Morgan, J.D.**, Yazejian, N., & LaForett, D. R. (2018). *Practice-Based Coaching (PBC) Together Learning and Collaborating (TLC) Training of Trainers (TOT). Evaluation report*. Chapel Hill, NC: The University of North Carolina at Chapel Hill, Frank Porter Graham Child Development Institute.

Yazejian, N., Winton, P., Zgourou, E., Lim, C., **Morgan, J.D.**, & Schroeder, J. (2017). *Year 2 Evaluation Summary for Disabilities and Inclusion Activities. Evaluation report*. Chapel Hill, NC: The University of North Carolina at Chapel Hill, Frank Porter Graham Child Development Institute.

Yazejian, N., **Morgan, J.D.**, Franco, X. (2017) *North Carolina Tiered Quality Rating & Improvement System: Validation Study. Final Summary Report*. Chapel Hill, NC: The University of North Carolina at Chapel Hill, Frank Porter Graham Child Development Institute.

De Marco. A. C., Yazejian, N., **Morgan, J. D.** (2015) *Evaluation of Mississippi Child Care Quality Stars Program. Evaluation report*. Chapel Hill, NC: The University of North Carolina at Chapel Hill, Frank Porter Graham Child Development Institute.

**Morgan, J.D.**, Iruka, I., Yazejian, N., Franco, X. (2014) *North Carolina Tiered Quality Rating & Improvement System: Validation Study, Phase I. Focus Groups Report*. Chapel Hill, NC: The University of North Carolina at Chapel Hill, Frank Porter Graham Child Development Institute.

**POSTERS**

**Morgan, J. D.**, De Marco, A. C., LaForett, D. R., Oh, S., Ayankoya, B., Morgan, W., Franco, X., & FPG's Race, Culture, and Ethnicity Committee. (2018, May). *What Racism Looks Like: An Infographic*. Frank Porter Graham Child Development Institute, University of North Carolina at Chapel Hill.

Available at: <http://fpg.unc.edu/sites/fpg.unc.edu/files/resources/other-resources/What%20Racism%20Looks%20Like.pdf>

De Marco, A. C., **Morgan, J. D.**, Ayankoya, B., LaForett, D. R., Franco, X., Morgan, W., & FPG's Race, Culture, and Ethnicity Committee. (2018, January). *Racial Microaggressions Perpetuate Inequity: An Infographic*. Frank Porter Graham Child Development Institute, University of North Carolina at Chapel Hill.

Available at: <http://fpg.unc.edu/sites/fpg.unc.edu/files/resources/other-resources/RacialMicroaggressionsPerpetuateInequity.pdf>

**Morgan, J. D.**, De Marco, A. C., Ayankoya, B., LaForett, D. R., Franco, X., Morgan, W., & FPG's Race, Culture, and Ethnicity Committee. (2017, June). *Racial (In)Equity: An Infographic*. Frank Porter Graham Child Development Institute, University of North Carolina at Chapel Hill. Available at:

[https://fpg.unc.edu/sites/fpg.unc.edu/files/resources/reports-and-policy-briefs/Racial%20\(In\)Equity%20infographic.pdf](https://fpg.unc.edu/sites/fpg.unc.edu/files/resources/reports-and-policy-briefs/Racial%20(In)Equity%20infographic.pdf)

De Marco, A. C., **Morgan, J. D.**, & FPG's Race, Culture, and Ethnicity Committee. (2017, June). *A Brief Primer on Racial Equity: A Handout*. Frank Porter Graham Child Development Institute, University of North Carolina at Chapel Hill. Available at:

<http://fpg.unc.edu/sites/fpg.unc.edu/files/resources/otherresources/Brief%20PrimerRacialEquityHandOut.pdf>

**PRESENTATIONS**

DeMarco, A. C., Yazejian, N. and **Morgan, J. D.** (July 2015) Evaluation of Mississippi Quality Stars Program. Presentation of Results to Mississippi Department of Human Services, Division of Early Childhood Care and Development, providers and community stakeholders.

**Morgan, J.** & Franco, X. (February 2015) Race, Ethnicity, Linguistic, Cultural, and Socioeconomic Diversity Committee Survey Results and Discussion at UNC FPG Bag Lunch Seminar Series. Chapel, Hill, NC.

Tyson, D. F., **Adams, J. D.**, Hill, N. E. (August 2005) Goal Orientation and Achievement: The Moderating Role of Emotion Regulation. Oral Presentation at the American Psychological Association 2005 Annual Convention, Washington, D.C.

**Adams, J. D.** & Hill, N. E. (March 2005). Socioeconomic Context and Parenting Among African American and Euro-American Families. Oral presentation at the Fifth Annual Graduate School Research Day at Duke University. Durham, NC.

**Adams, J.**, Daniels, I. & Harrell, J. (2000) Contrasting Baroreflex Indices During Psychological Tasks. Paper Presentation at the 9th Annual Ronald E. McNair National Research Conference, Lake Lawn Resort, Delevan, Wisconsin

**SPECIALIZED TRAINING****Racial Equity**

*Racial Equity Training Phase I & II*, Racial Equity Institute, LLC

*Groundwater Presentation*, Racial Equity Institute, LLC

*Opening Doors*, UNC-Chapel Hill

*Beyond Diversity I*, Pacific Educational Group

**BOARDS AND MEMBERSHIPS**

**UNC-Chapel Hill, Frank Porter Graham Child Development Institute**

2016-2018 Management Team  
2014-2016 Race, Culture, and Ethnicity Committee Co-Chair  
2013-2017 Quality of Life Committee  
2013-2014 State Employees Combined Campaign Committee Member

**VOLUNTEER/SERVICE WORK**

**No Greater Love Christian Church, Durham, NC**

2018-present Children's Church Ministry Chairperson  
2001-2018 Adjutant to the Senior Pastor  
2001-2018 Church Leadership Team  
2012-2018 Special Events Coordinator  
2009-2013 Women's Ministry Committee Chairperson  
2002-2009 Youth Ministry Committee Chairperson