



# RESEARCH DATA SHARING AGREEMENT

## for External Data Sharing

UTAH STATE BOARD OF EDUCATION

**REQUEST TYPE** (select one of the following):

- Student PII
- Student-level de-identified data
- Unmasked aggregate student data

**PARTIES:** This Research Sharing Agreement (“**Agreement**”) is between the **Utah State Board of Education**, referred to as “**State Entity**” or “**USBE**”, and the following primary “**Researcher**”(s), each individually a “**Party**” and together the “**Parties**”.

Min Hyun Oh				LEGAL STATUS OF RESEARCHER	
Name of Researcher #1				Sole Proprietor <input type="checkbox"/>	
University of Virginia				Non-Profit Corporation <input checked="" type="checkbox"/>	
Name of University, Organization, or Entity				For-Profit Corporation <input type="checkbox"/>	
235 Ridley Hall, 405 Emmett Street S				Partnership <input type="checkbox"/>	
Address				Government Agency <input type="checkbox"/>	
Charlottesville	VA	22903	https://minhyunoh.wixsite.com/mysite		
City	State	Zip	Website		
Mo5zs@virginia.edu			678-463-0221		
Email			Phone		

Natalie Bohlmann				LEGAL STATUS OF RESEARCHER	
Name of Researcher #2				Sole Proprietor <input type="checkbox"/>	
Interactions Matter LLC				Non-Profit Corporation <input type="checkbox"/>	
Name of University, Organization, or Entity				For-Profit Corporation <input checked="" type="checkbox"/>	
4185 Cascina Way				Partnership <input type="checkbox"/>	
Address				Government Agency <input type="checkbox"/>	
Sarasota	FL	34238	N/A		
City	State	Zip	Website		
nbohlmann@interactionsmatter.com			406-697-3375		
Email			Phone		

Date: July 19, 2023

Contact Person and Email: Katy Challis, katy.challis@schools.utah.gov

This data sharing agreement is for consideration during the August 2023 Law and Licensing Committee Meeting.

DRAFT

Date: July 19, 2023

Contact Person and Email: Katy Challis, [katy.challis@schools.utah.gov](mailto:katy.challis@schools.utah.gov)

This data sharing agreement is for consideration during the August 2023 Law and Licensing Committee Meeting.

**AGREEMENT PERIOD:**

Effective Date: 20 Sep 2023

Termination Date: 31 Dec 2027, unless terminated early or extended in accordance with the terms and conditions of this agreement.

Renewal Options, if any: none

**ATTACHMENTS:** Any conflicts between Attachment A and the other Attachments will be resolved in favor of Attachment A.

ATTACHMENT A: State of Utah Standard Terms and Conditions for Research

ATTACHMENT B: Scope of Research

ATTACHMENT C: Curriculum Vitae for external researcher(s)

ATTACHMENT D: Additional Scopes of Research if applicable

**SIGNATURES OF APPROVAL:**

Each signatory below represents that he or she has the requisite authority to enter into this Agreement.

IN WITNESS WHEREOF, the Parties sign and cause this Agreement to be executed.

<b>RESEARCHER 1</b>			<b>Min Hyun Oh</b>	
	Signature	Date	Name	Title
<b>RESEARCHER 2</b>			<b>Natalie Bohlmann</b>	
	Signature	Date	Name	Title
<b>USBE</b>			<b>Sydnee Dickson, Ed.D</b>	<b>State Superintendent of Public Instruction</b>
	Signature	Date	Name	Title

**USBE CONTACT PERSON:**

Name/Title:	<b>Katy Challis, Director of Privacy, USBE</b>
Phone/email:	<b>801-538-7894, katy.challis@schools.utah.gov</b>

Date: July 19, 2023

Contact Person and Email: Katy Challis, katy.challis@schools.utah.gov

This data sharing agreement is for consideration during the August 2023 Law and Licensing Committee Meeting.

**ATTACHMENT A:  
STATE OF UTAH STANDARD TERMS AND CONDITIONS FOR RESEARCH**

1. **DEFINITIONS:** The following terms shall have the meanings set forth below:
  - 1.1. **"Authorized Persons"** means Researcher's employees, officers, partners, Subcontractors or other agents of Researcher who require access to Data and who have a legitimate educational interest in the education records to enable the Researcher to perform its responsibilities under this Agreement.
  - 1.2. **"Agreement Signature Page(s)"** means the State of Utah cover page(s) that the State Entity and Researcher signed.
  - 1.3. **"Data"** includes Student Personally Identifiable Information and Educator Data, and may also include Confidential Information.
  - 1.4. **"Data Steward"** means the entity responsible for combining two Data sets from different sources, and managing the resultant Data set. If a USBE Data system is being used, then USBE is the Data Steward. If another entity is doing the calculations or derivations, then that entity becomes the Data Steward.
  - 1.5. **"Destroy"** means to remove Data such that it is not maintained in retrievable form and cannot be retrieved in the normal course of business.
  - 1.6. **"Educator Data"** includes, but is not limited to, the educator's name; any unique identifier, including social security number; and other information that, alone or in combination, is linked or linkable to a specific educator.
  - 1.7. **"Incident"** means the potentially unauthorized access to Data that Researcher believes could reasonably result in the use, disclosure or theft of Data within the possession or control of Researcher or Researcher's Subcontractors.
  - 1.8. **"Metadata"** includes all information created manually or automatically to provide meaning or context to other data.
  - 1.9. **"State Entity"** means the department, division, office, bureau, agency, or other organization identified on the Agreement Signature Page(s).
  - 1.10. **"State of Utah"** means the State of Utah, in its entirety, including its institutions, agencies, departments, divisions, authorities, instrumentalities, boards, commissions, elected or appointed officers, employees, agents, and authorized volunteers.
  - 1.11. **"Student Personally Identifiable Information"** or **"PII"** has the same meaning as that found in U.C.A § 53E-9-301, and includes both direct identifiers (such as a student's or other family member's name, address, student number, or biometric number) and indirect identifiers (such as a student's date of birth, place of birth, or mother's maiden name). Indirect identifiers that constitute PII also include metadata or other information that, alone or in combination, is linked or linkable to a specific student that would allow a reasonable person in the school community, who does not have personal knowledge of the relevant circumstances, to identify the student with reasonable certainty.
  - 1.12. **"Subcontractors"** means any person or entity that will receive Data from Researcher shared as part of this agreement.
  - 1.13. **"Targeted Advertising"** means advertising to a student or a student's parent by Researcher if the advertisement is based on information or Data Researcher collected or received under this Agreement.
2. **GOVERNING LAW AND VENUE:** This Agreement shall be governed by the laws, rules, and regulations of the State of Utah. Any action or proceeding arising from this Agreement shall be brought in a court of competent jurisdiction in the State of Utah. Venue shall be in Salt Lake City, in the Third Judicial District Court for Salt Lake County.
3. **LAWS AND REGULATIONS:** At all times during this Agreement, Researcher and all research shall comply with all applicable federal and state constitutions, laws, rules, codes, orders, and regulations, including applicable licensure and certification requirements.
4. **RECORDS ADMINISTRATION:** Researcher shall maintain or supervise the maintenance of all records necessary to properly account for Researcher's performance under this Agreement. These records shall be retained by Researcher for at least six (6) years after termination of this Agreement, or until all audits initiated within the six (6) years have been completed, whichever is later. Researcher agrees to allow, at no additional cost, the State of Utah, federal auditors, State Entity staff, or their designees, access to all such records during normal business hours and to allow interviews of any employees or others who might reasonably have information related to such records. Further, Researcher agrees to include a similar right of the State to audit records and interview staff in any subcontract related to performance of this Agreement.
5. **CONFLICT OF INTEREST:** Researcher represents that none of its officers or employees are officers or employees of the State Entity or the State of Utah, unless disclosure has been made to the State Entity.
6. **INDEPENDENT CONTRACTOR:** Researcher and Subcontractors, in the performance of this Agreement, shall act in an independent capacity and not as officers or employees or agents of USBE.
7. **NON-FINANCIAL UNDERSTANDING:**
  - 7.1. This Agreement is a non-financial understanding between USBE and Researcher. No financial obligation by or on behalf

Date: July 19, 2023

Contact Person and Email: Katy Challis, [katy.challis@schools.utah.gov](mailto:katy.challis@schools.utah.gov)

This data sharing agreement is for consideration during the August 2023 Law and Licensing Committee Meeting.

of either of the Parties is implied by a Party's signature at the end of this Agreement.

- 7.2. The terms of any financial liability that arises from Data processing activities carried out in support of the responsibilities covered herein must be negotiated separately and to the mutual satisfaction of the Parties.
- 7.3. The legal authority for Data sharing for specified purposes conveyed by this Agreement cannot be used to support a subsequent claim of implied agreement to financial obligation.
8. **COST (OPTIONAL):** Researcher agrees to pay fees in the amount of \$ \_\_\_\_\_ for the preparation or delivery of the research Data (this payment may be required in advance). Payment shall be made to:
9. **RESEARCHER RESPONSIBILITY:** Researcher is solely responsible for fulfilling the Agreement. Researcher shall be the sole point of contact regarding all contractual matters. Researcher must incorporate Researcher's responsibilities under this Agreement into every subcontract with its Subcontractors. Moreover, Researcher is responsible for its Subcontractors compliance under this Agreement.
10. **INDEMNITY:** Researcher shall be fully liable for the actions of its agents, employees, officers, partners, and Subcontractors, and shall fully indemnify, defend, and save harmless the State Entity and the State of Utah from all claims, losses, suits, actions, damages, and costs of every name and description, including but not limited to any loss of Data and claims arising out of any data breach, arising out of Researcher's performance of this Agreement caused by any intentional act or negligence of Researcher, its agents, employees, officers, partners, or Subcontractors, without limitation; provided, however, that the Researcher shall not indemnify for that portion of any claim, loss, or damage arising hereunder due to the sole fault of the State Entity. The parties agree that if there are any limitations of the Researcher's liability, including a limitation of liability clause for anyone for whom the Researcher is responsible, such limitations of liability will not apply to injuries to persons, including death, or to damages to property.
11. **EMPLOYMENT PRACTICES:** Researcher agrees to abide by any other laws, regulations, or orders that prohibit the discrimination of any kind by any of Researcher's employees.
12. **AMENDMENTS:** This Agreement may only be amended by the mutual written agreement of the Parties, which amendment will be attached to this Agreement. Automatic renewals will not apply to this Agreement, even if identified elsewhere in this Agreement.
13. **DEBARMENT:** Researcher certifies that it is not presently nor has ever been debarred, suspended, proposed for debarment, or declared ineligible by any governmental department or agency, whether international, national, state, or local. Researcher must notify the State Entity within thirty (30) days if debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in any contract by any governmental entity during this Agreement.
14. **TERMINATION:** This Agreement may be terminated, with cause by either Party, in advance of the specified expiration date, upon written notice given by the other Party. The Party in violation will be given ten (10) days after written notification to correct and cease the violations, after which this Agreement may be terminated for cause immediately and subject to the remedies below. This Agreement may also be terminated without cause (for convenience), in advance of the specified expiration date, by the State Entity, upon thirty (30) days written termination notice being given to the Researcher. The Parties may terminate this Agreement, in whole or in part, at any time, by mutual agreement in writing.
  - 14.1. Following the termination of this Contract, USBE reserves the right to request a complete and secure (i.e. encrypted and appropriately authenticated) download file of all data, including, but not limited to, all Data, schema and transformation definitions, or delimited text files with documented, detailed schema definitions along with attachments in its native format. After USBE has been provided and confirmed as acceptable a complete download, or declines a download and requests immediate destruction, Contactor shall Destroy all Data collected, generated, or inferred as a result of this Contract. Should USBE not request a complete download, Contractor shall Destroy the Data immediately after thirty (30) days post termination of the Contract. The Contractor shall notify USBE in writing of the date upon which all of the Data is destroyed.
15. **CHANGES IN LAW:** Upon thirty (30) days written notice delivered to the Researcher, this Agreement may be terminated in whole or in part at the sole discretion of the State Entity, if the State Entity reasonably determines that a change in Federal or State legislation or applicable laws materially affects the ability of either Party to perform under the terms of this Agreement.
16. **RESERVED.**
17. **PUBLIC INFORMATION:** Researcher agrees that this Agreement shall be a public document and may be available for public and private distribution in accordance with the State of Utah's Government Records Access and Management Act (GRAMA). Researcher gives the State Entity and the State of Utah express permission to make copies of this Agreement in accordance with GRAMA. The State Entity and the State of Utah are not obligated to inform Researcher of any GRAMA requests for disclosure of this Agreement.

Date: July 19, 2023

Contact Person and Email: Katy Challis, [katy.challis@schools.utah.gov](mailto:katy.challis@schools.utah.gov)

This data sharing agreement is for consideration during the August 2023 Law and Licensing Committee Meeting.

18. **INDEMNIFICATION RELATING TO INTELLECTUAL PROPERTY:** Researcher will indemnify and hold the State Entity and the State of Utah harmless from and against any and all damages, expenses (including reasonable attorneys' fees), claims, judgments, liabilities, and costs in any action or claim brought against the State Entity or the State of Utah for infringement of a third party's copyright, trademark, trade secret, or other proprietary right. The Parties agree that if there are any limitations of Researcher's liability, such limitations of liability will not apply to this section.
19. **OWNERSHIP IN INTELLECTUAL PROPERTY:** The State Entity and Researcher each recognizes that each has no right, title, or interest, proprietary or otherwise, in the intellectual property owned or licensed by the other, unless otherwise agreed upon by the Parties in writing.
20. **ASSIGNMENT:** Researcher may not assign, sell, transfer, subcontract or sublet rights, or delegate any right or obligation under this Agreement, in whole or in part, without the prior written approval of the State Entity.
21. **REMEDIES:** Any of the following events will constitute cause for the State Entity to declare Researcher in default of this Agreement: (i) Researcher's non-performance of its contractual requirements and obligations under this Agreement; or (ii) Researcher's material breach of any term or condition of this Agreement. The State Entity may issue a written notice of default providing a ten (10) day period in which Researcher will have an opportunity to cure. Time allowed for cure will not diminish or eliminate Researcher's liability for damages. If the default remains after Researcher has been provided the opportunity to cure, the State Entity may do one or more of the following: (i) exercise any remedy provided by law or equity; (ii) terminate this Agreement; (iii) impose liquidated damages, if liquidated damages are listed in this Agreement; (iv) debar/suspend Researcher from receiving future contracts from the State Entity or the State of Utah.
22. **FORCE MAJEURE:** Neither Party to this Agreement will be held responsible for delay or default caused by fire, riot, act of God, and/or war which is beyond that Party's reasonable control. The State Entity may terminate this Agreement after determining such delay will prevent successful performance of this Agreement.
23. **PUBLICITY:** Researcher shall submit to the State Entity for written approval all advertising and publicity matters relating to this Agreement. It is within the State Entity's sole discretion whether to provide approval, which approval must be in writing.
24. **INSURANCE:**
  - 24.1. Researcher shall obtain and maintain, and ensure that each Subcontractor shall obtain and maintain, at a minimum, insurance as specified in this section at all times during the term of this Contract. All insurance policies required by this Agreement shall be issued by insurance companies with an AM Best rating of A-VIII or better.
  - 24.2. Researcher shall maintain Protected Information Liability insurance covering all loss of Data and claims based on alleged violations of privacy rights through improper use or disclosure of protected information with minimum limits of \$1,000,000 each occurrence and \$2,000,000 general aggregate.
  - 24.3. USBE shall be named as additional insured on all commercial general liability policies required of Researcher and Subcontractors. Coverage required of Researcher and each Subcontractor shall be primary over any insurance or self-insurance program carried by Researcher or USBE.
  - 24.4. The above insurance policies shall include provisions preventing cancellation or non-renewal, except for cancellation based on non-payment of premiums, without at least 30 days prior notice to Researcher. Researcher shall forward such notice to the USBE's contact as listed in the Agreement within 7 days of Researcher's receipt of such notice.
  - 24.5. All insurance policies secured or maintained by Researcher or its Subcontractors in relation to this Agreement shall include clauses stating that each carrier shall waive all rights of recovery under subrogation or otherwise against Researcher or USBE, its agencies, institutions, organizations, officers, agents, employees, and volunteers.
  - 24.6. If Researcher is a "public entity" within the meaning of the Governmental Immunity Act of Utah, U.C.A. § 63G-7-101 et. seq. (the "GIA"), Researcher shall maintain, in lieu of the liability insurance requirements stated above, at all times during the term of this Agreement such liability insurance, by commercial policy or self-insurance, as is necessary to meet its liabilities under the GIA. If a Subcontractor is a public entity within the meaning of the GIA, Researcher shall ensure that the Subcontractor(s) maintain at all times during the terms of this Agreement, in lieu of the liability insurance requirements stated above, such liability insurance, by commercial policy or self-insurance, as is necessary to meet the Subcontractor's obligations under the GIA.
  - 24.7. Researcher shall provide to USBE certificates evidencing Researcher's insurance coverage required in this Agreement within 7 Business Days following the Effective Date. Researcher shall provide to USBE certificates evidencing Subcontractor insurance coverage required under this Agreement within 7 Business Days following the Effective Date, except that, if Researcher's subcontract is not in effect as of the Effective Date, Researcher shall provide to USBE certificates showing Subcontractor insurance coverage required under this Agreement within 7 Business Days following Researcher's execution of the subcontract. No later than 15 days before the expiration date of Researcher's or any Subcontractor's coverage, Researcher shall deliver to USBE certificates of insurance evidencing renewals of coverage. At

Date: July 19, 2023

Contact Person and Email: Katy Challis, [katy.challis@schools.utah.gov](mailto:katy.challis@schools.utah.gov)

This data sharing agreement is for consideration during the August 2023 Law and Licensing Committee Meeting.

any other time during the term of this Agreement, upon request by USBE, Researcher shall, within 7 Business Days following the request by USBE, supply to USBE evidence satisfactory to USBE of compliance with the provisions of this section.

- 24.8. The State reserves the right to require higher or lower insurance limits where warranted. Failure to provide proof of insurance as required will be deemed a material breach of this Contract. Researcher's failure to maintain this insurance requirement for the term of this Agreement will be grounds for immediate termination of this Agreement.
25. **WORK ON STATE OF UTAH OR ELIGIBLE USER PREMISES:** Researcher shall ensure that personnel working on State of Utah premises shall: (i) abide by all of the rules, regulations, and policies of the premises; (ii) remain in authorized areas; (iii) follow all instructions; and (iv) be subject to a background check, prior to entering the premises. The State of Utah or Eligible User may remove any individual for a violation hereunder.
26. **WAIVER:** A waiver of any right, power, or privilege shall not be construed as a waiver of any subsequent right, power, or privilege.
27. **SUSPENSION OF WORK:** Should circumstances arise which would cause the State Entity to suspend Researcher's responsibilities under this Agreement, but not terminate this Agreement, this will be done by formal written notice pursuant to the terms of this Agreement. Researcher's responsibilities may be reinstated upon advance formal written notice from the State Entity.
28. **CHANGES IN SCOPE:** Any changes in the scope of the services to be performed under this Agreement shall be in the form of a written amendment to this Agreement, mutually agreed to and signed by both Parties, specifying any such changes, fee adjustments, any adjustment in time of performance, or any other significant factors arising from the changes in the scope of services.
29. **DISPUTE RESOLUTION:** Prior to either Party filing a judicial proceeding, the Parties agree to participate in the mediation of any dispute. The State Entity, after consultation with Researcher, may appoint an expert or panel of experts to assist in the resolution of a dispute. If the State Entity appoints such an expert or panel, State Entity and Researcher agree to cooperate in good faith in providing information and documents to the expert or panel in an effort to resolve the dispute.
30. **ORDER OF PRECEDENCE:** In the event of any conflict in the terms and conditions in this Agreement, the order of precedence shall be: (i) this Attachment A; (ii) Attachment B; (iii) Agreement Signature Page(s); (iv) the State of Utah's additional terms and conditions, if any; (v) any other attachment listed on the Agreement Signature Page(s); and (vi) Researcher's terms and conditions that are attached to this Agreement, if any. Any provision attempting to limit the liability of Researcher or limit the rights of the State Entity or the State of Utah must be in writing and attached to this Agreement or it is rendered null and void.
31. **SURVIVAL OF TERMS:** Any terms that by their nature would survive the expiration of, completion, or termination of this Agreement shall survive.
32. **SEVERABILITY:** The invalidity or unenforceability of any provision, term, or condition of this Agreement shall not affect the validity or enforceability of any other provision, term, or condition of this Agreement, which shall remain in full force and effect.
33. **ERRORS AND OMISSIONS:** Researcher shall not take advantage of any errors and/or omissions in this Agreement. Researcher must promptly notify USBE of any errors and/or omissions that are discovered.
34. **ENTIRE AGREEMENT:** This Agreement constitutes the entire agreement between the Parties and supersedes any and all other prior and contemporaneous agreements and understandings between the Parties, whether oral or written.
35. **CONFIDENTIALITY GENERAL PROVISIONS:**
- 35.1. This Agreement applies to all Data sharing between Researcher and USBE. Specific Data to be shared are outlined in the Attachments, along with the purpose of Data sharing, Data ownership and conditions and/or regulations governing the usage of the shared Data, requirements for shared data retention/destruction, and Party processes for implementing these actions.
- 35.2. USBE and Researcher enter into this Agreement to share and exchange Data for the purposes of conducting studies for, or on behalf of, educational agencies or institutions to develop, validate, or administer predictive tests; administer student aid programs; or improve instruction.
- 35.3. This Agreement will be reviewed, updated, and approved on an annual basis.
- 35.4. USBE reserves all right, title, and interest, including all intellectual property and proprietary rights, in and to system data, Data, and all related data and content.
- 35.5. Researcher, as USBE's agent, shall comply with all applicable laws and regulations including but not limited to FERPA, the Utah Family Education Rights and Privacy Act, Utah Code § 53E-9-2 ("UFERPA"), and the Individuals with Disabilities Educational Act, 30 U.S.C. §1400 et seq. and 34 C.F.R. Part 300 ("IDEA").

Date: July 19, 2023

Contact Person and Email: Katy Challis, [katy.challis@schools.utah.gov](mailto:katy.challis@schools.utah.gov)

This data sharing agreement is for consideration during the August 2023 Law and Licensing Committee Meeting.

- 35.6. Any terms that by their nature would survive the expiration of, completion, or termination of this Agreement shall survive.
- 35.7. Researcher shall, upon written request, permit USBE or its designated representatives to perform an assessment, audit, examination, or review of all of Researcher's sites and environments in order to confirm Researcher's compliance with this Contract; associated Researchers or Scopes of Work; and applicable laws and regulations.
- 35.8. During the term of this Contract, if USBE requests the Destruction of PII collected, generated or inferred as a result of this Contract, Researcher shall Destroy the information within five (5) calendar days after the date of the request. Researcher shall provide USBE with written confirmation of the date the data was Destroyed.
- 35.9. USBE retains the right to use the established operational services to access and retrieve Data stored on Researcher's infrastructure at its sole discretion.

**36. DATA ACCURACY:**

- 36.1. The Data provided are the best and most complete documentation available. USBE does not ensure 100% accuracy of all records and fields. Some data fields, including those that are not used, may contain incorrect or incomplete Data. USBE and Researcher will report any systematic problems with the Data to the data owner. Data that has been manipulated or re-processed by either USBE or Researcher is the responsibility of that Party.

**37. ACCESS TO DATA:**

- 37.1. Researcher shall limit access to Data to Authorized Persons only and shall require a non-disclosure agreement be signed by all Authorized Persons prior to being granted access to Data.
- 37.2. Researcher shall maintain past and current lists of all Authorized Persons, maintain each non-disclosure agreement, and shall permit inspection of the same by USBE upon request.
- 37.3. Researcher shall maintain an audit trail for the duration of this Agreement, which reflects the granting and revoking of access privileges to Authorized Persons. A copy of this audit trail may be requested by USBE from Researcher at any time and shall be provided within 10 days of the USBE request.
- 37.4. Researcher shall have strong access controls in place. Researcher shall disable and/or immediately delete unused and terminated Authorized Persons' accounts and shall periodically assess account inactivity for potential stale accounts.
- 37.5. Researcher shall provide annual, mandatory privacy and security awareness and training for all Authorized Persons, maintain past and current lists of Authorized Persons that have completed training, and permit inspection of the same by USBE upon request.

**38. USE AND DISCLOSURE OF DATA:**

- 38.1. Researcher shall not collect, use, or share Data beyond the purposes set forth in the Attachments.
- 38.2. Researcher shall share Data only for the purposes stated in the Attachments and then only with the Authorized Persons stated in the Attachments.
- 38.3. If Researcher seeks to publicly release Data, Researcher must aggregate the Data by totaling the Data and reporting it at the group, cohort, school, school district, region, or state level. Researcher shall, upon request of USBE, provide USBE with a document that lists the steps and methods the Researcher shall use to de-identify the information. Any Data that is publicly released without being redacted using the methods in this Section shall be considered an Incident. The following methods shall be used on any aggregated reports:
  - 38.3.1. Aggregate data shall be reported publicly only if there is a sufficient number of individuals represented in any demographic or subgroup so that an individual cannot be identified.
  - 38.3.2. Aggregated reports shall redacted using complementary suppression methods that remove the risk of Data being identifiable using simple mathematics or formulas.
  - 38.3.3. Aggregated reports shall be redacted to remove identifiability risks caused other prior releases of aggregate data by Researcher.
- 38.4. Researcher shall not use Data for the purposes of Targeted Advertising.
- 38.5. Researcher shall not sell or otherwise monetize Data except Data transferred through the purchase of, merger with, or otherwise acquisition of Researcher provided that all Parties remain in compliance with this Agreement.

**39. DATA LINKAGE:**

- 39.1. If Researcher will link USBE's Data with Data from another source, the result could be a new data set with potentially unique regulations and conditions governing its use. Prior to linking the Data, Researcher will provide detailed information to USBE outlining the Data being linked and the other sources for Data.
- 39.2. The Data Steward will classify the linked data based on security or privacy risks. This could include evaluating the method of release, on the likelihood of identifying individuals from the linked Data, if linking the Data will violate any laws or regulations, or if the new data set meets the original request.

Date: July 19, 2023

Contact Person and Email: Katy Challis, [katy.challis@schools.utah.gov](mailto:katy.challis@schools.utah.gov)

This data sharing agreement is for consideration during the August 2023 Law and Licensing Committee Meeting.



- 39.3. Based on the results of the risk assessment, USBE may refuse to provide Researcher with some or all of the requested Data in its sole discretion in order to mitigate any risks identified.
- 39.4. Should USBE consent to the Data being linked, the Data Steward shall apply additional constraints as necessary to the usage of the new data set.
- 39.5. Detailed information on the Data being linked, the other sources of Data, and any additional constraints shall be documented in the Attachments.

#### **40. SECURITY AND PROTECTION OF DATA:**

- 40.1. Researcher shall notify USBE if there are any material changes that will negatively affect the system where all Data are stored and maintained.
- 40.2. If Researcher is given Data as part of this Agreement, the protection of Data shall be an integral part of the business activities of Researcher to ensure that there is no inappropriate or unauthorized use of Data. Researcher shall safeguard the confidentiality, integrity, and availability of Data.
- 40.3. Researcher shall comply with and protect and maintain Data using methods that are at least as good as or better than that established in the State of Utah's Department of Technology Policies (<https://dts.utah.gov/policies>).
- 40.4. Researcher shall only transmit or exchange Data via secure means (ex. HTTPS or FTPS). Researcher shall not use, store or process Data on any unencrypted portable or laptop computing device or any portable storage medium.
- 40.5. Researcher shall store and maintain all Data in data centers located in the United States.
- 40.6. Researcher shall permit its employees and Subcontractors to access Data remotely only via a secured manner, such as Virtual Private Networks (VPN).
- 40.7. Researcher shall store all Data, as well as any backups made of that Data, in encrypted form using no less than 128 bit key and include all Data as part of a designated backup and recovery process.
- 40.8. Researcher shall enforce strong password protections on all devices and networks with access to or that store Data.
- 40.9. Researcher shall maintain data only until such time that the data is no longer needed (Term Expiration) or upon early termination of this Agreement (with Cause), whichever occurs first. At that point, the data will be destroyed within 30 days by the party holding the data, except for disclosed information possessed by any court. Researcher shall certify to USBE in writing that the data has been destroyed.

#### **41. INCIDENTS:**

- 41.1. If Researcher becomes aware of an Incident involving Data by either Researcher or any of Researcher's Subcontractors, Researcher shall notify USBE within one (1) calendar day and cooperate with USBE regarding recovery, remediation, and the necessity to involve law enforcement, if any.
- 41.2. Researcher shall produce a written remediation plan that includes information about the cause and extent of the Incident and the actions Researcher will take to remediate the Incident and to reduce the risk of incurring a similar type of Incident in the future. Researcher shall present its analysis and remediation plan to USBE within ten (10) calendar days of notifying USBE of an Incident. USBE reserves the right to adjust this plan, in its sole discretion. If Researcher cannot produce its analysis and plan within the allotted time, USBE, in its sole discretion, may perform such analysis and produce a remediation plan, and Researcher shall reimburse USBE for the reasonable costs thereof.
- 41.3. In the event of an Incident, Researcher shall provide USBE or its designated representatives with access seven (7) days a week, twenty-four (24) hours a day, for the purpose of evaluating, mitigating, or resolving the Incident.
- 41.4. Unless Researcher can establish that Researcher or any of its Subcontractors is not the cause or source of the Incident, Researcher shall be responsible for the cost of notifying each person whose personal information may have been compromised by the Incident.
- 41.5. Disclosure of Data by Researcher or any Subcontractor for any reason may be cause for legal action by third parties against Researcher, the State, or their respective agents. Researcher shall indemnify, save, and hold harmless the State, its employees, and agents against any and all claims, damages, liability, and court awards including costs, expenses, and attorney fees incurred as a result of any act or omission by Researcher, or its employees, agents, Subcontractors, or assignees pursuant to this Contract. Notwithstanding any other provision of this Contract, Researcher shall be liable to the State for all direct, consequential and incidental damages arising from an Incident caused by Researcher or its Subcontractors.

Date: July 19, 2023

Contact Person and Email: Katy Challis, [katy.challis@schools.utah.gov](mailto:katy.challis@schools.utah.gov)

This data sharing agreement is for consideration during the August 2023 Law and Licensing Committee Meeting.

**ATTACHMENT B:  
SCOPE OF RESEARCH**

**RESEARCH OVERVIEW:**

**PROJECT TITLE:**

State the title of the study.

Waived English Learners: A Multi-State Exploration of an Overlooked English Learner Subgroup

**PURPOSE OF STUDY:**

Provide a description of the study, including the reason the data is needed.

In this data request, we seek access to de-identified student-level data (see 5. Data for details) to examine Waived English Learners (ELs) in Utah, an EL subgroup whose educational experiences and academic achievement remain understudied in the field. Given Utah’s state-wide initiative and support for diverse approaches to meet the unique language needs of ELs, we believe that examining Waived ELs in Utah will open a unique opportunity for Utah to gain a more nuanced understanding of not only the EL population as a whole, but also Waived ELs. The opportunity to conduct this research project with USBE data will offer the unique opportunity to examine how the provision of English language services relates to ELs’ educational outcomes (e.g., reclassification as English-proficient, representation in special education services). Additionally, Min Hyun Oh, Ph.D.—a co-PI for this proposed project and the researcher requesting USBE data—is an Institute of Education Sciences postdoctoral fellow with program of research centered on EL and multilingual learner research. In addition to content expertise aligned with the project goals (i.e., ELs), Oh has experience in analyzing confidential state-level data and is a member of a research team with an active DSA with USBE (Agreement: USBE210073DA).

**DURATION:**

Enter the estimated end date of the study.

The study referenced in this Appendix will end on 12/31/27.

**ADDITIONAL INFORMATION:**

**RESEARCH QUESTIONS:**

List your research questions.

**RQ 1: Characteristics of the Waived English learner (EL) population**

- **RQ 1a:** What are the sociodemographic backgrounds of Waived ELs, and how do these compare to those of Current ELs?
- **RQ 1b:** Do sociodemographic characteristics differ between Waived ELs and Current ELs by language program type (e.g., dual language immersion, transitional bilingual program, sheltered English immersion)?

**RQ 2: Reclassification timing and likelihood by waiver status**

- **RQ 2a:** Compared to Current EL peers, what is the timing and likelihood of Waived ELs’ reclassification (i.e., identified as English-proficient using state-determined English language proficiency metric)? Are sociodemographic factors associated with timing of reclassification?
- **RQ 2b:** To what extent do reclassification timing and likelihood differ by language program type (e.g., dual language immersion,

Date: July 19, 2023

Contact Person and Email: Katy Challis, [katy.challis@schools.utah.gov](mailto:katy.challis@schools.utah.gov)

This data sharing agreement is for consideration during the August 2023 Law and Licensing Committee Meeting.

transitional bilingual program, sheltered English immersion)?

**RQ 3: Special Education placement timing and likelihood by waiver status**

- Compared to Current EL peers, how are Waived ELs represented in special education services? To what extent is waiver status associated with special education receipt?

**RQ 4: Achievement**

- How does ELs' annual English language proficiency and academic growth vary by waiver status, sociodemographic backgrounds, and type of language program?

**VARIABLES OF INTEREST:**

List specific variables.

Please see the table labeled Data for variables of interest by record type.

**DATA LINKAGE:**

Provide detailed information on the Data being linked, the other sources of Data, and any additional constraints to protect the linked Data.

The requested student-level datasets (i.e., student achievement data, student records, SCRAM records) will be linked by unique student ID (de-identified; we do not need any identifiable information) across the years of observation (2010-2011 to 2019-2020). Additionally, school-level information on the proportion of teachers with ESL endorsements will be linked to the merged student-level dataset using each student's school ID. We would like to note that a similar data request is being submitted to another state. To meet our project goal, we will aggregate the data across the two states (including Utah) to have a comprehensive dataset. It is important to note that although we will combine datasets from other states, we are not adding any additional information to Utah state data. We will have an indicator to distinguish Utah data from the other state partner's data (e.g., "Utah" = 1 if the observations are from Utah students).

**ANALYTIC APPROACH:**

Describe analysis.

To answer our four research questions, we will use the following analytic approaches: (1) descriptive and fixed-effects analysis (RQ 1), discrete-time hazard modeling (RQs 2 and 3), and individual growth modeling using multilevel model for change (RQ 4).

**OUTPUT:**

Researchers must provide their output to the USBE.

**OUTPUT DESCRIPTION:**

Provide a summary of the output. This section states what reports or information will be produced because of this research and where that information will go.

Academic deliverables, including conference presentation (e.g., American Education Research Association) and publications in peer-reviewed journals (e.g., Educational Researcher) will be prepared as data are analyzed across the project years. We expect to have partial findings for the first research question (e.g., student characteristics of Waived ELs) within 4 months of the project start date, with ongoing analyses for the remaining research questions. All output efforts will be driven by the central goal of directly informing policy and practice decisions related to ELs in Utah. Throughout the course of the project, we will share findings with USBE representatives.

Date: July 19, 2023

Contact Person and Email: Katy Challis, [katy.challis@schools.utah.gov](mailto:katy.challis@schools.utah.gov)

This data sharing agreement is for consideration during the August 2023 Law and Licensing Committee Meeting.

**OUTPUT DELIVERY DATE:**

State the date when the output will be provided to USBE.

First research question findings will be provided within 4 months of the project start date. All other outputs will be provided on an ongoing basis.

DRAFT

Date: July 19, 2023

Contact Person and Email: Katy Challis, [katy.challis@schools.utah.gov](mailto:katy.challis@schools.utah.gov)

This data sharing agreement is for consideration during the August 2023 Law and Licensing Committee Meeting.

**DATA:**

**DATA REQUESTED:** List the data requested. Add additional rows as needed.

In the DATA REQUESTED table below, the data requestors list all variables of interest, datasets and their variables as listed in USBE's Data Clearinghouse File Specification (2022-23) document, UTREx. To note, the only school-level variable of interest is school-level information on the proportion of teachers with ESL-endorsement or bilingual education certification.

For all student-level records, the data requestors are requesting all student records from kindergarten to fifth grade (i.e., elementary school years) in each year, starting in academic year 2010-2011 to 2019-2020. For reference, the data requestors present the final longitudinal data structure of the analytic sample they plan to achieve:

Cohort	School Year									
	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
1	K	1	2	3	4	5				
2		K	1	2	3	4	5			
3			K	1	2	3	4	5		
4				K	1	2	3	4	5	
5					K	1	2	3	4	5

Data (Data and other information requested)	Variables
<b>Student Achievement Records and Teacher Endorsement / Licensure Records</b>	<ul style="list-style-type: none"> <li>● Student-level achievement data (K-5) for the following state-level standardized assessments (Reading/ELA and math):               <ul style="list-style-type: none"> <li>○ AAPPL (Grades 3-5)</li> <li>○ Acadience Reading (Grades K-5; Fall and Spring) (composite score, composite benchmark)</li> <li>○ Acadience Mathematics (Grades K-3; Fall and Spring) (composite score, composite benchmark)</li> <li>○ Kindergarten Entry and Exit Profile (K)</li> <li>○ SAGE/RISE (ELA, Mathematics; Grades 3-5) (scale scores)</li> </ul> </li> <li>● WIDA ACCESS for ELLs (Grades K-5) (CompositeOverallScaleScore, CompositeOverallProficiencyLevel, TargetMet)</li> <li>● School-level (de-identified) data to generate the proportion of ESL/bilingual-endorsed teachers at each school, with corresponding school record IDs and district record IDs</li> </ul>
<b>Student Record (S1)</b>	<ul style="list-style-type: none"> <li>● Student_ID (a unique student identifier that is consistent across school years used only at USBE)</li> <li>● School Number</li> <li>● LEA Number</li> </ul>

Date: July 19, 2023

Contact Person and Email: Katy Challis, [katy.challis@schools.utah.gov](mailto:katy.challis@schools.utah.gov)

This data sharing agreement is for consideration during the August 2023 Law and Licensing Committee Meeting.

	<ul style="list-style-type: none"> <li>● Gender</li> <li>● Ethnicity</li> <li>● Amer Indian/Alaskan Native</li> <li>● Asian</li> <li>● Black of African Amer</li> <li>● Hawaiian/Pacific Islander</li> <li>● White</li> <li>● Grade Level</li> <li>● IsChronicallyAbsent</li> <li>● Entry Date</li> <li>● Exit Date</li> <li>● Exit Code</li> <li>● School Membership</li> <li>● Limited English (ell_status)</li> <li>● Economic Disadv</li> <li>● Days Attended</li> <li>● First Enroll in US</li> <li>● ELL Native Language (native_language)</li> <li>● ELL Parent Language</li> <li>● School of Record</li> <li>● Gifted</li> <li>● ELL Instruction Type</li> <li>● Special ED Exit Date</li> <li>● Immigrant</li> <li>● Read Grade Level (fall, mid-year, spring)</li> </ul>
<p><b>SCRAM Record (S2)</b></p>	<ul style="list-style-type: none"> <li>● Student_ID (a unique student identifier that is consistent across school years used only at USBE)</li> <li>● School Number</li> <li>● Disability Type</li> <li>● SCRAM Entry Date</li> <li>● SCRAM Exit Date</li> <li>● SCRAM Membership</li> </ul>

**DELIVERY:**

Desired delivery date: 07/01/24 (to receive data that include academic years ranging from 2010-2011 to 2019-2020).

Delivery method:  Data will be compiled by USBE and sent securely to Researcher.  
 Researcher will conduct on-premise research.  
 Other (explain): \_\_\_\_\_

Date: July 19, 2023

Contact Person and Email: Katy Challis, katy.challis@schools.utah.gov

This data sharing agreement is for consideration during the August 2023 Law and Licensing Committee Meeting.

**ROLES:**

		Name	Title
<b>RESEARCHER #1</b>	Data Steward:	Min Hyun Oh	Postdoctoral Fellow (University of Virginia)
	Authorized Persons:	Natalia Palacios	Assistant Professor of Education (University of Virginia)
		Bethany Bell	Assistant Professor of Education (University of Virginia)
		Jeannette Mancilla-Martinez	Assistant Professor of Special Education (Vanderbilt University)
		Gigi Luk	Assistant Professor of Education (McGill University)
<b>RESEARCHER #2</b>	Data Steward:	Natalie Bohlmann	Retired Professor of Education (Interaction Matters)
	Authorized Persons:		
<b>USBE</b>	Data Steward:		
	Data Quality Manager:	Aaron Brough	Director of Data and Statistics

Date: July 19, 2023

Contact Person and Email: Katy Challis, [katy.challis@schools.utah.gov](mailto:katy.challis@schools.utah.gov)

This data sharing agreement is for consideration during the August 2023 Law and Licensing Committee Meeting.

ATTACHMENT C  
CURRICULUM VITAE

ATTACHMENT C.1: Min Hyun Oh, Ph.D.

Min Hyun Oh

University of Virginia  
235 Ridley Hall  
Charlottesville, VA 22903

[mo5zs@virginia.edu](mailto:mo5zs@virginia.edu)  
<https://minhyunoh.wixsite.com/mysite>  
ORCID: 0000-0001-7185-7093

CURRENT POSITION

**Institute of Education Sciences Postdoctoral Fellow** Aug 2022 - Present

University of Virginia, Charlottesville, VA  
**Focus Area:** English Learners, Multilingual Learners  
**Mentors:** Natalia Palacios, Luke Miller

EDUCATION

<b>Vanderbilt University</b> , Nashville, TN	Aug
Ph.D. in Special Education (Minor: Quantitative Methods)	2
	0
	2
	2
<b>Harvard University</b> , Cambridge, MA	May
M.Ed. in Language & Literacy	2
	0
	1
	7
<b>Mercer University (Stamp Family Charitable Foundation Scholar)</b> , Macon, GA	May
	2

Date: July 19, 2023

Contact Person and Email: Katy Challis, [katy.challis@schools.utah.gov](mailto:katy.challis@schools.utah.gov)

This data sharing agreement is for consideration during the August 2023 Law and Licensing Committee Meeting.



B.A. in English Literature (Minors: Spanish and Education)	0
Phi Beta Kappa, Summa Cum Laude	1
	6

### AREAS OF SPECIALIZATION

Language and reading development; multilingual learners; English learners; language difficulties/special education status among language minority learners

### PUBLICATIONS

#### Peer-Reviewed Journal Publications

- Oh, M.,** Mancilla-Martinez, J., & Hwang, J. K. (2023). Revisiting the conceptualization of traditional reading comprehension contributors for dual language learners in a new immigrant destination context. *Applied Psycholinguistics*.
- Mancilla-Martinez, J., **Oh, M.,** Luk, G., & Rollins, A. (2022). Special education representation trends vary by language status: Evidence of underrepresentation in Tennessee. *Educational Researcher*, 51(6).
- Oh, M.,** & Mancilla-Martinez, J. (2021). Elementary school teachers' bilingual development beliefs and English learners' English reading comprehension achievement. *The Elementary School Journal*, 122(2). Advance Online Publication.
- Mancilla-Martinez, J., Hwang, J. K., & **Oh, M.** (2021). Assessment Selection Matters for Understanding and Supporting Multilingual Learners' Reading Comprehension. *The Reading Teacher*.
- McClain, J., **Oh, M.,** & Mancilla-Martinez, J. (2021). Questioning the monolingual norm with conceptually-scored vocabulary assessments: Findings from a research-practitioner partnership. *TESOL Journal*, 12(3).

Date: July 19, 2023

Contact Person and Email: Katy Challis, [katy.challis@schools.utah.gov](mailto:katy.challis@schools.utah.gov)

This data sharing agreement is for consideration during the August 2023 Law and Licensing Committee Meeting.

**Oh, M.,** & Mancilla-Martinez, J. (2021). Comparing vocabulary knowledge conceptualizations among Spanish-English dual language learners in a new destination state. *Language, Speech, and Hearing Services in Schools*, 52(1), 369-382.

Mancilla-Martinez, J., Hwang, J., **Oh, M.,** & Pokowitz, E. L. (2020). Patterns of development in Spanish-English conceptually-scored vocabulary among elementary-age dual language learners. *Journal of Speech, Language, and Hearing Research*, 63(9), 3084-3099.

Hwang, J., Mancilla-Martinez, J., McClain, J., **Oh, M.,** & Flores, I. (2020). Spanish-speaking English learners' English language and literacy skills: The predictive role of conceptually-scored vocabulary. *Applied Psycholinguistics*, 41(4), 1-24.

Mancilla-Martinez, J., Hwang, J., **Oh, M.,** & McClain, B. (2020). Early elementary grade dual language learners from Spanish-speaking homes struggling with English reading comprehension: The dormant role of language skills. *Journal of Educational Psychology*, 112(5), 880-894.

### **Manuscripts in Revise & Resubmit**

**Oh, M.,** & Mancilla-Martinez, J. (under review). Waived English Learners: The understudied intersection of English learner status and special education status.

Mancilla-Martinez, J., **Oh, M.,** Luk, G., & Rollins, A. (under review). Special education representation trends vary by language status: Evidence of underrepresentation in Tennessee

### **Manuscripts Under Review**

Oh, M., & Mancilla-Martinez, J. (under review). Heterogeneity of English Learners: Exploration of Academic Achievement by English Language Service Waiver Status.

Date: July 19, 2023

Contact Person and Email: Katy Challis, [katy.challis@schools.utah.gov](mailto:katy.challis@schools.utah.gov)

This data sharing agreement is for consideration during the August 2023 Law and Licensing Committee Meeting.

**Oh, M.**, & Mancilla-Martinez, J. (under review). Reclassification trends: Variability by English language support service waiver and special education status.

Mancilla-Martinez, J., **Oh, M.**, Zagata, E., & Wang, J. (under review). Representation of linguistically diverse students in gifted and talented services: 2009-2019 Tennessee trends.

Phillips Galloway, E., Mancilla-Martinez, J., **Oh, M.**, Dickinson, D., Ganske, K., & Carter-Stone, L. (under review). The dynamic role of working memory, word reading and vocabulary skills in the English reading comprehension of language minoritized learners.

## PRESENTATIONS

**Oh, M.**, & Mancilla-Martinez, J. (2023, Mar 23-25). *Waived English Learners: The Understudied Intersection of English Learner Status and Special Education Status*. [Poster]. Society for Research in Child Development Biennial Meeting, Salt Lake City, UT.

Palacios, N., Bohlmann, N., Bell, B., **Oh, M.**, & Yue, Y. (2023, Mar 23-25). *Do Dual Language Experiences Benefit the Academic and Literacy Outcomes of Spanish-speaking ELs?* [Symposium]. Society for Research in Child Development Biennial Meeting, Salt Lake City, UT.

Mancilla-Martinez, J., **Oh, M.**, Luk, G., & Rollins, A. (2023, Feb 1-3). Special education representation trends vary by language status: Evidence of underrepresentation in Tennessee. [Panel Discussion]. Pacific Coast Research Conference, Coronado, CA.

Luk, G., Mancilla-Martinez, J., **Oh, M.**, & Rollins, A. (2022, Apr 22-25). *Equitably Supporting the Academic Achievement of Multilingual Learners in the U.S.* [Symposium]. AERA Annual Meeting, San Diego, CA.

**Oh, M.** (2021, July 28). *Beyond the Monolingual Yardstick: Building an Asset-Driven View of U.S. Dual Language Learners*. The Developing Child: Speaker Series, University of California-Berkeley

Date: July 19, 2023

Contact Person and Email: Katy Challis, [katy.challis@schools.utah.gov](mailto:katy.challis@schools.utah.gov)

This data sharing agreement is for consideration during the August 2023 Law and Licensing Committee Meeting.

**Oh, M.,** Mancilla-Martinez, J., & Hwang, J. K. (2021, July 13-16). *Revisiting the Conceptualization of Traditional Reading Comprehension Contributors for Dual Language Learners in a New Immigrant Destination Context* [Paper Session]. Society for the Scientific Study of Reading, Virtual Conference.

**Oh, M.,** & Mancilla-Martinez, J. (2021, Apr 9-12). *Comparing Vocabulary Knowledge Conceptualizations Among Spanish-English Dual Language Learners in a New Destination State* [Paper Session]. American Educational Research Association, Virtual Conference.

McClain, J., **Oh, M.,** & Mancilla-Martinez, J. (2021, Apr 7-9). *"Teachers Get Feisty": Perspectives on Response to Intervention with English Learners in the American South* [Poster Session]. Society for Research on Child Development, Virtual Conference.

Buckley, L., **Oh, M.,** & Mancilla-Martinez, J. (2020, Dec 2- 5) *Preschool Spanish-English Dual Language Learners Leveraging Their Full Linguistic Repertoires* [Symposium]. LRA Annual Meeting, Houston, TX.

**Oh, M.,** Mancilla-Martinez, J., Hwang, J. & McClain, J. B. (2020, Apr 17 - 21) ***Conceptual and Total Vocabulary of Dual Language Learners: Score Comparison and Prediction of Reading Comprehension*** [Symposium]. AERA Annual Meeting, San Francisco, CA <http://tinyurl.com/vsdwj3o> (Conference Canceled)

Hwang, J., Mancilla-Martinez, J. & **Oh, M.** (2020, Apr 17 - 21) ***Patterns of Development in Spanish-English Receptive and Expressive Conceptually Scored Vocabulary Among Elementary-Age Dual Language Learners*** [Symposium]. AERA Annual Meeting, San Francisco, CA <http://tinyurl.com/uk8stt6> (Conference Canceled)

Hwang, J. K., Mancilla-Martinez, J., McClain, J. B., **Oh, M.** & Flores, I. (2020, Apr 17 - 21) ***Spanish-Speaking English Learners' English Language and Literacy Skills: The Predictive Role of Conceptually Scored***

Date: July 19, 2023

Contact Person and Email: Katy Challis, [katy.challis@schools.utah.gov](mailto:katy.challis@schools.utah.gov)

This data sharing agreement is for consideration during the August 2023 Law and Licensing Committee Meeting.

**Vocabulary** [Symposium]. AERA Annual Meeting, San Francisco, CA <http://tinyurl.com/yx832pzt> (Conference Canceled)

**Oh, M.,** & Stuckelman, Z. (2019, February). Using eBooks to promote adult-child talk: Adult perceptions of digital dialogic support. 2019 Literacy Research Conference, Murfreesboro, TN.

**Oh, M.,** Mancilla-Martinez, J, McClain, J. (2018, November). *Exploring and linking elementary teachers' vocabulary knowledge and instructional practices, bilingualism beliefs, and English learners' outcomes.* Literacy Research Association Conference, Indian Wells, CA.

McBride, A., & **Oh, M.** (2019, November). *It's all in the details: Understanding instructor evaluations of adolescent and adult summary and argumentative essay writing.* Literacy Research Association Conference, Tampa, FL.

Stuckelman, Z., & **Oh, M.** (2019, August). *Using eBooks to promote adult-child dialogic reading supports.* The School Speech-Language Pathology Conference, Nashville, TN.

Stuckelman, Z., & **Oh, M.** (2018, August). *Using built-in questions in an eBook to promote parent-child talk and early language learning.* The School Speech-Language Pathology Conference, Nashville, TN.

## **SELECTED RESEARCH PROJECT EXPERIENCE**

### **English Learners and Bilingualism: Examining Programs to**

Aug 2022 - Present

### **Improve Oral Proficiency and Achievement in Elementary School**

(Collaborators: Palacios, Bohlmann, Bell)

In partnership with the Utah State Board of Education, we explore differences in academic achievement among students identified as English learners (ELs) by language program type.

- Analyze the impact of program type on ELs' 5<sup>th</sup> grade English language arts and math outcomes using quantitative analytic methods

Date: July 19, 2023

Contact Person and Email: Katy Challis, [katy.challis@schools.utah.gov](mailto:katy.challis@schools.utah.gov)

This data sharing agreement is for consideration during the August 2023 Law and Licensing Committee Meeting.

- Lead writing of research paper on implications of dual language immersion program enrollment among ELs from Spanish-speaking homes

### **Equity in Virginia’s Public Education System:**

Aug 2022 - Present

#### **A Longitudinal Examination Spanning the COVID-19 Shutdown**

*(Collaborators: Miller, Schueler, Katz, Reynolds)*

In partnership with the Virginia Department of Education, we aim to investigate the impact of the COVID-19 school shutdown. We will analyze longitudinal patterns of student-level and teacher-level outcomes as well as district responses to school shutdown.

- Lead analysis of the impact of the COVID-19 school shutdown on English learners’ (ELs) English language proficiency growth
- Communicate findings with Virginia Department of Education partners
- Employ and conceptualize quasi-experimental approaches to meet study goals
- Lead writing of research paper centered on ELs’ academic outcomes before, during, and after the COVID-19 school shutdown

### **Investigating Special Education Representation and**

Aug 2019 - Present

#### **Racial Achievement Gaps Across the School Years, by Language Status**

*(Collaborators: Mancilla-Martinez, Luk, Rollins)*

In collaboration with the Tennessee Education Research Alliance, we aim to investigate special education (SPED) representation of students identified as English learners (ELs).

- Lead management, organization, and analysis of state-wide longitudinal datasets
- Analyze multilingual learners’ representation in special education services to identify potential disproportionality of English learners
- Report findings with Tennessee Department of Education partners
- Lead and collaborate on research briefs and papers

Date: July 19, 2023

Contact Person and Email: Katy Challis, [katy.challis@schools.utah.gov](mailto:katy.challis@schools.utah.gov)

This data sharing agreement is for consideration during the August 2023 Law and Licensing Committee Meeting.

## **Competency-Based Approaches to Child Health (COACH):**

Aug 2019 – Aug 2022

### **Literacy Intervention Team**

*(Collaborators: Heerman, Mancilla-Martinez, Van Wynn, Buckley, Wang)*

In this community-based randomized control trial, I collaborated on the literacy control group in which participants from Spanish-speaking homes received early childhood literacy development intervention and parent workshops for 12 weeks.

- Helped adapt the Puente de Cuentos curriculum to the community-based setting with local public libraries
- Led recruitment and training of language assessment examiners and interventionists
- Designed a 12-week parent workshop series to introduce parents to research-grounded language and literacy practices to support bilingual development

## **Conceptual Vocabulary Project**

2017 – May 2019

Aug

*(Collaborators: Mancilla-Martinez, McClain, Hwang)*

We investigated receptive and expressive conceptual vocabulary knowledge growth of Spanish-English dual language learners (grades K-4).

- Led data collection efforts across three partner schools each semester, for three years
- Recruited and trained data collectors in language assessment administration
- Oversaw data scoring, verification, and data entry procedures
- Led and collaborated on writing of papers

## **Research-Practitioner Partnership to Promote**

2017 – Spring 2019

Fall

### **Reading Comprehension Achievement**

*(Collaborators: Mancilla-Martinez, Phillips-Galloway, Dickinson, Ganske, McClain, Carter-Stone)*

Date: July 19, 2023

Contact Person and Email: Katy Challis, [katy.challis@schools.utah.gov](mailto:katy.challis@schools.utah.gov)

This data sharing agreement is for consideration during the August 2023 Law and Licensing Committee Meeting.

In this research-practice partnership with a local elementary school, we aimed to: (1) understand language and literacy skills of their students and (2) investigate a link between language skills and reading comprehension.

- Recruited, trained, and managed a team of data collectors (15-20 research assistants at each data collection period) in individual and group-based language assessments
- Liaised with school representatives to plan data collection schedule and assign research assistants for student assessments
- Oversaw data scoring, verification, and data entry procedures
- Wrote reports and published peer-reviewed articles

## TEACHING EXPERIENCE

**Teaching Fellow**, Vanderbilt University Aug  
2017 – Dec 2017

*Linguistics and Language Acquisition for English Learner Teachers*

**Faculty Supervisor:** Dr. Emily Phillips-Galloway

### **English Language Instructor**

Aug 2019 – Oct 2022

- *The Literacy Project, Cambridge Public Library System; Boston, MA. 2016 – 2017*
- *LIKE English Language Academy; Daegu, South Korea. 2016*
- *Latino Connections Program, Iglesia Nueva Vida; Macon, GA. 2013-2016.*

**English Language Arts Student Teacher**, Mercer University Aug  
2014 – May 2016

*Public middle/high schools in the Bibb County Public School System*

## SERVICE TO THE RESEARCH & EDUCATION COMMUNITY

**Research Affiliate**, Tennessee Education August 2019 – Present  
Research Alliance

**Panel Moderator**, Peabody Research Nov 2020 – Jan 2022  
Spotlight Series

Date: July 19, 2023

Contact Person and Email: Katy Challis, [katy.challis@schools.utah.gov](mailto:katy.challis@schools.utah.gov)

This data sharing agreement is for consideration during the August 2023 Law and Licensing Committee Meeting.



Vanderbilt University

**Conference Chair**, 2020 Second Language  
Research Forum  
Vanderbilt University

Aug 2019 – Oct 2022

**Web Manager**, Doctoral Student Association  
Vanderbilt University

Aug 2018 – May 2019

**Ad Hoc Reviewer for Peer-Reviewed  
Journals**

*Educational Researcher*

*Journal of Educational Psychology*

## PROFESSIONAL AFFILIATIONS

### Professional Affiliations

- American Educational Research Association (AERA)
- Literacy Research Association (LRA)
- Society for the Scientific Study of Reading (SSSR)
- Society for Research in Child Development (SRCD)

## LANGUAGE AND SKILLS

### Languages

- English
- Korean
- Spanish

### Software

- Quantitative: STATA, R, SAS, SPSS
- Qualitative: CLAN, MAXQDA, NVivo

Date: July 19, 2023

Contact Person and Email: Katy Challis, [katy.challis@schools.utah.gov](mailto:katy.challis@schools.utah.gov)

This data sharing agreement is for consideration during the August 2023 Law and Licensing Committee Meeting.

**ATTACHMENT C.2: Natalia Palacios, Ph.D.**

**NATALIA A. PALACIOS**

Bavaro Hall, Rm. 234-D  
434-924-7865  
417 Emmet Street South, P.O. Box 400265  
Charlottesville, VA 22904

Office:  
Email: nap5s@virginia.edu  
ORCID: 0000-0002-9755-8654

**ACADEMIC APPOINTMENTS**

---

2019 – Present     **Program Coordinator**, Educational Psychology & Applied Developmental Sciences  
2017 – Present     **Associate Professor with Tenure**  
2010 – 2017     **Assistant Professor**  
**School of Education and Human Development, University of Virginia**  
Program in Educational Psychology & Applied Developmental Sciences (EP-ADS)  
Department of Leadership, Foundations, & Policy

**AFFILIATIONS**

---

2017 – Present     **Faculty Affiliate**, Center for the Study of Race and Education in the South,  
2017 – 2019     **Faculty Affiliate**, Program in Language Education in Multilingual Contexts (LEMC)  
**School of Education and Human Development, University of Virginia**

**EDUCATION**

---

2003 – 2009     **Ph.D. in Human Development and Social Policy**  
School of Education and Social Policy, Northwestern University  
2007             **M.A. in Human Development and Social Policy**  
School of Education and Social Policy, Northwestern University

Date: July 19, 2023

Contact Person and Email: Katy Challis, katy.challis@schools.utah.gov

This data sharing agreement is for consideration during the August 2023 Law and Licensing Committee Meeting.

1997 – 2001    **B.A. with Honors in Psychology**, Brown University, 2001

**PUBLICATIONS: REFEREED JOURNAL ARTICLES**

---

Graduate Students are Underlined

PUBLISHED & IN PRESS (in chronological order)

1. Paulick, J., Kibler, A., & **Palacios, N.** (2023). Understanding literacies in Latinx families: Teachers using home visits to reimagine classroom practices. *The Reading Teacher*. [Early View] <https://doi.org/10.1002/trtr.2178>
2. Hill, T.Y., & **Palacios, N.** (2021). The influence of parental warmth and stress on reading through Approaches to Learning: Racial/ethnic variation. *Infant & Child Development*, 30(2), 1-21. <https://doi.org/10.1002/icd.2210>
3. **Palacios, N.**, & Bohlmann, N. (2020). Self-regulation mediates the associations between demographic characteristics and Latino children’s early achievement. *Journal of Applied Developmental Psychology*, 70, 1-16. <https://doi.org/10.1016/j.appdev.2020.101166>
4. Paulick, J., Quinn, A., Kibler, A., **Palacios, N.**, & Hill, T. (2020). Lesson for teachers: A wordless picturebook in the hands of one Mexican immigrant family. *TESOL Journal*, 11(3), 1-23. <https://doi.org/10.1002/tesj.513>
5. Kibler, A., Paulick, J., **Palacios, N.**, & Hill, T. (2020). Shared book reading and bilingual decoding in Latinx immigrant homes. *Journal of Literacy Research*, 52(2), 180-208. <https://journals.sagepub.com/doi/pdf/10.1177/1086296X20915511>  
Winner of the 2021 Arthur Applebee Award for Distinguished Research Article from *Literacy Research Association (LRA)*
6. Kibler, A., **Palacios, N.**, Paulick, J., & Hill, T. (2020). Languaging among Latinx siblings in immigrant homes: Implications for teaching literacy. *Theory into Practice. Special Issue: Equity in Teaching Academic Language*, 59, 42-52. <https://doi.org/10.1080/00405841.2019.1665409>

Date: July 19, 2023

Contact Person and Email: Katy Challis, [katy.challis@schools.utah.gov](mailto:katy.challis@schools.utah.gov)

This data sharing agreement is for consideration during the August 2023 Law and Licensing Committee Meeting.

7. Hill, T., & **Palacios, N.** (2020). Older sibling contribution to younger children's working memory and cognitive flexibility. *Social Development, 29*, 57-72. doi: 10.1111/sode.12400
8. Banse, H., **Palacios, N.**, & Martin, A. (2019). How do effective upper elementary teachers of English Learners show support? *Teachers College Record, 121(7)*, 1-42. <http://www.tcrecord.org/content.asp?contentid=22688>
9. Banse, H., & **Palacios, N.** (2018). Supportive classroom environments for Latino English language learners: Grit, ELL status, and the classroom context. *The Journal of Educational Research, 111*, 645-656.. doi: 10.1080/00220671.2017.1389682
10. Banse, H., Curby, T., **Palacios, N.**, & Rimm-Kaufman, S. (2018). How should fifth-grade mathematics teachers start the school year? Relations between teacher-student interactions and mathematics instruction over a school year. *Teachers College Record, 120(6)*, 1-36. <http://www.tcrecord.org/content.asp?contentid=22161>
11. **Palacios, N.** (2017). Why all teachers matter: The relationship between long-term teacher and classroom quality and children's reading achievement. *Journal of Research in Childhood Education, 31*, 178-198. doi: <http://dx.doi.org/10.1080/02568543.2016.1272509>
12. **Palacios, N.**, Kibler, A. K., & Simpson Baird, A. (2017). Childcare, language use, and vocabulary of second-generation Latino immigrant children growing up in a new immigrant enclave in the United States. *Early Child Development and Care, 187*, 690-706. doi: 10.1080/03004430.2016.1223074
13. Merritt, E., **Palacios, N.**, Banse, H., Rimm-Kaufman, S. & Leis, M., (2017). Teaching practices in grade 5 mathematics classrooms with high-achieving English learner student. *The Journal of Educational Research, 110*, 17-31. doi: 10.1080/00220671.2015.1034352
14. Banse, H., **Palacios, N.**, Merritt, E., & Rimm-Kaufman, S. (2017). Scaffolding English language learners' mathematical talk in the context of calendar math.

Date: July 19, 2023

Contact Person and Email: Katy Challis, [katy.challis@schools.utah.gov](mailto:katy.challis@schools.utah.gov)

This data sharing agreement is for consideration during the August 2023 Law and Licensing Committee Meeting.

*The Journal of Educational Research*, 110, 199-208. doi:  
<http://dx.doi.org/10.1080/00220671.2015.1075187>

15. Banse, H., **Palacios, N.**, Merritt, E., & Rimm-Kaufman, S. (2016). 5 strategies for scaffolding math discourse with ELLS. *Teaching Children Mathematics*, 23, 100-108. <http://www.jstor.org/stable/10.5951/teacchilmath.23.2.0100>  
Winner of the 2016-2017 Linking Research and Practice Outstanding Publication Award from *The National Council of Teachers of Mathematics*
16. **Palacios, N.**, Kibler, A. K., Yoder, M., Simpson Baird, A., & Bergey, R. (2016). Older sibling support of younger siblings' socio-emotional development: A multiple-case study of second-generation Mexican and Honduran children's initiative and co-construction. *Hispanic Journal of Behavioral Sciences*, 38, 395-419. doi: 10.1177/0739986316658865
17. Kibler, A., **Palacios, N.**, Simpson Baird, A., Bergey, R., & Yoder, M. (2016). Bilingual Latin@ children's exposure to language and literacy practices through older siblings in immigrant families. *Linguistics and Education*, 35, 63-77. doi: 10.1016/j.linged.2016.06.001
18. Maier, M., Bohlmann, N., & **Palacios, N.** (2016). Evidence for cross-language transfer among dual language preschoolers. *Early Childhood Research Quarterly*, 36, 49-63. doi:10.1016/j.ecresq.2015.11.006
19. **Palacios, N.**, & Kibler, A. (2016). Oral English language proficiency and reading mastery: The role of home language and school supports. *The Journal of Educational Research*, 109, 122-136.  
<http://dx.doi.org/10.1080/00220671.2014.927341>
20. Simpson Baird, A., **Palacios, N.**, & Kibler, A. (2016). The cognate and false cognate knowledge of emergent bi-literate Latino preschoolers. *Language Learning*, 66, 448-470. DOI: 10.1111/lang.12160
21. **Palacios, N.**, Kibler, A., Simpson Baird, A., Parr, A., & Bergey, R., (2015). An examination of language practices during mother-child play activities among

Date: July 19, 2023

Contact Person and Email: Katy Challis, [katy.challis@schools.utah.gov](mailto:katy.challis@schools.utah.gov)

This data sharing agreement is for consideration during the August 2023 Law and Licensing Committee Meeting.

Latino immigrant families. *International Multilingual Research Journal*, 9, 197-219. <http://dx.doi.org/10.1080/19313152.2015.1048543>

22. Bohlmann, N., Maier, M., & **Palacios, N.** (2015). Bidirectionality in vocabulary and self-regulation/compliance: Comparisons between monolingual and dual language learners in preschool. *Child Development*, 86, 1094-1111. doi: 10.1111/cdev.12375
23. Simpson, A., Kibler, A., & **Palacios, N.** (2015). 'Yo te estoy ayudando; estoy aprendiendo tambien/I am helping you; I am learning too': A bilingual family's community of practice. *Journal of Early Childhood Literacy*, 15, 147-176. doi: 10.1177/1468798414551949
24. Kibler, A., **Palacios, N.**, & Simpson, A. (2014). The influence of older siblings on language use among second-generation Latino preschoolers. *TESOL Quarterly*, 48, 164-175. doi: 10.1002/tesq.151
25. Kibler, A., Salerno, A., & **Palacios, N.** (2014). 'But before I go to my next step': A longitudinal study of adolescent English language learners' transitions in oral presentations. *TESOL Quarterly*, 48, 222-251. doi: 10.1002/tesq.96
26. D'Angelo, A. V., **Palacios, N.**, & Chase-Lansdale, P. L. (2012). Latino immigrant differences in father involvement with infants. *Fathering*, 10, 178-212.
27. **Palacios, N.**, Gutmannova, K., & Chase-Lansdale, P. L. (2008). Early reading achievement of children in immigrant families: Evidence from the ECLS-K. *Developmental Psychology*, 44, 1381-1395. . <http://dx.doi.org/10.1037/a0012863>
28. García Coll, C. T., Akiba, D. A., **Palacios, N.**, Bailey, B., Silver, R., DiMartino, L., & Chin, C. (2002). Parental involvement in children's education: Lessons from three immigrant groups. *Parenting: Science and Practice*, 2, 303-324. doi: 10.1207/S15327922PAR0203\_05

## **PUBLICATIONS:** CHAPTERS IN EDITED VOLUMES

---

Date: July 19, 2023

Contact Person and Email: Katy Challis, [katy.challis@schools.utah.gov](mailto:katy.challis@schools.utah.gov)

This data sharing agreement is for consideration during the August 2023 Law and Licensing Committee Meeting.

29. Paulick, J., **Palacios, N.**, & Kibler, A. (2023). Family-teacher partnerships to support culturally and linguistically marginalized children's successful transition to school. In *Research Anthology on Balancing Family-Teacher Partnerships for Student Success* (pp. 308-326). Hershey, PA: IGI Global. DOI: 10.4018/978-1-6684-7601-7.ch015. (Reprint from Paulick, J., **Palacios, N.**, & Kibler, A. (2020).
30. Paulick, J., **Palacios, N.**, & Kibler, A. (2020). Family-teacher partnerships to support culturally and linguistically marginalized children's successful transition to school. In S. Tatalović Vorkapić & J. Locasle-Crouch (Eds), *Supporting children's well-being during the early childhood transition to school* (pp. 303-321). Hershey, PA: IGI Global. DOI: 10.4018/978-1-7998-4435-8.ch014
31. Hill, T. Y., **Palacios, N.**, Lucas, M., Dugan, S., Kibler, A.K., & Paulick, J. (2020). Latinx siblings' social emotional support during shared reading. In M. Vasquez-Domingue & L. Cardozo-Gaibisso (Ed.), *Handbook of research advancing language equity practices within immigrant communities* (pp. 194-218). Hershey, PA: IGI Global. DOI: 10.4018/978-1-7998-3448-9.ch011
32. **Palacios, N.**, Kibler, A. K., & Simpson Baird, A. (2018). Childcare, language use, and vocabulary of second-generation Latino immigrant children. In O. N. Saracho (Ed.), *Research in Young Children's Literacy and Language Development: Language and Literacy for Different Populations* (pp. 392-408). New York: Routledge. (Reprint from Palacios, N., Kibler, A. K., & Simpson Baird, A., 2017).
33. **Palacios, N.** (2012). The development of an immigrant advantage in the early school trajectories of Latino preschoolers from low-income immigrant families: The role of language and context. In C. García Coll and A. Marks (Eds.), *Is Becoming an American a Developmental Risk?* Washington, DC: American Psychological Association (APA) Books.
34. Chase-Lansdale, P. L., Valdovinos D'Angelo, A., & **Palacios, N.** (2007). A multidisciplinary perspective on the development of young children in immigrant families. In J. E. Lansford, K. Deater-Deckard, & M. H. Bornstein (Eds.), *Immigrant Families in Contemporary Society* (pp. 137-156). New York: Guilford Press.

Date: July 19, 2023

Contact Person and Email: Katy Challis, [katy.challis@schools.utah.gov](mailto:katy.challis@schools.utah.gov)

This data sharing agreement is for consideration during the August 2023 Law and Licensing Committee Meeting.

35. García Coll, C.T., Szalacha, L. A. & **Palacios, N.** (2005). Children of Dominican, Portuguese and Cambodian immigrant families: Academic attitudes and pathways during middle childhood. In C.R. Cooper, C. T. García Coll, W. T. Bartko, H. Davis, & C. Chatman (Eds.), *Developmental Pathways through Middle Childhood: Rethinking Contexts and Diversity as Resources* (pp. 207-233). Mahwah, NJ: Lawrence Erlbaum.

## **PUBLICATIONS: REPORTS**

---

- Cabrera, N. J. & **The SRCD Ethnic and Racial Issues Committee\***. (2013). Positive development of minority children. *Social Policy Report, 27(2)*, 1-22.  
\*At the time the article was written, I was a member of the Ethnic and Racial Issues Committee

## **GRANTS**

---

### FUNDED

- Co-PI (2021- 2025). *The University of Virginia Post-Doctoral Education Science Training Program on English Learners (EL-VEST)*. Institute for Education Sciences (Rimm-Kaufman, S., PI; Pianta, R., Co-PI), \$783,998.
- Co-I (2019 - 2024). Examining the Efficacy of RULER on School Climate, Teacher Well-being, Classroom Climate, and Student Outcomes. Summary: To evaluate the effectiveness of RULER, a school-wide emotion-focused intervention designed to provide opportunities for teacher and students to enhance socio-emotional skills. Institute for Education Science (IES; J. Downer, PI), \$3,299,999.
- Co-PI (1/2012 - 1/2013). *The Literacy and Language Practices of Latino Families of Preschool Age Children in the New Latino Diaspora: An Ethnographic Exploration*. Summary: An ethnographic project to explore the literacy and language

Date: July 19, 2023

Contact Person and Email: Katy Challis, [katy.challis@schools.utah.gov](mailto:katy.challis@schools.utah.gov)

This data sharing agreement is for consideration during the August 2023 Law and Licensing Committee Meeting.



practices of a subsample of Latino children and families using observational methods. Spencer Foundation Award (A. Kibler, Co-PI), \$39,589.

PI (1/2011 – 5/2011). *Technology for the Latino Family Study (LFS)*. Summary: Funds to purchase iPads and hire programmer used for data collection during Phase 1 of the Latino Family Study. Excellence in Diversity Fellowship Funding, University of Virginia, \$1000.

#### UNFUNDED

Co-PI (2021-2025). *Improving Students' Executive Function and Mathematics by Scaffolding Teachers' Interactions and Instruction with the STEP-EM Intervention* (Whittaker, J., PI).

PI (2021-2023). *Does Dual Language Immersion Improve Student Achievement among Utah Elementary Students?* Spencer Foundation (N. Bohlmann, Co-PI), \$60,000.

PI (2021-2023). *Exploring Dual Language Immersion as a Mechanism to Improve Long-Term Outcomes for English Learners*. William T. Grant Foundation (N. Bohlmann, Co-PI), \$260,000.

PI (2020-2022). *English Learners in Utah Public Schools: Which Programs Improve Oral Proficiency and Achievement in Elementary School?* Institute for Education Sciences (N. Bohlmann, Co-PI), \$404,121.

Co-PI (2018-2020). *Moving from Hogar to Enseñanza: Developing Culturally Sustaining Pedagogy through Home Visiting and Curriculum Development*. Spencer Foundation (PI: J. Paulick). \$50,000.

PI (2018-2021). *Supporting Elementary Teachers to Engage in Culturally Sustaining Pedagogy through Home Visiting and Curriculum Development*. Spencer Foundation (co-PIs: A. Kibler, J. Paulick), \$600,000.

PI (2018-2021). *Investigating Dual Language Immersion Program as Key Tool for Reducing Achievement Gaps Between EL and non-EL Students*. William T. Grant Foundation (co-PI: N. Bohlmann), \$650,000.

Date: July 19, 2023

Contact Person and Email: Katy Challis, [katy.challis@schools.utah.gov](mailto:katy.challis@schools.utah.gov)

This data sharing agreement is for consideration during the August 2023 Law and Licensing Committee Meeting.

PI (2015-2017). *The Language of Mathematics Instruction in Classrooms with English Language Learners*. Summary: Using qualitative methods, the study identifies characteristics of teaching practices associated with the academic success of ELLs in fourth grade. Spencer Foundation (co-PI: S. Rimm-Kaufman), \$49,999.

PI (2016-2019). *Classroom Practices during the Transition to School for DLL Students*. Summary: Uses secondary data analysis to describe the nature and impacts of classroom practices (i.e., both instructional practices and content of instruction) experienced by dual language learners (DLLs) in kindergarten and first grade. Foundation for Child Development, \$180,000.

PI (2015-2018). *Latino Immigrant School Readiness: Does Teacher Instruction Align with the Needs of English Language Learners?* Summary: The aim is to identify similarities and differences in the language experienced by English language learners across the home and school context, and to elucidate points for intervention. Foundation for Child Development, \$149,982.

PI (2013-2014). *Teacher Quality and Classroom Context: Examining Differences Between ELLs and Non-ELLs' Learning Environments*. Summary: Utilize the Measures of Effective Teaching (MET) dataset, the study analyzes the teacher quality and learning environments of English language learners (ELLs). National Academy of Education & The University of Michigan, \$25,000.

PI (2011-2012). *Immigrant Children's Language and Literacy: Role of Siblings and Family Routines*. Summary: Using a mixed methods approach with longitudinal data from multiple sources focused on elementary, middle-, and high-school aged youth, the study examines how Latino children's oral language develops as they engage with academic institutions. National Institute of Health R03 (co-PIs: A. Kibler & L. Dorner), \$89,556.

## **PRESENTATIONS**

---

\*Graduate Student

### INVITED PRESENTATIONS

**Palacios, N.,** Paulick, J., Kibler, A., & Lucas, M. (October, 2021). Engaging families through home visiting: A culturally informed approach. Invited talk presented

Date: July 19, 2023

Contact Person and Email: Katy Challis, [katy.challis@schools.utah.gov](mailto:katy.challis@schools.utah.gov)

This data sharing agreement is for consideration during the August 2023 Law and Licensing Committee Meeting.

at the Applied Developmental Psychology Program 2021 Fall Colloquia Series, at George Mason University, Fairfax, VA, October 13, 2021.

**Palacios, N.** (April, 2021). Pushing the boundaries: A Conversation on the future of anti-bias research and practice in education. Convener and moderator, The Race & Education Lecture Series, Center for Race and Public Education in the South, University of Virginia, Charlottesville, April 21, 2021. [<https://youtu.be/yqe5zf7DCn8>]

**Palacios, N.** (October, 2019). Home visiting for teachers and families in dual language program: Fostering Open Dialogue. Invited talk presented at the Community Psychology Lecture Series, at the University of Virginia, Charlottesville, October 21, 2019.

**Palacios, N.** (2018). Commentary on inaugural lecture delivered by Joanna Lee Williams—The Transformative power of diversity in education is enormous: Challenges and opportunities in the 21<sup>st</sup> century. Society for Research in Child Development Inaugural Lecture on Child Development in a Diverse Majority, University of Virginia, Charlottesville, VA, July 17, 2018. [<https://vimeo.com/283855892>]

**Palacios, N., & Bohlmann, N.** (2018). Do cognitive flexibility, working memory, and behavioral regulation help us understand the achievement of Latino children? Invited paper presented at the Second Bilingual Research Conference, Children's Learning Institute, University of Texas Houston, Houston, TX, May 10-11, 2018.

**Palacios, N.** (September, 2016). Latino Family Study: key interaction between focal children and mothers and siblings. Invited talk presented at the Community Psychology Brown Bag, at the University of Virginia, Charlottesville, September 20, 2016.

**Palacios, N., Kibler, A., Simpson Baird, A., Parr, A., & Bergey, R.** (April, 2014). A qualitative examination of language practices during mother-child play activities among Latino immigrant families. Invited paper presented at the

Date: July 19, 2023

Contact Person and Email: Katy Challis, [katy.challis@schools.utah.gov](mailto:katy.challis@schools.utah.gov)

This data sharing agreement is for consideration during the August 2023 Law and Licensing Committee Meeting.

Applied Developmental Program Spring Colloquia Series, George Mason University, Fairfax, VA, April 9, 2014.

**Palacios, N.** & Kibler, A. (May, 2013). The language use of second-generation Latino preschoolers with mothers and older siblings. Invited poster presented at the Inaugural Bilingual Research Conference, Children's Learning Institute, The University of Texas—Houston, Houston, TX, May 16-17, 2013.

**Palacios, N., &** Kibler, A. (October, 2011). Language development of linguistically diverse children. Invited talk presented at the pre-conference workshop organized by the Virginia Dept. of Behavioral Health and Developmental Services and VCU's Partnership for People with Disabilities, Building bridges: Diagnosis and treatment of developmental disabilities in racially, culturally, and linguistically diverse communities, Richmond, VA, October 20.

**Palacios, N.** (September, 2011). Culture, language, and schools: Studying the language development of Latino immigrant children and families. Invited talk presented at the Community Psychology Brown Bag, at the University of Virginia, Charlottesville, September 6.

**Palacios, N.** (August, 2011). Culture and language: Understanding the transition to school among Latino immigrant children and families. Invited paper presented at the symposium, Developmental Issues in Immigration, at the annual convention of the American Psychological Association, Washington, DC, August 4-7.

**Palacios, N., &** Kibler, A. (April, 2011). Dual language learners: Early childhood and the transition to school. Invited talk presented at the Creciendo Juntos Workshop on Early Childhood and Language Development, Charlottesville, VA, April 14.

**Palacios, N.** (March, 2009). Low-income Latino preschoolers: Immigrant differences at school entry. Invited paper presented at the conference on The Immigrant Paradox in Education and Behavior: Is Becoming American a Developmental Risk?, at the Center for the Study of Human Development, Brown University, Providence, RI, March 6 -7.

Date: July 19, 2023

Contact Person and Email: Katy Challis, [katy.challis@schools.utah.gov](mailto:katy.challis@schools.utah.gov)

This data sharing agreement is for consideration during the August 2023 Law and Licensing Committee Meeting.

Chase-Lansdale, P. L., Valdovinos D'Angelo, A., & **Palacios, N.** (May, 2006). A multidisciplinary perspective on the development of young children in Mexican American immigrant families. Invited paper presented at the conference on Immigrant Families in America, at the Center for Child and Family Policy, Duke University, Raleigh, NC, May 19-20.

García Coll, C. T. & **Palacios, N.** (April, 2003). Culture as an explanatory construct in the development of children of color. Invited Symposium presented at the Society for Research in Child Development, Tampa, FL, April 24-27.

#### PEER-REVIEWED PRESENTATIONS

**Palacios, N.**, Bohlmann, N., Bell, B., Oh, M., & Yitong, Y. (2023, March 23-25). A propensity matched comparison of early literacy outcomes for elementary-age ELs in different language programs. Symposium to be presented at the symposium, Do Dual Language Experiences Benefit the Academic and Literacy Outcomes of Spanish-Speaking ELs? at the biennial meeting of the Society for Research in Child Development, Salt Lake City, UT, March 23-25, 2023.

Lucas, M., **Palacios, N.**, & Bell, B. A. (2022, September 21-24). *The effect of English Learner status on teachers' perceptions of student social skill development.* Poster to be presented at the Society for Research in Educational Effectiveness (SREE) Conference, Arlington, VA.

**Palacios, N.** (2022, May 2-4). Discussant for paper symposium. Symposium, Innovative program and policies to promote the well-being of economically disadvantaged immigrant children and parents), presented at the Society for Research in Child Development (SRCD) Special Topics Meeting, Rio Grande, Puerto Rico.

Lucas, M., Quinn, A., Paulick, J., **Palacios, N.**, & Kibler, A. (2022, May 2-4). Teachers and Families in Two-Way Immersion Programs: Discussing Language and Literacy Development. Flash talk presented at the Society for Research in Child Development (SRCD) Special Topics Meeting, Rio Grande, Puerto Rico.

Date: July 19, 2023

Contact Person and Email: Katy Challis, [katy.challis@schools.utah.gov](mailto:katy.challis@schools.utah.gov)

This data sharing agreement is for consideration during the August 2023 Law and Licensing Committee Meeting.

Lucas, M. & **Palacios, N.** (2022, May 2-4). From struggling to thriving: Teachers' perceptions of school climate profiles & Latinx student-teacher relationship quality. Poster presented at the Society for Research in Child Development (SRCD) Special Topics Meeting, Rio Grande, Puerto Rico.

Lucas, M. & **Palacios, N.** (2022, April 21-26). *Profiles of Teachers' Perceptions of School Climate in Elementary School among Teachers serving Latinx Students*. Paper presented during Student and Educator School Climate Perceptions: Dynamics and Correlates, at the American Education Research Association (AERA) Annual Meeting.

Lucas, M., Palacios, N., Quinn, A., Paulick, J., & Kibler, A. (2021, April 9-12). *Parent-teacher communication about bilingualism and biliteracy during home visits*. Roundtable presented during Parent Voices in Multilingual Contexts, at the American Education Research Association (AERA) Annual Meeting, Virtual Conference.

Paulick, J., Palacios, N., & Kibler, A., Hill, T. Y., & Lucas, M. (2021, April 9-12). *Asset-framed teacher home visits: Supporting equity-oriented partnerships with diverse families*. Paper presented during Engaging Culturally and Linguistically Diverse Families, at the American Education Research Association (AERA) Annual Meeting, Virtual Conference.

Hill, T. Y., **Palacios, N.**, Lucas, M., Dugan, S., Kibler, A.K., & Paulick, J. (May, 2020). *"Like pink panther-but it's black": Older sibling warmth and responsiveness supporting social emotional skills during reading*. Poster presented at the Society for Research in Child Development (SRCD) Special Topics Meeting, Rio Grande, Puerto Rico, May 4-6, 2020.

Paulick, J., **Palacios, N.**, Kibler, A., Hill, T.Y. & Lucas, M. (April, 2020). Developing home visiting skills to support equity-oriented collaboration with linguistically diverse families. Paper presented in Roundtable, *Foregrounding Silenced Voices: Understanding and Supporting Schools' and Teachers' Engagement with Linguistically Marginalized Families*, at the AERA 2020 Annual Meeting, San Francisco, CA.

Date: July 19, 2023

Contact Person and Email: Katy Challis, [katy.challis@schools.utah.gov](mailto:katy.challis@schools.utah.gov)

This data sharing agreement is for consideration during the August 2023 Law and Licensing Committee Meeting.

Hill, T.Y. & **Palacios, N.** (February, 2020). The influence of parental warmth and stress on reading achievement through Approaches to Learning: Variation by race/ethnicity. Poster presented at the 2020 Society for Personality and Social Psychology Convention Parenting and Family Dynamics Preconference, New Orleans, LA.

Paulick, J., Quinn, A., Kibler, A., **Palacios, N.**, Hill, T.Y. (November, 2019). What a multilingual family can teach researchers and teachers about engaging with wordless picturebooks. Presented at the annual convention of the Literacy Research Association, Tampa, FL.

Hill, T. & **Palacios, N.** (March, 2019). Family socialization in Black and White families in relation to the development of self-regulation. Paper presented at the symposium, Socialization of Cognitive and Socioemotional Development Across Cultures (chaired by Hill & **Palacios**), at the biennial meeting of the Society for Research in Child Development, Baltimore, MD, March 21-23, 2019.

Hill, T. & **Palacios, N.** (March, 2019). Familial supports and parental investments: Supporting Latino children's self-regulation development. Paper presented at the symposium at the biennial meeting of the Society for Research in Child Development, Baltimore, MD, March 21-23, 2019.

Bohlmann, N. L., & **Palacios, N.** (March, 2019). An ecological perspective on Latino children's early elementary science achievement. Poster presented at the biennial meeting of the Society for Research in Child Development, Baltimore, MD, March 21-23, 2019.

Hill, T., & **Palacios, N.** (June, 2018). Proximal older siblings: Potential resources for developing kindergarten working memory and cognitive flexibility of younger siblings. Poster presented at the National Research Conference on Early Childhood, Arlington, VA, June 25-27, 2018.

Hill, T.Y. & **Palacios, N.** (April, 2018). Establishing the association between older siblings and younger children's working memory and cognitive flexibility in

Date: July 19, 2023

Contact Person and Email: Katy Challis, [katy.challis@schools.utah.gov](mailto:katy.challis@schools.utah.gov)

This data sharing agreement is for consideration during the August 2023 Law and Licensing Committee Meeting.

kindergarten. Poster presented at the AERA 2018 Annual Meeting, New York, NY.

Kibler, A., **Palacios, N.**, Paulick, J., & Hill, T. (April, 2018). Languaging with Siblings: Dynamic Apprenticeships Into and Beyond School-valued Practices in Mexican and Honduran Immigrant Homes. Paper presented at the American Education Research Association Annual Meeting, New York, NY, April 13-17, 2018.

Banse, H. & **Palacios, N.** (April, 2017). How do effective teachers of Latino ELLs show support? Paper presented at the symposium, Bilingual Education Program, Policies and Practices, at the American Education Research Association Annual Meeting, San Antonio, TX, April 27-May 1.

**Palacios, N.**, & Bohlmann, N. (April, 2017). The mediating role of self-regulation: Latino children's home-language, parental foreign-born status, and early achievement. Paper presented at the symposium, The School Readiness of Latino Children: Importance of Self-Regulation for Early Achievement (chaired by Bohlmann & **Palacios**), at the biennial meeting of the Society for Research in Child Development, Austin, TX, April 6-8, 2017.

Banse, H. & **Palacios, N.** (April, 2017). Supportive classrooms for Hispanic English language learners: Gritty ELLs benefit from teacher's care and control. Poster presented at the biennial meeting of the Society for Research in Child Development, Austin, TX, April 6-8, 2017.

Banse, H. & **Palacios, N.** (February, 2016). Supportive Classroom Environments for Hispanic ELLs: Gritty ELLs Benefit from Care and Control. Looking Back & Looking Forward conference: 20<sup>th</sup> Anniversary of the Garcia Coll and Colleagues' Integrative Model for the Study of Developmental Competencies in Minority Children, Tempe, AZ, February 4-5, 2016.

**Palacios, N.**, Kibler, A., Simpson Baird, A., Parr, A., & Bergey, R. (April, 2015). An examination of language practices during mother-child play activities among Mexican Immigrant families. Roundtable presentation at the American Education Research Association Annual Meeting, Chicago, IL, April 16-20, 2015.

Date: July 19, 2023

Contact Person and Email: Katy Challis, [katy.challis@schools.utah.gov](mailto:katy.challis@schools.utah.gov)

This data sharing agreement is for consideration during the August 2023 Law and Licensing Committee Meeting.



Kibler, A., **Palacios, N.**, Simpson-Baird, A., & Bergey, R. (April, 2015). Latino children's exposure to school practices through older siblings in immigrant families. Roundtable presentation at the American Education Research Association Annual Meeting, Chicago, IL, April 16-20, 2015.

Banse, H., Curby, T., **Palacios, N.**, & Rimm-Kaufman, S. (March, 2015). The longitudinal relations between domain-neutral and domain-specific instructional practices in fifth-grade mathematics classrooms. Poster presentation at the biennial meeting of the Society for Research in Child Development, Philadelphia, PA, March 19-21, 2015.

Simpson, A., **Palacios, N.**, & Kibler, A. (Dec. 2014). Preschool dual language learners' English-Spanish cognate knowledge. Paper presented at Literacy Research Association's 64<sup>th</sup> Annual Conference, Marco Island, FL, December 3-6, 2014.

Bohlmann, N., Maier, M., & **Palacios, N.** (July, 2014). Bidirectionality in self-regulation and expressive vocabulary: Comparisons between monolingual and dual language learners in preschool. Poster presented at Head Start's 12<sup>th</sup> National Research Conference on Early Childhood, Washington, DC, July 7-9, 2014.

Kibler, A., **Palacios, N.**, & Simpson Baird, A. (2014). The influence of older siblings on language use among second-generation Latino preschoolers. Roundtable presentation at the American Education Research Association Annual Meeting, Philadelphia, PA, April 3-7, 2014.

Simpson Baird, A., **Palacios, N.**, & Kibler, A. (2014). Preschool dual language learners' English-Spanish cognate knowledge and vocabulary development. Poster presentation at the Doctoral Student Forum at the Teachers of English to Speakers of Other Languages International Convention & English Language Expo, Portland, OR, March 26-29, 2014.

Simpson Baird, A., Kibler, A., & **Palacios, N.** (March, 2014). 'Yo te estoy ayudando; estoy aprendiendo tambien/I am helping you; I am learning too': A bilingual family's community of practice. Paper to be presented at a round table at the

Date: July 19, 2023

Contact Person and Email: Katy Challis, [katy.challis@schools.utah.gov](mailto:katy.challis@schools.utah.gov)

This data sharing agreement is for consideration during the August 2023 Law and Licensing Committee Meeting.

annual conference of the American Association for Applied Linguistics, Portland, OR, March 22-25, 2014.

Merritt, E., **Palacios, N.**, & Rimm-Kaufman, S. (May, 2013). Examining effective mathematics teaching practices for fifth grade English learners. Paper presented at a symposium at the annual convention of the American Educational Research Association, San Francisco, CA, April 27-May 1, 2013.

Simpson, A., **Palacios, N.**, & Kibler, A. (April, 2013). Language use among low-income immigrant families with young children. Paper presented as a symposium at the annual convention of the American Educational Research Association, San Francisco, CA, April 27-May 1, 2013.

**Palacios, N.**, Kibler, A., & Simpson, A. (April, 2013). Language use of second generation immigrant children: The role of childcare context. Paper presented at the symposium at the biennial meeting of the Society for Research in Child Development, Seattle, WA, April 18- 20, 2013.

Maier, M., Bohlmann, N., & **Palacios, N.** (April, 2013). Cross-linguistic transfer in the development of preschoolers' receptive and expressive vocabulary. Paper presented at the symposium, Language Development Among Low-Income Language Minority Preschoolers (chaired by **Palacios**), at the biennial meeting of the Society for Research in Child Development, Seattle, WA, April 18- 20, 2013.

Bohlmann, N., Maier, M., & **Palacios, N.** (April, 2013). Bi-directionality in self-regulation and expressive vocabulary: Comparisons between monolingual and DLLs in preschool. Paper presented at the symposium, Language Development Among Low-Income Language Minority Preschoolers (chaired by **Palacios**), at the biennial meeting of the Society for Research in Child Development, Seattle, WA, April 18- 20, 2013.

Simpson, A., **Palacios, N.**, & Kibler, A. (March, 2013). Immigrant children's language and literacy practices: The role of family routines. Paper presented at a symposium at the annual convention of the TESOL International Convention, Dallas, TX, March 20-23.

Date: July 19, 2023

Contact Person and Email: Katy Challis, [katy.challis@schools.utah.gov](mailto:katy.challis@schools.utah.gov)

This data sharing agreement is for consideration during the August 2023 Law and Licensing Committee Meeting.

**Palacios, N.** (August, 2012). Immigration, child development and early education in the twenty-first century. Paper presented at the symposium, New Direction in Ethnic Minority Research, at the annual convention of the American Psychological Association, Orlando, FL, August 3.

**Palacios, N.,** & Kibler, A. (February, 2012). Family routines and languages practices: Findings from a new immigrant study of Latino preschoolers. Paper presented at the symposium, Bilingual Language Development (chaired by **Palacios**), at the Society for Research in Child Development Themed Meeting on Positive Development of Minority Youth, Tampa, February 9-11.

**Palacios, N.** (May, 2011). The long-term influence of teacher quality on reading outcomes throughout elementary schools. Poster presented at the annual meeting of the Association for Psychological Science, Washington D.C., May 26-29.

**Palacios, N.** (April, 2011). Development of oral English language proficiency and reading mastery: The role of home language use and school supports. Paper presented at the symposium, The achievement of English language learners: Contextual influences during the transition to elementary school (symposium organized and chaired by **Palacios**), at the biennial meeting of the Society for Research in Child Development, Quebec, Canada, March 31-April 2.

**Palacios, N.** (April, 2009). Why all teachers matter: The cumulative influence of teacher quality on children's reading achievement. Paper presented at the symposium, Classroom quality and the early development of at-risk children (symposium organized and chaired by **Palacios**), at the biennial meeting of the Society for Research in Child Development, Denver, CO, April 1-4.

**Palacios, N.** (May, 2008). Development of English language proficiency and reading mastery: Home and school context. Poster presented at the annual meeting of the Association for Psychological Science, Chicago, IL, May 22-25.

Date: July 19, 2023

Contact Person and Email: Katy Challis, [katy.challis@schools.utah.gov](mailto:katy.challis@schools.utah.gov)

This data sharing agreement is for consideration during the August 2023 Law and Licensing Committee Meeting.

**Palacios, N.**, Guttmannova, K., & Chase-Lansdale, P. L. (March, 2007). Early reading achievement of children in immigrant families: Evidence from the ECLS-K. Paper presented in the symposium, The development of young children in immigrant families, at the biennial meeting of the Society for Research in Child Development, Boston, MA, March 28-April 1.

Guttmannova, K., **Palacios, N.**, Valdovinos D'Angelo, A., & Chase-Lansdale, P. L. (March, 2007). School success among low-income, urban youths from immigrant and non-immigrant families. Paper presented in the symposium, The role of immigration in the academic success of adolescents and young adults, at the biennial meeting of the Society for Research in Child Development, Boston, MA, March 28-April 1.

**Palacios, N.**, Guttmannova, K., & Chase-Lansdale, P. L. (June, 2006). Immigrant differences in early reading achievement: Evidence from the ECLS-K. Poster presented at the Institute for Education Sciences Research Conference, Washington D.C., June 14-16.

Bachman, H. J., **Palacios, N.**, & Chase-Lansdale, P. L. (April, 2006). Family and child strengths that promote early reading and math proficiency. Paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA, April 7-11.

Bachman, H. J., **Palacios, N.**, & Chase-Lansdale, P. L. (March, 2006). Family and child strengths that promote early reading and math proficiency in low-income minority preschoolers. Poster presented at the annual meeting of the Population Association of America, Los Angeles, CA, March 30-April 1.

Akiba, D.A., Dimartino, L., **Palacios, N.**, & Rodriguez, S. (April, 2001). Children from immigrant families: Multiplicity of identities. Symposium presented at the Society for Research in Child Development, Minneapolis, MN, April 19-22.

#### OTHER PRESENTATIONS

**Palacios, N.** (May, 2022). Featured speaker on panel discussing Dr. Cynthia Garcia Coll: Frameworks, Perspectives, & Relevance for Today, webinar coordinated

Date: July 19, 2023

Contact Person and Email: Katy Challis, [katy.challis@schools.utah.gov](mailto:katy.challis@schools.utah.gov)

This data sharing agreement is for consideration during the August 2023 Law and Licensing Committee Meeting.

by the Foundation for Child Development Scholars of Color Series.

Ochs, E. (April, 2017). Ethical blindspots in ethnographic and developmental approaches to the language gap debate. Invited Address on interdisciplinary research (chaired by **Palacios**), at the Society for Research in Child Development, Baltimore, MD, March 21-23.

Hill, T., & **Palacios, N.** (Nov, 2017). "Little" big sisters promoting the working memory and cognitive flexibility of younger siblings. Paper presented at the Diversifying Scholarship Conference, University of Virginia.

**Palacios, N.** (June, 2017). English language learners in the classroom. Symposium on High Quality Early Childhood Education, Early Education Task Force of Charlottesville-Albemarle, Charlottesville, VA, June 14, 2017.

Blair, C. (April, 2017). The development of self-regulation in early childhood: An applied psychobiological model. Invited Address on Poverty, Inequality, and Developmental Science (chaired by **Palacios**), at the Society for Research in Child Development, Austin, TX, April 6-8, 2017.

**Palacios N.** & Banse, H. (May, 2015). Does grit mediate mathematics achievement for English language learners? Poster presentation at the IES Social Policy and Research on Cognition and Mathematics Education Conference, UC-Berkeley, May 29-30, 2015.

Banse, H., Curby, T., **Palacios, N.**, & Rimm-Kaufman, S. (March, 2015). The complexity of teaching fifth-grade mathematics: Longitudinal relations between teacher-student interactions and mathematics instruction. Paper presentation at the Curry Research Conference (CRC), University of Virginia, Charlottesville, VA, March, 27, 2015.

Simpson, A., **Palacios, N.**, & Kibler, A. (February, 2014). Preschool dual language learners' English-Spanish cognate knowledge and vocabulary development. Paper to be presented at the Curry Research Conference (CRC), University of Virginia, Charlottesville, VA, February, 14, 2014.

Banse, H., **Palacios, N.**, Merritt, E., Leis, M. & Rimm-Kaufman, S. (February 2014). Discourse efforts: Incorporating conversation in Calendar Math for ELL

Date: July 19, 2023

Contact Person and Email: Katy Challis, [katy.challis@schools.utah.gov](mailto:katy.challis@schools.utah.gov)

This data sharing agreement is for consideration during the August 2023 Law and Licensing Committee Meeting.

students. Poster to be presented at the Curry Research Conference (CRC), University of Virginia, Charlottesville, VA, February, 14, 2014.

Palacios, N., **Kibler, A.**, & Simpson, A. "(October, 2012). Video analysis of literacy and language practices in Latino families with preschool age children." Presentation at *CASTL Works In Progress Meeting*, October 26, 2012.

García Coll, C. T., Modell, J., Bailey, B., Akiba, D. A., Chin, C., Silver, R., **Palacios, N.**, Dimartino, L., & Lemos, T. (November, 2001). Parental involvement in children's education: Lessons from three immigrant groups. Presentation presented at the Yale University Bush Center in Child Development and Social Policy, New Haven, CT.

## **TEACHING: Courses Taught**

---

### **Immigrant Youth and Families (EDLF 3610)**

Undergraduate Course; Department of Educational Leadership, Foundations, and Policy

Curry School of Education, University of Virginia,  
Spring 2017, 2018, 2019, 2020, 2021, 2022, 2023

### **Child Development (EDLF 7200)**

Graduate Course; Department of Educational Leadership, Foundations, and Policy  
Curry School of Education, University of Virginia,  
Spring 2016, 2018, 2020, 2022

### **Educational Psychology (EDLF 7150)**

Graduate Course; Department of Educational Leadership, Foundations, and Policy  
Curry School of Education, University of Virginia,  
Fall 2012, 2013, 2014, 2015, 2016, 2017, 2018, 2019, 2020, 2021, 2022

Date: July 19, 2023

Contact Person and Email: Katy Challis, [katy.challis@schools.utah.gov](mailto:katy.challis@schools.utah.gov)

This data sharing agreement is for consideration during the August 2023 Law and Licensing Committee Meeting.

### **Introduction to Educational Psychology (EDLF 3160)**

Undergraduate Course; Department of Educational Leadership, Foundations, and Policy

Curry School of Education, University of Virginia

Fall 2010, 2011, 2012, 2013, 2016, 2017, 2018, 2019; Spring 2011, 2012, 2013, 2015

### **Child Growth and Development (EDLF 3150)**

Undergraduate Course; Department of Educational Leadership, Foundations, and Policy

Curry School of Education, University of Virginia,

Spring 2012\*, 2013\*, 2015, 2016, 2017, 2019, 2020, 2021, 2023

\*Co-taught with Dr. Joanna Williams in 2012 & 2013

## **PROFESSIONAL SERVICE: National**

---

### **Service to Journals**

2022 – Present Consulting Editor, Editorial Board, *Child Development*

2021 – Present Consulting Editor, Editorial Board, *Cultural Diversity & Ethnic Minority Psychology*

2017 – 2019 Associate Editor, Monograph Matters, *Monographs of the Society for Research in Child Development*

2014 – 2021 Editorial Board, AERA Open

2017, 2015 Action/Article Editor, SAGE Open

2008 – Present Ad Hoc Reviewer (in alphabetical order)

*Applied Psycholinguistics; Assessment for Effective Intervention; Child Development; Child Development Perspectives; Cultural Diversity & Ethnic Minority Psychology; Developmental Psychology; Early Childhood Research Quarterly; Exceptionality; Journal of Applied Developmental Psychology; Journal of Early Childhood Teacher Education; Journal of Latinos and Education; Learning and Individual Differences; Merrill-Palmer Quarterly; Parenting: Science & Practice*

Date: July 19, 2023

Contact Person and Email: Katy Challis, [katy.challis@schools.utah.gov](mailto:katy.challis@schools.utah.gov)

This data sharing agreement is for consideration during the August 2023 Law and Licensing Committee Meeting.

### **Conference Reviewer**

American Educational Research Association, Annual Meeting  
2017, 2016, Second Language Research SIG Reviewer

2014

2017, 2016 Language and Social Processes SIG

2016 Division E, Counseling & Human Development

Society for Research in Child Development

2018-2019 Panel Review Co-chair (Panel #18: School

Readiness/Childcare)

2020, 2016, Biennial Meeting Reviewer

2013

2012 Society for Research in Child Development, Conference on the  
Positive Development of Minority Children, Reviewer

### **Funding Reviewer**

2020-2025 Institute for Education Sciences (IES), Reading, Writing,  
Language (Principal member; 5-year term)

2022 Institute for Education Sciences (IES), Reading, Writing,  
Language, Review Panel Chair

2018-2020 Institute for Education Sciences (IES), Reading, Writing,  
Language (Standing member; 3-year term)

2017 Institute for Education Sciences (IES), Reading, Writing,  
Language (Reviewer; 1-year term; Panel 2)

### **Award Reviewer**

2015, 2014 American Psychological Association, Minority Fellowship Initial  
Review Committee

2012 – 2019 Society for Research in Child Development, Student and Early  
Career Council,  
Dissertation Funding Award

### **Service to Professional/National Organizations**

2022 – Present Member, Task Force on Publications and Ethical Behavior,  
Society for Research in Child Development

Date: July 19, 2023

Contact Person and Email: Katy Challis, [katy.challis@schools.utah.gov](mailto:katy.challis@schools.utah.gov)

This data sharing agreement is for consideration during the August 2023 Law and Licensing Committee Meeting.



- 2021 – Present President of the Board, Center for Children’s Law and Policy, Washington D.C.
- 2018 Member of Nominations Committee, Society for Research in Child Development
- 2018 – 2021 Member of the Awards/Biennial Conference subcommittee, SRCD Latino Caucus
- 2015 – 2019 Student and Early Career Council (SECC) Co-Chair, Society for Research in Child Development (SRCD)
- 2015 – 2017 SECC Representative to Governing Council, Society for Research in Child Development (SRCD)
- 2017 – Present Secretary of the Board, Center for Children’s Law and Policy, Washington D.C.
- 2012 – Present Board Member, Center for Children’s Law and Policy, Washington D.C.
- 2011 – 2014 SECC Representative to the Ethnic & Racial Issues Committee, Society for Research in Child Development (SRCD)
- 2005 Junior Mentor, Frances Degen Horowitz Millennium Scholars Program (Boston)  
Society for Research in Child Development (SRCD)
- 2002 – 2003 Program Coordinator, Frances Degen Horowitz Millennium Scholars Program,  
Society for Research in Child Development (SRCD)

**PROFESSIONAL SERVICE: University, Curry, and Charlottesville**

---

**Member of Search Committee**

- 2022 Education Leadership, Foundations and Policy (EDLF) Administrator search, School of Education and Human Development
- 2021– 2022 Search Chair, Youth and Social Innovation, Tenure Track or Tenured Assistant or Associate Professor Search, Human Services, School of Education and Human Development

Date: July 19, 2023

Contact Person and Email: Katy Challis, [katy.challis@schools.utah.gov](mailto:katy.challis@schools.utah.gov)

This data sharing agreement is for consideration during the August 2023 Law and Licensing Committee Meeting.

2021	Endowed Chair in Early Childhood Education and Endowed Chair in Education and Neuroscience, Tenured Associate or Full Professor Search, School of Education and Human Development
2018 – 2019	Language Education/Secondary/Multilingual Populations, Tenure Track or Tenured Assistant or Associate Professor Search, Curriculum, Instruction and Special Education, Curry School of Education
2018 – 2019	Dual/Foreign Language Education, Tenure Track Assistant Professor Search, Curriculum, Instruction and Special Education, Curry School of Education
2016 – 2017	ELL Education, non-tenure track Assistant Professor Search, Curriculum, Instruction and Special Education, Curry School of Education
2014	Clinical/School Psychology Assistant or Associate Professor, Human Services, Curry School of Education
2013 – 2014	Clinical/School Psychology Tenured Associate or Professor, Human Services, Curry School of Education
2012 – 2013	Language Education (Foreign/Second) Assistant or Associate Professor Search Committee, Curriculum, Instruction and Special Education, Curry School of Education
2012	Associate Dean for Research, Faculty Development, and Doctoral Studies Search Committee, Curry School of Education
2012	Associate Professor Search Committee, Center for Advanced Study of Teaching and Learning
2012	Research Scientist Search Committee I and II, Youth-NEX
2012	Lecturer Search Committee, Kinesiology, Curry School of Education

**Presentations to University Community**

2017, Aug.	Discussion Leader, session on “Race and Education” for August 12 <sup>th</sup> “Reflective Conversation Community Event
2015, Jan.	Planning Committee and Presenter, January Teaching and Diversity Workshop, Curry School of Education
2014, Aug.	Presenter, <i>New Approaches to Thinking About Diversity in Schools</i> , Faculty Retreat, Curry School of Education

Date: July 19, 2023

Contact Person and Email: Katy Challis, [katy.challis@schools.utah.gov](mailto:katy.challis@schools.utah.gov)

This data sharing agreement is for consideration during the August 2023 Law and Licensing Committee Meeting.

2014, March Faculty Presenter, Diversity and Excellence Panel, Office of the Vice President for Research, University of Virginia

### **School Committees**

- 2022– Present Chair, PhD Studies Committee, School of Education and Human Development
- 2019 – Present Program Coordinator, Educational Psychology: Applied Developmental Psychology Program
- 2017 – 2018 Chair, PhD/Doctoral Studies Committee, Curry School of Education
- 2015 – Present Member of PhD/Doctoral Studies Committee, Curry School of Education
- 2014 – 2016 Member of Diversity Action Committee, Curry School of Education
- (2015) Planning sub-committee for Diversity & Equity Challenge
- Coordinator of DAC workshop for the Curry Research Conference (2016)
- 2013 – 2015 Member of Curriculum and Program Review Committee, Curry School of Education
- 2012 – Present Member of Curry Awards Review Committee, Curry School of Education
- 2010 – Present Member of Steering Committee, Program in Educational Psychology and Applied Developmental Sciences, Curry School of Education
- 2010 – Present Affiliate, Virginia Education Science Training (VEST)

### **Academic Community**

- 2020, 2022 Facilitator, Graduate Essay Writing Workshop, RISE Program
- 2019 – 2020 Faculty Executive Board, DREAMers on Grounds, University of Virginia
- 2018 Faculty Judge (Poster Session), Diversifying Research Conference, University of Virginia
- 2018, 2017 Reviewer, Elizabeth Munsterberg Koppitz Fellowship of the American

Date: July 19, 2023

Contact Person and Email: Katy Challis, [katy.challis@schools.utah.gov](mailto:katy.challis@schools.utah.gov)

This data sharing agreement is for consideration during the August 2023 Law and Licensing Committee Meeting.

Psychological Foundation, internal University of Virginia  
 competition  
 2022, 2017, Reader, School of Education and Social Policy Hooding  
 Ceremony  
 2015  
 2014, 2021 Poster Judge, Curry Research Conference, University of Virginia  
 2014 Curry Research Conference, Job Panel-*Job Talks & Interviews*  
 2013 – 2014 MLK Event Planning Committee  
 2012 – 2019 Facilitator, Graduate Essay Writing Workshop, Summer  
 Undergraduate Research Program, University of Virginia

**Mentorship**

*Postdoctoral Fellow*

2022 – 2024 Min Oh, EL-VEST Postdoctoral fellow

*Doctoral Mentees & Dissertation Committees Chaired*

2018 – 2022 Doctoral Student (Melissa Lucas); graduation Summer 2022  
 Lucas Comprehensive Exam Chair (2021)  
 Lucas Dissertation Committee Chair (2021-2022)

2016 – 2020 Doctoral Students (Tatiana Hill); graduation Summer 2020  
 Hill Comprehensive Exam Chair (2019)  
 Hill Dissertation Committee Chair (2019-2020)

2013 – 2017 Doctoral Student Mentee (Holland Banse); graduation Summer  
 2017  
 Banse Comprehensive Exam Chair (2016)  
 Banse Dissertation Committee Chair (2016-2017)

*Dissertation Committee Member*

2020 – Present Dissertation Committee (Jieun Sung)  
 2021 – 2022 Dissertation Committee (Mayaris Cubides)  
 2021 – 2022 Dissertation Committee (Miray Seward)  
 2021 – 2022 Dissertation Committee (Karen Kehoe)  
 2020 – 2021 Dissertation Committee (Ashley Hunt)  
 2017 – 2018 Dissertation Committee (Pilar Alamos)  
 2016 – 2017 Dissertation Committee (Carolina Melo)  
 2014 – 2015 Dissertation Committee (Ashley Simpson Baird)

Date: July 19, 2023

Contact Person and Email: Katy Challis, [katy.challis@schools.utah.gov](mailto:katy.challis@schools.utah.gov)

This data sharing agreement is for consideration during the August 2023 Law and Licensing Committee Meeting.

*Masters Secondary Advisor and Comprehensive Exam Committee Member*

2022	Master Student Mentee (Yitong <i>Sophie</i> Yue)
2021 – 2022	Master Student Mentee (Hannah Melton)
2019 – 2020	Master Student Mentee (Mingming Huang)
2014 – 2015	Master Student Mentee (Michelle Yoder)
2013 – 2014	Master Student Mentee (Alyssa Parr)
2012 – 2013	Master Student Mentee (Holland Banse)
2011 – 2012	Master Student Mentee (Sara Chapman)

*Undergraduate Research Advisor*

2018	YSI Undergraduate Research Mentee (Juliana Parra)
2017 – 2018	YSI Undergraduate Research Mentee (Stephanie Dugan)
2013	Summer Undergraduate Research Program (SURP) Mentor

**Community At-Large**

2011 – 2014	Advisory member, Creciendo Juntos Early Childhood Workgroup
2022 – Present	Board Member, ReadyKids Charlottesville

**HONORS AND AWARDS**

---

2022	Lasting Legacy Award <i>Education Council, School of Education and Human Development, UVA</i>
2021	The Arthur Applebee Award for Distinguished Research Article <i>Literacy Research Association (LRA)</i>
2019	Excellence in Mentoring Award <i>Curry School of Education, University of Virginia</i>
2016 – 2017	Linking Research and Practice Outstanding Publication Award <i>The National Council of Teachers of Mathematics</i>
2017	Recognition of Service to Governing Council <i>Society for Research in Child Development</i>
2017	Certificate of Appreciation <i>The Student Virginia Education Association at UVA</i>
2017	Early Career Award

Date: July 19, 2023

Contact Person and Email: Katy Challis, [katy.challis@schools.utah.gov](mailto:katy.challis@schools.utah.gov)

This data sharing agreement is for consideration during the August 2023 Law and Licensing Committee Meeting.

2010 – 2011 *Latino Caucus of the Society for Research in Child Development*  
 Excellence in Diversity Fellow  
*University of Virginia*

2008 – 2009 Dissertation Year Fellowship  
*Northwestern University*

2004 – 2008 Multidisciplinary Program in Education Sciences  
*Institute for Education Sciences Fellowship*

2004 – 2008 Institute for Policy Research Graduate Research  
 Assistantship  
*Northwestern University*

2003 – 2006 Mental Health Predoctoral Fellow  
*American Psychological Association Minority Fellowship*

2003 – 2006 University Scholar,  
*Northwestern University Graduate School*

2001 Davis Book Award in Psychology for Research, Clinical  
 Psychology  
*Brown University*

2001 Frances Degen Horowitz Millennium Fellows Scholar  
*Society for Research in Child Development*

2000 – 2001 Undergraduate Teaching and Research Award  
*Brown University*

2000 Research at Brown Grant  
*Brown University*

## **PROFESSIONAL MEMBERSHIPS**

---

Society for Research in Child Development  
 American Psychological Association  
 Association for Psychological Science  
 American Educational Research Association  
 International Society for the Study of Behavioral Development

## **ADDITIONAL INFORMATION**

---

Date: July 19, 2023

Contact Person and Email: Katy Challis, [katy.challis@schools.utah.gov](mailto:katy.challis@schools.utah.gov)

This data sharing agreement is for consideration during the August 2023 Law and Licensing Committee Meeting.

Citizenship: Colombia, United States  
Write and speak Spanish fluently  
Knowledge of STATA, HLM, SPSS, Dedoose

DRAFT

Date: July 19, 2023

Contact Person and Email: Katy Challis, [katy.challis@schools.utah.gov](mailto:katy.challis@schools.utah.gov)

This data sharing agreement is for consideration during the August 2023 Law and Licensing Committee Meeting.

**ATTACHMENT C.3: Bethany Bell, Ph.D.**

**Bethany A. Bell**

University of Virginia  
School of Education and Human  
Development  
Charlottesville, VA 22903

Phone: 813-843-7868 (cell)  
Email: [bab4jm@virginia.edu](mailto:bab4jm@virginia.edu)

Education History

PhD, 2008 University of South Florida (USF)  
Self-Created Dual Specialization: Educational Measurement and  
Research and Community & Family Health  
MPH, 2002 University of Oklahoma Health Sciences Center (OUHSC)  
Health Promotion Sciences  
BA, 1997 Mary Washington College (MWC)  
Sociology

Employment History

2021 – present Associate Professor, School of Education and Human  
Development, University of Virginia  
2021-present Department Chair, Education Leadership, Foundations, and Policy,  
School of Education and Human Development, University of  
Virginia  
2021 – present Affiliate Faculty, Center for Race and Public Education in the South,  
University of Virginia  
2021 – present Affiliate Faculty, YouthNex, University of Virginia  
2017 Visiting Professor, College of Commerce, Addis Ababa University,  
Ethiopia  
2017 Visiting Professor, College of Education, Augusta University

Date: July 19, 2023

Contact Person and Email: Katy Challis, [katy.challis@schools.utah.gov](mailto:katy.challis@schools.utah.gov)

This data sharing agreement is for consideration during the August 2023 Law and Licensing Committee Meeting.



2015 – 2020	Associate Professor, College of Social Work, University of South Carolina
2014	Associate Professor, Educational Psychology and Research, College of Education, University of South Carolina
2008 to 2014	Assistant Professor, Educational Psychology and Research, College of Education, University of South Carolina
2008 to 2020	Affiliate Faculty, Research Consortium on Children and Families, University of South Carolina
2008 to 2020	Affiliate Faculty, Center for Research in Nutrition and Health Disparities
2006 to 2008	Consultant, Consulting Office for Research in Education, University of South Florida
2007 to 2008	External Evaluator, Florida Cancer Clinical Trial Physician/Patient Information and Education Program, University of South Florida
2005 to 2007	Graduate Research Assistant, Center for Research, Evaluation, Assessment, and Measurement, University of South Florida
2005 to 2006	Graduate Research Assistant, Dr. Kathleen O'Rourke, University of South Florida
2005 to 2006	Project Coordinator, Faces of Lung Cancer Project, H. L. Lee Moffitt Cancer Center, Tampa, FL
2004 to 2005	Graduate Research Assistant, National Training Collaborative for Social Marketing, University of South Florida
2002 to 2005	Graduate Research Assistant, Methods and Evaluation Unit, Florida Prevention Research Center, University of South Florida
2001 to 2002	Community Health Educator, Epidemiology Division, Oklahoma City-County Health Department

Date: July 19, 2023

Contact Person and Email: Katy Challis, [katy.challis@schools.utah.gov](mailto:katy.challis@schools.utah.gov)

This data sharing agreement is for consideration during the August 2023 Law and Licensing Committee Meeting.

2000 to 2001	Graduate Research Assistant, Healthy, Empowered, and Responsible Teens of Oklahoma City, Oklahoma City, OK
1999 to 2000	Caring Vans Program Coordinator, The Oklahoma Caring Foundation, Inc., Tulsa, OK
1998 to 1999	AmeriCorps Member, Tulsa Area Chapter American Red Cross, Tulsa, OK
1997 to 1998	AmeriCorps Member, National AIDS Fund, Tulsa, OK

**External Grants and Contracts**

Zarrett (PI)

06/11/2018-05/31/2023

NIH/NINR (R01 mechanism)

***Connect through PLAY: A staff-based physical activity intervention for middle school youth***

*Role: Co-Investigator*

Purpose: This study is a prospective, randomized controlled efficacy trial within pre-existing after school programs (ASPs) that compares a staff-based social development physical activity program to a standard ASP health curriculum, aimed at increasing the physical activity of underserved middle school youth and program staff.

Adolf (PI)

07/01/2018-06/30/2023

NIH/NIDCD (R01 mechanism)

***Word Learning in Language and Reading Impairment Subgroups***

*Role: Statistician*

Purpose: The major goal of this project is to determine the relationship between word learning and language and reading skills in a longitudinal study of children with specific language impairment, dyslexia, or typical development, from second to fourth grade.

Freedman, Sehgal (PIs)

7/01/2015 –

05/31/2019

NIDDK/NIH (R01 mechanism)

***Evaluating a Food Hub Opening in an Urban Context***

*Role: Co-Investigator*

Date: July 19, 2023

Contact Person and Email: Katy Challis, [katy.challis@schools.utah.gov](mailto:katy.challis@schools.utah.gov)

This data sharing agreement is for consideration during the August 2023 Law and Licensing Committee Meeting.

Purpose: This quasi-experimental rapid-response study will evaluate the effect of a new food hub opening in a low-income, urban community that is currently defined as a food desert. The study will evaluate the impact of the food hub on changes in diet among people living near the food hub.

Flory (PI)

9/30/2015-09/29/2017

Centers for Disease Control and Prevention

**Project to Learn about Youth – Mental Health II (PLAY-MH II)**

*Role: Co-Investigator*

Purpose: The primary goal of this project is to describe the prevalence and co-occurrence of internalizing, externalizing, and tic disorders among children and adolescents (grades K-12) within a defined population

Sharpe (PI)

08/15/2013–07/31/2017

NIH (R01 mechanism)

**Evaluation of Food Hub's Impact on Food Access, Diet, and Weight in a Food Dessert**

*Role: Co-Investigator*

Purpose: Evaluate the impact of a food hub in a food desert community on dietary intake, healthy food access, and body weight using a quasi-experimental design.

Zarrett (PI)

04/11/2014–03/31/2015

National Institutes of Health (R21 mechanism)

**Social Mechanisms for Promoting Youth Physical Activity in Afterschool Programs**

*Role: Co-Investigator*

Purpose: The purpose of this study is to provide a novel insight for how to create a social climate that meets the social developmental needs of adolescents for facilitating sustained increases in youth physical activity

Hassett-Walker (PI)

05/2012 – 04/2015

National Institutes of Health (R15 mechanism)

**Effects of Criminal Justice System Exposure on Youth's Substance Use Trajectories**

*Role: Co-Investigator*

Purpose: The goal of this project is to study how exposure to the criminal justice system influences substance use during the transition from adolescence to early adulthood using 13 years of nationally representative, prospective data from the National Longitudinal Survey of Youth (NLSY97).

Shaw (PI)

06/01/2014-05/31/2015

Date: July 19, 2023

Contact Person and Email: Katy Challis, [katy.challis@schools.utah.gov](mailto:katy.challis@schools.utah.gov)

This data sharing agreement is for consideration during the August 2023 Law and Licensing Committee Meeting.

National Science Foundation

**Place attachment and collective action: The changing sociopolitical landscape of black urban neighborhoods**

Role: Statistician

Purpose: The purpose of this research is to understand the impact of perception of community and geographic neighborhood on social capital and collective action among urban African Americans in the South.

Jones (PI)

06/16/2011-12/15/2013

University of Kentucky; FNS/USDA

**How can communities and households protect children from very low food security?**

Role: Co-Investigator

Purpose: This project aims to advance our understanding of correlates of very low food security in households and communities.

Freedman, Pitner (PIs)

07/2010–06/2013

Kresge Foundation

**Creating Healthy Environments through Community Engagement**

Role: Statistician

Purpose: The goal of this community-based participatory research project is to create healthy and safe neighborhood environments for children and families living in the Waverly public housing complexes in Columbia, South Carolina.

Liese (PI)

07/01/2011-06/30/2012

Research Innovation and Development Grants in Economics, Center for Targeted Studies at the SRDC

(Southern Rural Development Center), Mississippi State University

**Identifying food deserts in the rural South: A comparison of food access measures**

Role: Co-Investigator

Purpose: The purpose of the grant is to evaluate the strengths and weaknesses of key measures of access used for the identification of food deserts by US federal and policy-relevant agencies.

Knopf (PI)

07/01/2012-06/30/2014

South Carolina Department of Social Services

**Management & Administration of the Child Care Resource and Referral Network (2013-2014)**

Role: Statistician

Purpose: To increase family access to quality child care services. Project personnel are also engaged in a process of accessing administrative data to inform the study and

Date: July 19, 2023

Contact Person and Email: Katy Challis, [katy.challis@schools.utah.gov](mailto:katy.challis@schools.utah.gov)

This data sharing agreement is for consideration during the August 2023 Law and Licensing Committee Meeting.

identification mediators and moderators that impact the quality of child care and early experiences for children and families.

Welsh (PI)

07/2010-06/2011

South Carolina Department of Social Services

**South Carolina Program for Infant/Toddler Care (PITC) Network**

*Role: Methodologist*

Purpose: Using a reflective approach to help programs identify goals and develop strategies to achieve high quality care, this project supports infant and toddler teachers by offering comprehensive on-site training and technical assistance based in the PITC philosophy at no cost to eligible child care centers and family child care providers.

Brown (PI)

06/01/2010-05/31/2011

State of South Carolina Education Oversight Committee

**Evaluation of the Four-Year-Old Pre-Kindergarten Expansion**

*Role: Statistical Consultant*

Purpose: The primary goal of this project is to evaluate the expansion of early childhood education services to four-year-old children at risk for school failure.

**Honors and Awards**

(Partial listing from 2007 - present)

2020	Gamecocks Stand Up Hero Award, University of South Carolina, Student Health Services
2020	Meritorious Service Award, University of South Carolina, Office of the President
2017	Two Thumbs Up Award, University of South Carolina, Office of Student Disability Services
2016, 2017	Dean Travel Award, University of South Carolina, College of Social Work
2014 - 2016	National Institutes of Health, Loan Repayment Program Award in Health Disparities Research, National Institute on Minority Health and Health Disparities (NIMHD)

Date: July 19, 2023

Contact Person and Email: Katy Challis, [katy.challis@schools.utah.gov](mailto:katy.challis@schools.utah.gov)

This data sharing agreement is for consideration during the August 2023 Law and Licensing Committee Meeting.

- 2014 Early Career Award in Service, University of South Carolina, College of Education
- 2014 Distinguished Paper Award, South Carolina Educators for the Practical Use of Research
- 2013 Division D Early Career Award in Measurement and Research Methodology – Quantitative Methods and Statistical Theory, American Educational Research Association
- 2011 Early Career Award in Research, University of South Carolina, College of Education
- 2010 & 2013 SAS Global Forum Faculty Scholar, SAS Institute
- 2010 Funded Training: Data Mining for Educators (Track II), Invitation Only, SAS Institute
- 2009 Funded Training: Data Mining for Educators (Track I), Invitation Only. SAS Institute
- 2009 Funded Training: AERA Institute on Statistical Analysis for Education Policy, Competitive Application Process, American Educational Research Association
- 2008 Honorable Mention, Survey Research Method Section Poster Competition, American Statistical Association
- 2008 Graduate Student Achievement Award, University of South Florida, Graduate School
- 2007 Graduate School Summer Pre-doctoral Fellowship, University of South Florida, Graduate School

Date: July 19, 2023

Contact Person and Email: Katy Challis, [katy.challis@schools.utah.gov](mailto:katy.challis@schools.utah.gov)

This data sharing agreement is for consideration during the August 2023 Law and Licensing Committee Meeting.

## **Books**

1. O'Connell, A., McCoach, B., & Bell, B.A. (Eds). (2022). *Multilevel modeling methods with introductory and advanced applications*. Charlotte, NC: Information Age Publishing.

## **Book Chapters**

1. Bell, B.A., & Schoeneberger, J.A. (2022). Linear organizational models. In O'Connell, A., McCoach, B., & Bell, B.A. (Eds). *Multilevel modeling methods with introductory and advanced applications*. Charlotte, NC: Information Age Publishing.
2. McCoach, D.B., Bell, B.A., & Bellara, A.P. (2022). Individual growth curve models for longitudinal data. In O'Connell, A., McCoach, B., & Bell, B.A. (Eds). *Multilevel modeling methods with introductory and advanced applications*. Charlotte, NC: Information Age Publishing.
3. Bell, B.A. (2010). Pretest-posttest design. In N. Salkind (Ed.), *Encyclopedia of Research Design*. Thousand Oaks: Sage.

## **Books In preparation/ Under Contract:**

Bell, B.A., Yingling, M.E., Anders, A.D., & Sjogern, A.L. (Eds.). (2024). *Handbook of research methods and methodologies for the social sciences*. New York: Routledge.

\*\*Under contract - full manuscript (44 chapters) due to publisher in June 2024.

## **Journal Articles**

\* indicates co-author is/was a student when the research was conducted

1. **Bell, B.A.**, Taylor, S., Roberts, A., Shi, D., Burgess, K., Hough, C., & Flory, K. (accepted, Jan 2023). Factor structure of the Teacher Strengths and Difficulties Questionnaire in a large community-based sample: An investigation of alternative measurement models. *Assessment*.
2. Zarrett, N., Wilson, D.K., Sweeney, A., **Bell, B.A.**, Fairchild, A., Pinto, B., Miller, C., & Thames, T. (2022). An overview of the Connect through PLAY trial to increase physical activity in underserved adolescents. *Contemporary Clinical Trials*, 106677. doi.org/10.1016/j.cct.2022.106677
3. Banks, A.R., **Bell, B.A.**, Ngendahimana, D., Embaye, M., Freedman, D.A., & Chisolm, D.J. (2021). Identification of factors related to food insecurity and the implications for

Date: July 19, 2023

Contact Person and Email: Katy Challis, katy.challis@schools.utah.gov

This data sharing agreement is for consideration during the August 2023 Law and Licensing Committee Meeting.

social determinants of health screenings. *BMC Public Health*, 21(1), 1-8.  
doi:10.1186/s12889-021-11465-6

4. Yingling, M.E., Ruther, M.H., Dubuque, E.M., & **Bell, B.A.** (2021). Impact of county sociodemographic factors and state policy on geographic access to behavior analysts among children with autism spectrum disorder. *Administration and Policy in Mental Health and Mental Health Services Research*, 48(6), 1105-1114.  
doi:10.1007/s10488-021-01120-y
5. Ma, X., **Bell, B.A.**, Kellee, W., Liu, J., & Liese, A.D. (2021). Food acquisition and shopping patterns in the United States: Characteristics and relation to body mass index in the US food acquisition and purchase survey. *Journal of the Academy of Nutrition and Dietetics*. doi.org/10.1016/j.jand.2021.09.013
6. Chisolm, D.J., **Bell, B.A.**, Owusua, Y., & Freedman, D.A. (2021). Racialized experiences differentiate food security among African American adults. *Nursing Research*, 70(5S), S13-S20. doi:10.1097/NNR.0000000000000533
7. Adlof, S.M., Baron, L.S., **Bell, B.A.**, & Scoggins, J. (2021). Spoken word learning in children with developmental language disorder or dyslexia. *Journal of Speech, Language, and Hearing Research*, 64(7), 2734-2749.  
doi.org/10.1044/2021\_JSLHR-20-00217
8. Yingling, M., Ruther, M., Dubuque, E., & **Bell, B.A.** (2021). Impact of county factors and state policy on geographic access to BCBAs among children with autism spectrum disorders. *Journal of Applied Research in Intellectual Disabilities*, 34(5), 1223-1223.
9. Liese, A.D., Sharpe, P.A., **Bell, B.A.**, Hutto, B., Stucker, J., & Wilcox, S. (2021). Persistence and transience of food insecurity and predictors among residents of two disadvantaged communities in South Carolina. *Appetite*, 161, 105128.  
doi.org/10.1016/j.appet.2021.105128
10. Freedman, D.A., **Bell, B.A.**, Clark, J., Ngendahimana, D., Borawski, E., Trapl, E., Pike, S., & Sehgal, A.R. (2021). Small improvements in an urban food environment resulted in no changes in diet among residents. *Journal of Community Health*, 46(1), 1-12.  
doi:10.1007/s10900-020-00805-z
11. Sharpe, P.A., Stucker, J., Wilcox, S., Liese, A.D., & **Bell, B.A.** (2021). Recruitment and retention for the evaluation of a healthy food initiative in economically disadvantaged,

Date: July 19, 2023

Contact Person and Email: Katy Challis, katy.challis@schools.utah.gov

This data sharing agreement is for consideration during the August 2023 Law and Licensing Committee Meeting.



majority African American communities. *Family & Community Health*, 44(1), 43-51. doi.org/10.1097/FCH.0000000000000259

12. Sutherland, M.W., Ma, X., Reboussin, B.A., Mendoza, J.A., **Bell, B.A.**, Kahkoska, A.R., Sauder, K.A., Lawrence, J.M., Pihoker, C., & Liese, A.D. (2020). Socioeconomic position is associated with glycemic control in youth and young adults with type 1 diabetes. *Pediatric Diabetes*, 21(8), 1412-1420. doi.org/10.1111/pedi.13112
13. Yingling, M.E., & **Bell, B.A.** (2020). Utilization of speech-language, occupational and physical therapy by diagnosis of autism spectrum disorder. *Child: Care, Health and Development*, 46(5), 563-570. doi.org/10.1111/cch.12790
14. Yingling, M.E., Creel, L.M., & **Bell, B.A.** (2020). Assessing the healthy people 2020 objective to expand early treatment receipt among a national sample of children with autism spectrum disorder. *Journal of Developmental & Behavioral Pediatrics*, 41(5), 359-365. doi:10.1097/DBP.0000000000000786
15. Sharpe, P.A., **Bell, B.A.**, Liese, A.D., Wilcox, S., Stucker, J., & Hutto, B.E. (2020). Effects of a food hub initiative in a disadvantaged community: a quasi-experimental evaluation. *Health & Place*, 63, 102341. doi.org/10.1016/j.healthplace.2020.102341
16. White, K., **Bell, B.A.**, Huang, S.J., & Williams, D.R. (2020). Perceived discrimination trajectories and depressive symptoms among middle-aged and older Black adults. *Innovation in Aging*, 4(5), igaa041. doi.org/10.1093/geroni/igaa041
17. Yingling, M.E., **Bell, B.A.**, & Hock, R.M. (2019). Comparing neighborhoods of children with autism spectrum disorder in a Medicaid waiver program and a state population, 2007-2015. *Psychiatric Services*, 70(11), 1034-1039. doi:10.1176/appi.ps.201800479

Date: July 19, 2023

Contact Person and Email: Katy Challis, katy.challis@schools.utah.gov

This data sharing agreement is for consideration during the August 2023 Law and Licensing Committee Meeting.

18. \*Priester, M.A., Kulkarni, S.K., Mennicke, A., & Bell, B.A. (2019). Factors associated with batterer intervention program completion. *Violence and Victims, 34*(2), 296-311. doi:10.1891/0886-6708.VV-D-17-00067
19. Freedman, D.A., Bell, B.A., Clark, J.K., Sharpe, P.A., Trapl, E.S., Borawski, E.A., \*Pike, S.N., Rouse, C., & Sehgal, A.R. (2019). Socioecological path analytic model of diet quality among residents in two urban food deserts. *Journal of the Academy of Nutrition and Dietetics, 119*(7), 1150-1159. doi:10.1016/j.jand.2019.02.012
20. \*Drucker, E.R., Liese, A.D., Sercy, E., Bell, B.A., Draper, C., Fleischer, N.L., Flory, K., & Jones, S.J. (2019). Food insecurity, childhood hunger and caregiver life experiences among households with children in South Carolina. *Public Health Nutrition, 22*(14):2581-2590. doi:10.1017/S1368980019000922
21. Clark, J.K., Rouse, C., Sehgal, A.R., Bailey, M., Bell, B., \*Pike, S.N., Sharpe, P.A., & Freedman, D.A. (2019). A food hub to address healthy food access gaps: Residents' preferences. *Journal of Agriculture, Food Systems, and Community Development, 9*, 1-10. doi:10.5304/jafscd.2019.091.010
22. Liese, A.D., Ma, X., \*Reid, L., \*Sutherland, M.W., **Bell, B.A.**, Eberth, J.M., Probst, J.C., Turley, C.B., & Mayer-Davis, E.J. (2019). Health care access and glycemic control in youth and young adults with type 1 and type 2 diabetes in South Carolina. *Pediatric Diabetes, 20*(3):321-329. doi:10.1111/pedi.12822
23. \*Yingling, M.E., **Bell, B.A.**, & Hock, R. (2019). Treatment utilization trajectories among children with autism spectrum disorder: Differences by race-ethnicity and neighborhood. *Journal of Autism and Developmental Disorders, 49*(5):2173-2183. doi:10.1007/s10803-019-03896-3
24. Foster, K.A., Smith, R.J., **Bell, B.A.**, & Shaw, T.C. (2019). Testing the importance of geographic distance for social capital resources. *Urban Affairs Review, 55*, 231-256. doi:10.1177/1078087417714895
25. Yingling, M.E. & **Bell, B.A.** (2019). Racial-ethnic and neighborhood inequities in age of treatment onset among a national sample of children with autism spectrum disorder.

Date: July 19, 2023

Contact Person and Email: Katy Challis, [katy.challis@schools.utah.gov](mailto:katy.challis@schools.utah.gov)

This data sharing agreement is for consideration during the August 2023 Law and Licensing Committee Meeting.

*Autism: International Journal of Research and Practice*, 23(4).  
doi:10.1177/1362361318791816

26. \*Ma, X., Sharpe, P.A., **Bell, B.A.**, Liu, J., White, K., & Liese, A.D. (2018). Food acquisition and shopping patterns among residents of low-income and low-access communities in South Carolina. *Journal of the Academy of Nutrition and Dietetics*, 118(10), 1844-1854. doi:10.1016/j.jand.2018.04.017
27. Sharpe, P.A., Liese, A.D., **Bell, B.A.**, Wilcox, S, Hutto, B. E., & Stucker, J. (2018). Household food security and use of community food sources and food assistance programs among food shoppers in neighborhoods of low income and low food access. *Journal of Hunger and Environmental Nutrition*, 13(4), 482-496. doi:10.1080/19320248.2017.1364188
28. \*Osman, A., Daoud, N., Thrasher, J.F., **Bell, B.A.**, Walsemann, K.M. (2018). Ethnic discrimination and smoking-related outcomes among former and current Arab male smokers in Israel: The buffering effects of social support. *Journal of Immigrant and Minority Health*, 20(5), 1094-1102. doi:10.1007/s10903-017-0638-9
29. Jones, S.J., Draper, C.L., **Bell, B.A.**, \*Burke, M.P., \*Martini, L, \*Younginer, N, Blake, C.E., Probst, J.C., Freedman, D, & Liese, A.D. (2018). Child hunger from a family resilience perspective. *Journal of Hunger and Environmental Nutrition*, 13(3), 340-361. doi:10.1080/19320248.2017.1364189
30. \*Ma, X., Blake, C.E., \*Barnes, T.L., **Bell, B.A.**, & Liese, A.D. (2018). What does a person's eating identity add to environmental influences on fruit and vegetable intake? *Appetite*, 120, 130-135. doi:10.1016/j.appet.2017.08.025
31. \*Yingling, M. E., Hock, R. M., & **Bell, B. A.** (2018). Time-lag between diagnosis of autism spectrum disorder and onset of publicly-funded EIBI: Do race-ethnicity and neighborhood matter? *Journal of Autism and Developmental Disorders*, 48(2), 561-571. doi:10.1007/s10803-017-3354-3
32. Liese, A. D., \*Ma, X., Hutto, B., Sharpe, P. A., **Bell, B. A.**, & Wilcox, S. (2017). Food shopping and acquisition behaviors in relation to BMI among residents of low-income communities in South Carolina. *International Journal of Environmental Research and Public Health*, 14(9), 1075. doi:10.3390/ijerph14091075
33. \*Ma, X., Liese, A.D., Hibbert, J., **Bell, B.A.**, Wilcox, S, & Sharpe, P.A. (2017). The association between food security and store-specific and overall food shopping  
Date: July 19, 2023

Contact Person and Email: Katy Challis, [katy.challis@schools.utah.gov](mailto:katy.challis@schools.utah.gov)

This data sharing agreement is for consideration during the August 2023 Law and Licensing Committee Meeting.

behaviors. *Journal of the Academy of Nutrition and Dietetics*, 117(12), 1931-1940.  
doi:10.1016/j.jand.2017.02.007

34. DeHart, D., Lize, S., \*Priester, M., & **Bell, B.** (2017). Improving the efficacy of administrative data for evaluation of holistic defense. *Journal of Social Service Research*, 43(2), 169-180. doi:10.1080/01488376.2016.1216919
35. Liese, A.D., Draper, C.L., \*Martini, L., **Bell, B.A.**, Freedman, D.A., \*Burke, M.P., \*Younginer, N., Blake, C.E., Probst, J., & Jones, S.J. (2017). Recruitment strategies and participation in a study of childhood hunger. *Journal of Hunger and Environmental Nutrition*, 12(2), 251-268. doi:10.1080/19320248.2015.1112760
36. \*Towne, S.D. Jr., Probst, J.C., Hardin, J.W., **Bell, B.A.**, & Glover, S. (2017). Health & access to care among working-age lower income adults in the Great Recession: Disparities across race and ethnicity and geospatial factors. *Social Science & Medicine*, 182, 30-44. doi:10.1016/j.socscimed.2017.04.005
37. \*Burke, M.P., \*Martini, L.H., Blake, C.E., \*Younginer, N.A., Draper, C.L., **Bell, B.A.**, Liese, A.D., & Jones, S.J. (2017). Stretching food and being creative: Caregiver responses to child food insecurity. *Journal of Nutrition Education and Behavior*, 49(4): 296-303. doi:10.1016/j.jneb.2016.11.010
38. Hassett-Walker, C., Walsemann, K., **Bell, B.**, \*Fisk, C., Shadden, M, & Zhou, W. (2017). How does early adulthood arrest alter substance use behavior? Are there differential effects by race/ethnicity and gender? *Journal of Developmental and Life-Course Criminology*, 3(2), 196-220. doi:10.1007/s40865-017-0060-6
39. Iachini, A.L., **Bell, B.A.**, Lohman, M, Beets, M.W., & \*Reynolds, J.F. (2017). Maximizing the contribution of after-school programs to positive youth development: Exploring leadership and implementation within Girls on the Run. *Children & Schools*, 39, 43-52. doi:10.1093/cs/cdw045
40. \*Barnes, T.L., Colabianchi, N., Freedman, D.A., **Bell, B.A.**, & Liese, A.D. (2017). Do GIS-derived measures of fast food retailers convey perceived fast food opportunities? Implications for food environment assessment. *Annals of Epidemiology*, 27, 27-34. doi:10.1016/j.annepidem.2016.08.003
41. \*Pike, S.N., Trapl, E.S., Clark, J.K., Rouse, C.D., **Bell, B.A.**, Sehgal, A.R., To, T., Borawski, E., & Freedman, D.A. (2017). Examining the food retail choice context in urban food deserts, Ohio, 2015. *Preventing Chronic Disease*, 14, 1-4. doi:10.5888/pcd14.160408  
Date: July 19, 2023

Contact Person and Email: Katy Challis, [katy.challis@schools.utah.gov](mailto:katy.challis@schools.utah.gov)

This data sharing agreement is for consideration during the August 2023 Law and Licensing Committee Meeting.

42. \*Yingling, M. E. & **Bell, B. A.** (2016). The role of parental involvement in trajectories of aggression in children from 24 months to Pre-Kindergarten using growth curve models. *Children and Youth Services Review*, 67, 270-276. doi:10.1016/j.chidyouth.2016.01.019
43. \*Ma, X., Liese, A.D., **Bell, B.**, \*Martini, L., Hibbert, J., Draper, C., & Jones, S.J. (2016). Perceived and geographic food access and food security status among households with children. *Public Health Nutrition*, 19(15), 2781-2788. doi:10.1017/S1368980016000859
44. \*Burke, M.P., Frongillo, E.A., Jones, S.J., **Bell, B.A.**, & Hartline-Grafton, H. (2016). Household food insecurity is associated with greater growth in body mass index among female children from kindergarten through eighth grade. *Journal of Hunger and Environmental Nutrition*, 11(2), 227-241. doi:10.10080/19320248.2015.1112756
45. \*Barnes, T.L., Freedman, D.A., **Bell, B.A.**, Colabianchi, N., & Liese, A.D. (2016). Geographic measures of retail food outlets and perceived availability of healthy foods in neighborhoods. *Public Health Nutrition*, 19(8), 1368-1374. doi:10.1017/S1368980015002864
46. \*Rosemond, T.N., Blake, C.E., Buff, S.M., Blake, E.W., Dunn, B.L, Browne, T., **Bell, B.A.**, Iachini, A.L. (2016). Sensitizing future health professionals to determinants of childhood obesity. *American Journal of Preventive Medicine*, 51(1), 106-113. doi:10.1016/j.amepre.2016.01.002
47. Byun, S-Y., Irvin, M. J., & **Bell, B. A.** (2015). Advanced math course taking: Effects on math achievement and college enrollment. *Journal of Experimental Education*, 83(4), 439-468. doi:10.1080/00220973.2014.919570
48. \*Ene, M., \*Leighton, E. A., \*Blue, G.L., & **Bell, B.A.** (2015). Multilevel models for categorical data using SAS® PROC GLIMMIX: The basics. *SAS Global Forum 2015 Proceedings*. <http://support.sas.com/resources/papers/proceedings15/3430-2015.pdf>
49. Foster, K.A., Pitner, R., Freedman, D.A., **Bell, B.A.**, & Shaw, T.C. (2015). Spatial dimensions of social capital. *City & Community*, 14(4), 392-409. doi:10.1111/cico.12133
50. \*Oexle, N., \*Barnes, T.L., Blake, C.E., **Bell, B.A.**, Liese, A.D. (2015). Neighborhood fast food availability and fast food consumption. *Appetite*, 92, 227-232. doi:10.1016/j.appet.2015.05.030

Date: July 19, 2023

Contact Person and Email: Katy Challis, [katy.challis@schools.utah.gov](mailto:katy.challis@schools.utah.gov)

This data sharing agreement is for consideration during the August 2023 Law and Licensing Committee Meeting.

51. \*Barnes, T.L., **Bell, B.A.**, Freedman, D.A., Colabianchi, N., & Liese, A.D. (2015). Do people really know what food retailers exist in their neighborhood? Examining perceived and GIS-based presence of retail food outlets in an eight-county region of South Carolina. *Spatial and Spatio-Temporal Epidemiology*, 13, 31-40. doi:10.1016/j.sste.2015.04.004
52. \*Smiley, W., \*Leighton, E. A., \*Guo, X., \*Ene, M., & **Bell, B.A.** (2015). An intermediate guide to estimating multilevel models for categorical data using SAS® PROC GLIMMIX. SouthEast SAS Users Group 2015 Proceedings. [https://www.lexjansen.com/sesug/2015/173\\_Final\\_PDF.pdf](https://www.lexjansen.com/sesug/2015/173_Final_PDF.pdf)
53. Schoeneberger, J.A. & **Bell, B.A.** (2015). MIXED\_RELIABILITY: A SAS macro for estimating lambda and assessing the trustworthiness of random effects in multilevel models. *SouthEast SAS Users Group 2015 Proceedings*. [http://www.lexjansen.com/sesug/2015/189\\_Final\\_PDF.pdf](http://www.lexjansen.com/sesug/2015/189_Final_PDF.pdf)
54. \*Towne, S.D., Probst, J.C., Hardin, J.W., **Bell, B.A.**, & Glover, S. (2014). Differences in the effects of the great recession on health outcomes among minority working-age adults. *Journal of Racial and Ethnic Health Disparities*, 2, 43-52. doi:10.1007/s40615-014-0046-y
55. Liese, A.D., Hibbert, J.D., \*Ma, X., **Bell, B.A.**, & Battersby, S.E. (2014). Where are the food deserts? An evaluation of policy-relevant measures of community food access in South Carolina. *Journal of Hunger and Environmental Nutrition*, 9, 16-32. doi:10.1080/19320248.2013.873009
56. \*Sohi, I., **Bell, B.A.**, Liu, J., Battersby, S.E., & Liese, A.D. (2014). Differences in food environment perceptions and shopping behaviors between residents of low versus high food access areas. *Journal of Nutrition Education and Behavior*, 46, 241-249. doi:10.1016/j.jneb.2013.12.006
57. **Bell, B.A.**, \*Morgan, G.B., \*Schoeneberger, J. A., Kromrey, J.D., & Ferron, J.M. (2014). How low can you go? An investigation of the influence of sample size and model complexity on point and interval estimates in two-level linear models. *Methodology*, 10, 1-11. doi:10.1027/1614-2241/a000062
58. Zarrett, N. & **Bell, B.A.** (2014). The Effects of Out-of-School Time on Changes in Youth Body Mass Index Across the Adolescent Years. *Journal of Adolescence*, 37, 85-96. doi:10.1016/j.adolescence.2013.11.001
59. Liese, A.D., **Bell, B.A.**, \*Barnes, T.L., Colabianchi, N., Hibbert, J.D., Blake, C.E., & Freedman, D.A. (2014). Environmental influences on fruit and vegetable intake: Results from a path analytic model. *Public Health Nutrition*, 17, 2595-604. doi: 10.1017/S1368980013002930  
Date: July 19, 2023

Contact Person and Email: Katy Challis, [katy.challis@schools.utah.gov](mailto:katy.challis@schools.utah.gov)

This data sharing agreement is for consideration during the August 2023 Law and Licensing Committee Meeting.

60. \*Ma, X., Battersy, S.E., **Bell, B.A.**, Hibbert, J.D., \*Barnes, T.L., & Liese, A.D. (2013). Variation in low food access areas due to data source inaccuracies. *Applied Geography*, 45, 131-137. doi: 10.1016/j.apgeog.2013.08.014
61. \*Ma, X., \*Barnes, T.L., Freedman, D.A., **Bell, B.A.**, Colabianchi, N., & Liese, A.D. (2013). Test-retest reliability of a questionnaire measuring perceptions of neighborhood food environment. *Health & Place*, 21, 65-69. doi: 10.1016/j.healthplace.2013.01.008
62. Blake, C. E., **Bell, B.A.**, Freedman, D., Colabianchi, N., & Liese, A.D. (2013). The Eating Identity Type Inventory (EITI): Development and associations with diet. *Appetite*, 69, 15-22. doi: 10.1016/j.appet.2013.05.008
63. **Bell, B.A.**, Onwuegbuzie, A.J., Ferron, J.M., Jiao, Q.G., Hibbard, S.T., & Kromrey, J.D. (2012). Use of design effects and sample weights in complex health survey data: A review of articles published using data from Add Health, MTF, and YRBS. *American Journal of Public Health*, 102, 1399 – 1405. doi: 10.2105/AJPH.2011.300398
64. Walsemann, K.M., **Bell, B.A.**, & Hummer, R. A. (2012). Effects of timing and level of degree attainment on depressive symptoms and self-rated health at mid-life. *American Journal of Public Health*, 102, 557-563.
65. Walsemann, K.M., Ailshire, J.A., **Bell, B.A.**, & Frongillo, E.A. (2012). BMI trajectories from adolescence to mid-life: Effects of parental and respondent education by race/ethnicity and gender. *Ethnicity & Health*, 17, 337-362. doi: 10.1080/13557858.2011.635374
66. Walsemann, K.M., **Bell, B.A.**, & Goosby, B. (2011) Effect of school racial composition on trajectories of depressive symptoms from adolescence through early adulthood. *Race and Social Problems*, 3, 131-145. doi: 10.1007/s12552-011-9053-3
67. Freedman, D. A., **Bell, B.A.**, & Collins, L.V. (2011) The Veggie Project: A case study of a multi-component farmers' market intervention. *The Journal of Primary Prevention*, 32, 213-224. doi: 10.1007/s10935-011-0245-9
68. Walsemann, K.M., **Bell, B.A.**, & \*Maitra, D. (2011). The intersection of school racial composition and student race/ethnicity on adolescent depressive and somatic symptoms. *Social Science & Medicine*, 72, 1873-1883. doi: 10.1016/j.socscimed.2011.03.033

Date: July 19, 2023

Contact Person and Email: Katy Challis, [katy.challis@schools.utah.gov](mailto:katy.challis@schools.utah.gov)

This data sharing agreement is for consideration during the August 2023 Law and Licensing Committee Meeting.

69. **Bell, B.A.**, DiStefano, C., & \*Morgan, G.B. (2010). A primer on disseminating applied quantitative research. *Journal of Early Intervention*, 32, 370-383. doi: 10.1177/1053815110389461
70. Craig, B.C., **Bell, B.A.**, Quinn, G.P., & Vadaparampil, S.T. (2010) Prevalence of cancer visits by physician specialty, 1997-2006. *Journal of Cancer Education*, 25, 548-555. doi: 10.1007/s13187-010-0100-3
71. Walsemann, K.M., & **Bell, B.A.** (2010). Integrated schools, segregated curriculum: The influence of within-school segregation on adolescent health behaviors and educational aspirations. *American Journal of Public Health*, 100, 1687-1695. doi: 10.2105/AJPH.2009.179424
72. Hogeboom, D.L., McDermott, R.J., Perrin, K.M., Osman, H., & **Bell-Ellison, B.A.** (2010). Internet use and social networking among middle aged and older adults. *Educational Gerontology*, 36, 93-111. doi: 10.1080/03601270903058507
73. **Bell-Ellison, B.A.**, Forthofer, M.S., McDermott, R.J., Zapata, L.B., Nearn, J.L., Curran, K.T., Calkins, S., Bryant, C.A., & McCormack Brown, K, R. (2009). A theater-as-education project discourages tobacco and alcohol use. *Middle School Journal*, 41, 11-19.
74. Ferron, J.M., **Bell, B.A.**, Hess, M.R, Rendina-Gobioff, G., & \*Hibbard, S.T. (2009). Making treatment effect inferences from multiple baseline data: The utility of alternative multilevel modeling approaches. *Behavior Research Methods*, 41, 372-384. doi: 10.1758/BRM.41.2.372
75. Freedman, D.A. & **Bell, B.A.** (2009). Access to healthful foods among an urban food insecure population: Perceptions versus reality. *Journal of Urban Health*, 86,825-838. doi: 10.1007/s11524-009-9408-x
76. **Bell-Ellison, B.A.** & Dedrick, R.F. What do doctoral students value in their ideal mentor? (2008) *Research in Higher Education*, 49, 555-567. doi: 10.1007/s11162-008-9085-8
77. Quinn G.P., **Bell-Ellison B.A.**, Bell M.Y., Caraway V.D., Conforte D., Graci L.B., Lewandowski A., Reynolds B., Shaffer A., Powell-Stafford V.L., Sapp A.L., Shimizu C.O., Vadaparampil S., Vaughn E.J., Williams C. & Bepler G. (2008). A message of hope: Creation of the *Faces of Lung Cancer* project for increasing awareness of clinical trials. *European Journal of Cancer Care*, 17, 601–610. doi: 10.1111/j.1365-2354.2007.00919.x

Date: July 19, 2023

Contact Person and Email: Katy Challis, katy.challis@schools.utah.gov

This data sharing agreement is for consideration during the August 2023 Law and Licensing Committee Meeting.



78. Quinn, G.P., Detman, L.A., & **Bell-Ellison, B.A.** (2008). Missed appointments in perinatal care: Response variations in quantitative versus qualitative instruments. *Journal of Medical Practice Management*, 23, 307-313.
79. Quinn, G.P., Vadaparampil, S.T., **Bell-Ellison, B.A.**, Gwede, C.K., & Albrecht, T.L. (2008). Patient- physician communication barriers regarding fertility preservation among newly diagnosed cancer patients. *Social Science & Medicine*, 66, 784-789. doi: 10.1016/j.socscimed.2007.09.013
80. Mae McKay, C., **Bell-Ellison, B.A.**, Wallace, K. & Ferron, J.M. (2007). A multilevel study of the associations between economic and social context, stage of adolescence, and physical activity and BMI. *Pediatrics*, 119(Supplement), 84-91. doi: 10.1542/peds.2006-2089M
81. Quinn, G.P., **Bell, B.A.**, Bell, M.Y., Caraway, V.D., Conforte, D., Graci, L.B., Powell-Stafford, V.L., Sapp, A.L., Shimizu, C.O., Strohm, J., Vaughn, E.J., Williams, C., & Bepler, G. (2007). The guinea pig syndrome: Improving clinical trial participation among Thoracic patients. *Journal of Thoracic Oncology*, 2,191-196. doi: 10.1097/jto.0b013e318031cdb6
82. Quinn, G.P., **Bell-Ellison, B.A.**, Loomas, W., & Tucci, M. (2007). Adolescent perceptions of violence: Formative research findings from a social marketing campaign to reduce violence among middle school youth. *Public Health*, 121, 957-366. doi: 10.1016/j.puhe.2006.11.012
83. Quinn, G.P., Albrecht, T.L., Mahan, C., **Bell-Ellison, B.A.**, Henry Akintobi, T., Reynolds, B., & Jeffers, D. (2006). The photo essay: A visual research method for educating obstetricians and other health care professionals. *The Qualitative Report*, 11(2), 229-250. <https://nsuworks.nova.edu/tqr/vol11/iss2/2>
84. Quinn, G., **Ellison, B. B.**, Meade, C., Roach, C.N., Lopez, E., Albrecht, T. & Brandon, T.H. (2006). Adapting smoking relapse prevention materials for post-partum women: Formative research. *Maternal and Child Health Journal*, 10, 235-245. doi: 10.1007/s10995-005-0046-y
85. Quinn, G., Hauser, K., **Bell-Ellison, B.**, Rodriguez, N., & Frias, J. (2006). Promoting pre-conceptual folic acid among Hispanic women: A social marketing approach. *Maternal and Child Health Journal*, 10, 403-412. doi: 10.1007/s10995-006-0074-2
86. Quinn, G.P., Jacobsen, P.B., Albrecht, T.L., Ruckdeschel, J.C., **Bell Ellison, B.A.**, Wells Newman, N., & Bell, M. (2004). Real-time patient satisfaction survey and improvement process. *Hospital Topics*, 82(3), 26-32. doi: 10.3200/HTPS.82.3.26-32

Date: July 19, 2023

Contact Person and Email: Katy Challis, [katy.challis@schools.utah.gov](mailto:katy.challis@schools.utah.gov)

This data sharing agreement is for consideration during the August 2023 Law and Licensing Committee Meeting.

87. **Bell Ellison, B.A.** (2004). Reexamining mandatory HIV partner notification in Florida. *Florida Public Health Review*, 1, 56-58.

### **Conference Proceedings**

\* indicates co-author is/was a student when the research was conducted, all proceedings are full length manuscripts

1. **Bell, B.A.**, \*Smiley, W., \*Ene, M., & \*Blue, G.L. (2014). An intermediate primer to estimating linear multilevel models using SAS® PROC MIXED. *SAS Global Forum 2014 Proceedings*. <http://support.sas.com/resources/papers/proceedings14/1869-2014.pdf>
2. **Bell, B.A.**, \*Ene, M., \*Smiley, W., & \*Schoeneberger, J.A. (2013). A multilevel model primer using SAS PROC MIXED. *SAS Global Forum 2013 Proceedings*. <http://support.sas.com/resources/papers/proceedings13/433-2013.pdf>
3. \*Ene, M., \*Smiley, W., & **Bell, B.A.** (2013). MIXED\_FIT: A SAS® macro to assess model fit and adequacy for two-level linear models. *SAS Global Forum 2013 Proceedings*. <http://support.sas.com/resources/papers/proceedings13/255-2013.pdf>
4. Kromrey, J. D. & **Bell, B.A.** (2012). Effect size Indices for dichotomized outcomes under variance heterogeneity: An empirical investigation of accuracy and precision. *JSM Proceedings, Social Statistics Section: American Statistical Association*.
5. **Bell, B.A.**, \*Schoeneberger, J. A., Kromrey, J.D., & Ferron, J.M. (2011). Data sparseness and multilevel models: The impact of small cluster size on point and interval estimates in two-level logistic models. *JSM Proceedings, Social Statistics Section: American Statistical Association*.
6. \*Schoeneberger, J. A., **Bell, B.A.**, & Kromrey, J. D. (2011). Acknowledging the unknown: A SAS® macro for investigating omitted variable bias in two-level linear models. *SouthEast SAS Users Group 2011 Proceedings*. <http://analytics.ncsu.edu/sesug/2011/ST08.Schoeneberger.pdf>
7. \*Schoeneberger, J. A., \*Morgan, G.B., & **Bell, B.A.** (2010). SBSBOXPLOT: A SAS® macro for generating side-by-side boxplots. *SouthEast SAS Users Group 2010 Proceedings*. <http://analytics.ncsu.edu/sesug/2010/RIV06.Schoeneberger.pdf>
8. Kromrey, J.D. & **Bell, B.A.** (2010). ES\_ANOVA: A SAS® macro for computing point and interval estimates of effect sizes associated with analysis of variance models. *SouthEast SAS Users Group 2010 Proceedings*. <http://analytics.ncsu.edu/sesug/2010/PO05.Kromrey.pdf>
9. **Bell, B.A.**, \*Morgan, G.B., Kromrey, J.D., & Ferron, J.M. (2010). The impact of small cluster size on multilevel models: A Monte Carlo examination of two-level models with

Date: July 19, 2023

Contact Person and Email: Katy Challis, [katy.challis@schools.utah.gov](mailto:katy.challis@schools.utah.gov)

This data sharing agreement is for consideration during the August 2023 Law and Licensing Committee Meeting.

binary and continuous predictors. JSM Proceedings, Section on Survey Research Methods: American Statistical Association. 4057 –4067.  
[https://www.amstat.org/membersonly/proceedings/2010/papers/308112\\_60089.pdf](https://www.amstat.org/membersonly/proceedings/2010/papers/308112_60089.pdf)

10. **Bell, B.A.**, \*Schoeneberger, J. A., \*Morgan, G.B., Kromrey, J.D., & Ferron, J.M. (2010). Fundamental diagnostics for two-level mixed models: The SAS® macro MIXED\_DX. SAS Global Forum 2010 Proceedings.  
<http://support.sas.com/resources/papers/proceedings10/201-2010.pdf>
11. **Bell, B.A.**, \*Morgan, G.B., \*Schoeneberger, J. A., \*Loudermilk, B.L., Kromrey, J.D., & Ferron, J.M. (2010). Dancing the sample size limbo with mixed models: How low can you go? SAS Global Forum 2010 Proceedings.  
<http://support.sas.com/resources/papers/proceedings10/197-2010.pdf>
12. **Bell, B.A.**, Kromrey, J.D., & Ferron, J.M. (2009). Missing data and complex samples: The impact of listwise deletion vs. subpopulation analysis on statistical bias and hypothesis test results when data are MCAR and MAR. JSM Proceedings, Section on Survey Research Methods. Alexandria, VA: American Statistical Association. 4759 –4770.  
<http://www.amstat.org/sections/srms/Proceedings/>
13. **Bell, B.A.**, \*Owens, C.M., Kromrey, J.D., & Ferron, J.M. (2009). Parsimony vs. complexity: A Monte Carlo investigation of hierarchical and cross-classified modeling Using SAS® PROC MIXED. SAS Global Forum 2009 Proceedings.  
<http://support.sas.com/resources/papers/proceedings09/199-2009.pdf>
14. **Bell, B.A.**, Ferron, J. M., & Kromrey, J. D. (2008). Cluster size in multilevel models: The impact of sparse data structures on point and interval estimates in two-level models. JSM Proceedings, Section on Survey Research Methods. Alexandria, VA: American Statistical Association. 1122 – 1129.  
<http://www.amstat.org/Sections/Srms/Proceedings/y2008/Files/300933.pdf>
15. **Bell-Ellison, B.A.** & Kromrey, J. D. (2007). Alternatives for analysis of complex sample surveys: A comparison of SAS®, SUDAAN®, and AM® software. SAS Global Forum 2007 Proceedings. <http://www2.sas.com/proceedings/forum2007/133-2007.pdf>
16. **Bell-Ellison, B.A.** & Kromrey, J.D. (2007). Software alternatives for variance estimation in the analysis of complex sample surveys: A comparison of SAS survey procedures, SUDAAN, and AM. JSM Proceedings, Section on Survey Research Methods: American Statistical Association. 2659 – 2666.  
<http://www.amstat.org/sections/srms/Proceedings/y2007f.html>

### **Conference Presentations**

Date: July 19, 2023

Contact Person and Email: Katy Challis, [katy.challis@schools.utah.gov](mailto:katy.challis@schools.utah.gov)

This data sharing agreement is for consideration during the August 2023 Law and Licensing Committee Meeting.

1. Sharpe, P.A., Wilcox, S., **Bell, B.A.**, Liese, A.D., Stucker, J., & Hutto, B. (2019, June). *Evaluation of a Food Hub Initiative's Effect on Food Shoppers' Perceptions, Shopping Behavior, Diet, and Weight in a Community of Low Income and Low Access to Healthy Food*. To be presented at the American Society for Nutrition Annual Conference, Baltimore, MD.
2. \*DeCelle, K., **Bell, B.**, Fram, M. & \*Chehoski, B. (2019, January). *Patterns of Trauma and Their Association with Delinquency and Criminality: A Latent Class Approach*. Presented at the Society for Social Work and Research (SSWR) Conference, San Francisco, CA.
3. Yingling, M. E., **Bell, B. A.**, & Creel, L.M. (2019, January). *Impact of Part C Early Intervention and health care provider on age of specialized treatment receipt: A study of a national sample of children with autism spectrum disorder*. Presented at the Society for Social Work and Research (SSWR) Conference, San Francisco, CA.
4. Foster, K. A., **Bell, B. A.**, & Shaw, T. C. (2019, January). *Social Capital, Civic Engagement, and the Value of Social Ties: A Latent Class Analysis*. Presented at the Society for Social Work and Research (SSWR) Conference, San Francisco, CA.
5. \*Robinson, P.L., \*McRell, A.S., \*Negreiros, K.L., Fram, M.S., & **Bell, B.A.** (2019, January). *Learning in Context: A Cross-Classified Multilevel Investigation of Family, School, and Neighborhood Influences on Adolescent Academic Achievement*. Presented at the Society for Social Work and Research (SSWR) Conference, San Francisco, CA.
6. \*Smith, R.B., Schoeneberger, J.A., Henderson, A.K., & **Bell, B.A.** (2018, October). *From Raw, Messy Data to a Clean Analytic Dataset: Common Data Management Techniques using SAS®*. Hands on Workshop presented at the Annual SouthEast SAS Users Group Conference. St. Petersburg, FL.
7. Liese, A.D., Ma, X., Reid, L., Eberth, J.M., **Bell, B.A.**, Probst, J, Turley, C.B., & Mayer-David, E.J. (2018, June). *Health Care Access and Glycemic Control using SC SEARCH 3 Data Only*. Presented at the American Diabetes Association 78th Scientific Session, Orlando, FL.
8. \*Sutherland, M.W., \*Ma, X., Mendoza, J., **Bell, B.A.**, Reboussin, B.A., Kahkoska, A., Sauder, K.A., Pihoker, C., & Liese, A.D. (2018, June). *Socioeconomic Profiles as Predictors of Glycemic Control in Youth with Type 1 Diabetes*. Presented at the American Diabetes Association 78th Scientific Session, Orlando, FL.

Date: July 19, 2023

Contact Person and Email: Katy Challis, [katy.challis@schools.utah.gov](mailto:katy.challis@schools.utah.gov)

This data sharing agreement is for consideration during the August 2023 Law and Licensing Committee Meeting.

9. Yingling, M. E. & **Bell, B. A.** (2018, July). *Timeliness of Onset and Patterns of Developmental Therapies among Children with Autism Spectrum Disorder*. Presented at the 2018 International Association for the Scientific Study of Intellectual and Developmental Disabilities European Congress, Athens, Greece.
10. **Bell, B.A.**, Schoeneberger, J.A., Webber, K.C., & Yingling, M. E. (2018, April). *Hierarchical vs. Population Average Models: Comparison of Methods for Analyzing Clustered Data*. Presented at the Annual Meeting of the American Educational Research Association. New York City, NY.
11. Liese, A.D., \*Ma, X., Hutto, B., Sharpe, P.A., **Bell, B.A.**, & Wilcox, S. (2018, April). *Food Shopping and Acquisition Behaviors in Relation to BMI among Residents of Low-Income Communities in South Carolina*. Presented at the 8<sup>th</sup> Annual Symposium on Healthy Eating in Context. Center for Research in Nutrition and Health Disparities, Arnold School of Public Health, University of South Carolina. Columbia, SC.
12. Yingling, M. E. & **Bell, B. A.** (2018, January). *Patterns of Speech-Language, Occupational, Physical, and Behavioral Therapy Utilization among Children with Autism Spectrum Disorder*. Presented at the Society for Social Work and Research Conference, Washington, DC.
13. Yingling, M. E. & **Bell, B. A.** (2018, January). *Utilization of Medicaid-funded Speech-language, Occupational, and Physical Therapies among Children with Autism Spectrum Disorder during the Month of Diagnosis*. Presented at the Society for Social Work and Research Conference, Washington, DC.
14. Foster, K.A., Shaw, T. C., & **Bell, B.A.** (2018, January). *Social Capital and Social Exclusion Among Minority U.S. Populations*. Presented at the Society for Social Work and Research Conference, Washington, DC.
15. \*Pike, S., Trapl, E., Sehgal, A., Clark, J., Rouse, C., Borawski, E., **Bell, B.**, Taggart, M., Leighty, B., & Freedman, D. (2017, December). *Examining Dynamism within Food Retail Choice Contexts when Evaluating Food Environment Interventions*. Presented at the National Institutes of Health Pathways to Prevention Workshop, Bethesda, MD.
16. \*Yingling, M. E., Hock, R. M., & **Bell, B. A.** (2017, January). *The Intersection of Race and Place in the Time-lag between Diagnosis of Autism Spectrum Disorder and Onset of Early Intensive Behavioral Intervention*. Presented at the Society for Social Work and Research (SSWR) Conference, New Orleans, LA.

Date: July 19, 2023

Contact Person and Email: Katy Challis, [katy.challis@schools.utah.gov](mailto:katy.challis@schools.utah.gov)

This data sharing agreement is for consideration during the August 2023 Law and Licensing Committee Meeting.

17. \*Ma, X., Liese, A.D., **Bell, B.A.**, Liu, J., White, K., & Sharpe, P.A. (2017, April). *Food Shopping Patterns of Residents Living in Food Desert Communities in South Carolina*. Presented at *Graduate Students' Day at the University of South Carolina, Columbia, South Carolina*.
18. **Bell, B.A.**, Schoeneberger, J.A., \*Guo, Z., \*Priester, M.A., Webber, K., Smiley, W., & Ferron, J. (2017, April). *The Impact of Incomplete Data on Two-Level Linear Growth Models: A Monte Carlo Examination*. Presented at the Annual Meeting of the American Educational Research Association. New Orleans, LA.
19. **Bell, B.A.** & Webber, K.C. (2017, January). *Applied Longitudinal Analysis: Growth Curve Modeling and Group-based Trajectory Modeling in Social Work Research*. Presented at the Society for Social Work Research Annual Conference. Washington, DC.
20. Seay, K.D, **Bell, B.A.**, Iachini, A., DeHart, D., Browne, T., Clone, S., & Pantridge, C. (2017, January). *Examination of Statewide Public Substance Use Disorder (SUD) Treatment in One Southeastern State: The Impact of Demographic Factors on Substance Use*. Presented at the Society for Social Work Research Annual Conference. Washington, DC.
21. \*Pike, S., Trapl, E., Clark, J., Rouse, C., Sehgal, A., Borawski, E., **Bell, B.**, & Freedman, D. (2016, October). *Reimagining the Food Desert in Urban Settings*. Presented at the American Public Health Association Annual Meeting. Denver, CO.
22. Towne, S.D. Jr., Probst, J.C., Hardin, J.W., **Bell, B.A.**, & Glover, S. (2016, October). Geographic variations in the effects of the Great Recession on low-income adults. Presented at the American Public Health Association Annual Conference. Denver, CO.
23. Flory, K., **Bell, B.**, Burgess, K., Sicheloff, E.R., \*Cipolli, W. & \*Bower, R. (2016, August). *A Bifactor Model of the Strengths and Difficulties Questionnaire in a Large U.S. Community Sample*. Presented at the 124th Annual Convention of the American Psychological Association. Denver, Co.
24. \*Yingling, M. E., Andrews, C. M., & **Bell, B. A.** (2016, August). *Investigating Racial Disparities in Age of Initial Receipt of Developmental Therapies among a Nationally Representative Sample of Children with Autism Spectrum Disorder*. Presented at the 2016 International Association for the Scientific Study of Intellectual and Developmental Disabilities World Congress, Melbourne, Australia.

Date: July 19, 2023

Contact Person and Email: Katy Challis, [katy.challis@schools.utah.gov](mailto:katy.challis@schools.utah.gov)

This data sharing agreement is for consideration during the August 2023 Law and Licensing Committee Meeting.

25. **Bell, B.A.**, Schoeneberger, J.A., \*Guo, Z., Kromrey, J.D., & Ferron, J. (2016, May). *Data Sparseness and Two-Level Logistic Multilevel Models: Impact of Cluster Size on Fixed and Random Effects*. Presented at the Modern Modeling Methods Conference. Storrs, CT.
26. Foster, K. A., Pitner, R., Freedman, D. A, **Bell, B. A.**, & Shaw, T. C. (2016, January). *Spatial Dimensions of Social Capital*. Presented at the Society for Social Work Research Annual Conference. Washington, DC.
27. Foster, K. A., Smith, R. J., & **Bell, B. A.** (2016, January). *Testing the Importance of Spatial Distance on Social Network Resources*. Presented at the Society for Social Work Research Annual Conference. Washington, DC.
28. **Bell, B. A.**, \*Blue, G. L., Foster, K. A., & \*Yingling, M. E. (2016, January). *When is Small Large Enough?: An Empirical Investigation on the Impact of Sample Size on Model Complexity on Two-Level Linear Models*. Presented at the Society for Social Work Research Annual Conference. Washington, DC.
29. Sharpe, P.A., **Bell, B.A.**, Liese, A.D., & Stucker, J. (2015, November). *SNAP Incentives and SNAP Purchases at a Farmers' Market in a Low-Access Community*. Presented at the American Public Health Association Annual Meeting. Chicago, IL.
30. \*Ma, X., Liese, A. D., Hibbert, J., **Bell, B. A.**, Wilcox, S., & Sharpe, P. A. (2015, September). *The Association between Store-Specific and Overall Food Shopping Behaviors and Household Food Security*. Presented at the American College of Epidemiology Annual Meeting. Atlanta, GA.
31. \*Smiley, W., \*Leighton, E. A., \*Guo, X., \*Ene, M., & **Bell, B.A.** (2015, September). *An Intermediate Guide to Estimating Multilevel Models for Categorical Data using SAS® PROC GLIMMIX*. Presented at the Annual SouthEast SAS Users Group. Savannah, GA.
32. Schoeneberger, J.A. & **Bell, B.A.** (2015, September). *MIXED\_RELIABILITY: A SAS macro for estimating lambda and assessing the trustworthiness of random effects in multilevel models*. Presented at the Annual SouthEast SAS Users Group. Savannah, GA.
33. Sharpe, P.A., Liese, A.D., Wilcox, S., Battersby, S.E., & **Bell, B.A.** (2015, June). *A Natural Experiment to Increase Healthy Food Access in a South Carolina Food Desert: Baseline Characteristics of the Food Access and Family Food Shopper Study* (part of symposium ""Evaluating the impact of changes to the food environment on diet or health outcomes"). Presented at the Annual Meeting of the International Society for Behavioral Nutrition and Physical Activity. Edinburgh, Scotland.

Date: July 19, 2023

Contact Person and Email: Katy Challis, [katy.challis@schools.utah.gov](mailto:katy.challis@schools.utah.gov)

This data sharing agreement is for consideration during the August 2023 Law and Licensing Committee Meeting.

34. Sharpe, P.A., Liese, A.D., **Bell, B.A.**, Wilcox, S., Hutto, B., Stucker, J. (2015, June). *Association of Household Food Security Status with use of Community Food Sources in Neighborhoods of High Poverty and Obesity in the Southeastern U.S.* Presented at the Annual Meeting of the International Society of Behavioral Nutrition and Physical Activity. Edinburgh, Scotland.
35. \*Ene, M., \*Leighton, E. A., \*Blue, G.L., & **Bell, B.A.** (2015, April). *Multilevel Models for Categorical Data using SAS® PROC GLIMMIX: The Basics.* Presented at the Annual SAS Global Forum. Dallas, TX.
36. \*Ene, M., \*Leighton, E.A., & **Bell, B.A.** (2015, April). *Academic Self-Concept: At the Intersection of Academic Achievement, Perception of Friends' Academic Behavior, and School Racial Composition.* Presented at the Annual Meeting of the American Educational Research Association. Chicago, IL.
37. \*Blue, G.L., **Bell, B.A.**, \*Ene, M., & \*Leighton, E. A. (2015, April). *National Education Policy and Classroom Instructional Practices: A Comparative Analysis of Science Achievement.* Presented at the Annual Meeting of the American Educational Research Association. Chicago, IL.
38. Pitner, R., Freedman, D., Smallwood, S., & **Bell, B.** (2015, January). *Community-generated Interventions: Fostering Community Engagement among Public Housing Residents.* Presented at the Society for Social Work Research Annual Conference. New Orleans, LA.
39. \*Ene, M., \*Leighton, E.A., & **Bell, B.A.** (2014, February). *Academic Self-Concept: At the Intersection of Academic Achievement, Perception of Friends' Academic Behavior, and School Racial Composition.* Presented at the Annual Conference of the South Carolina Educators for the Practical Use of Research. Columbia, SC.
40. \*Ene, M., \*Leighton, E. A., \*Blue, G.L., & **Bell, B.A.** (2014, October). *Multilevel Models for Categorical Data using SAS® PROC GLIMMIX: The Basics.* Presented at the Annual Meeting of the SouthEast SAS User's Group. Myrtle Beach, SC.
41. Foster, K., Pitner, R., Freedman, D., **Bell, B.**, & Shaw, T. (2014, August). *Spatial Dimensions of Social Capital.* Presented at the Annual Meeting for the American Psychological Association. Washington, DC.

Date: July 19, 2023

Contact Person and Email: Katy Challis, [katy.challis@schools.utah.gov](mailto:katy.challis@schools.utah.gov)

This data sharing agreement is for consideration during the August 2023 Law and Licensing Committee Meeting.



42. **Bell, B.A.**, \*Smiley, W., \*Ene, M., & \*Blue, G.L. (2014, March). *An Intermediate Primer to Estimating Linear Multilevel Models using SAS® PROC MIXED*. Presented at the Annual SAS Global Forum. Washington, DC.
43. Blake, C., Jones, S., \*Martini, L., & **Bell, B.A.** (2013, November). *Individual and Contextual Factors Associated with Use of Food Choice Coping Behaviors among Food Insecure Parents*. Presented at the Annual Meeting of the American Public Health Association. Boston, MA.
44. Jones, S., \*Burke, M., \*Draper, C., Freedman, D., Blake, C., Liese, A., **Bell, B.A.**, & \*Martini, L. (2013, November). *Urban Very Low Food-Secure Families Experience Similar Demands, but have Fewer Assets to Adapt Compared to Other Food –Insecure Families*. Presented at the Annual Meeting of the American Public Health Association. Boston, MA.
45. **Bell, B.A.**, \*Smiley, W., \*Ene, M., \*Sherlock, P.R., Jr., & \*Blue, G.L. (2013, October). *An Intermediate Primer to Estimating Linear Multilevel Models using SAS® PROC MIXED*. Presented at the Annual Meeting of the SouthEast SAS User's Group. St. Pete Beach, FL.
46. Liese, A.D., \*Martini, L., \*Draper, C., \*Burke, M., \*Younginer, N., Probst, J., Blake, C., Freedman, D., **Bell, B.A.**, & Jones, S. (2013, September). *Recruitment Strategies and Participation in a Case Control Study on Childhood Hunger*. Presented at the Annual Meeting of the American College of Epidemiology. Louisville, KY.
47. Pitner, R., Freedman, D., & **Bell, B.** (2013, June). *Public Housing: Examining Neighborhood Wellness*. Presented at the Biennial Meeting for the Society for Community Research and Action. Miami, FL.
48. **Bell, B.A.**, \*Schoeneberger, J.A., \*Leighton, E., \*Haines, S.K., \*Ene, M., \*Smiley, W., & Kromrey, J.D. (2013, May). *Doubly-Diminishing Returns: An Empirical Investigation of the Impact of Sample Size and Predictor Prevalence on Point and Interval Estimates from Two-Level Linear Models*. Presented at the Modern Modeling Methods Conference. Storrs, CT.
49. Probst, J., Jones, S., Liese, A.D., **Bell, B.A.**, Blake, C., Freedman, D., \*Burke, M., & \*Martini, L. (2013, May). *Advantage, Rural? Differences between Rural and Urban Food Insecure Families*. Presented at the Annual Meeting of the National Rural Health Association. Louisville, KY.
50. **Bell, B.A.**, \*Schoeneberger, J.A., \*Haines, S.K., \*Ene, M., \*Smiley, W., \*Leighton, E., & Kromrey, J.D. (2013, April). *Estimation of Two-Level Linear Models with Binary Predictors: Impact of Prevalence and Sample Size*. Presented at the Annual Meeting of the American Educational Research Association. San Francisco, CA.

Date: July 19, 2023

Contact Person and Email: Katy Challis, [katy.challis@schools.utah.gov](mailto:katy.challis@schools.utah.gov)

This data sharing agreement is for consideration during the August 2023 Law and Licensing Committee Meeting.

51. \*Smiley, W. & **Bell, B.A.** (2013, April). *Examining Reading and Mathematics Growth in Early Education*.  
Presented at the Annual Meeting of the American Educational Research Association. San Francisco, CA.
52. **Bell, B.A.**, \*Ene, M., \*Smiley, W., & \*Schoeneberger, J.A. (2013, April). *A Multilevel Model Primer using SAS PROC MIXED*. Presented at the Annual SAS Global Forum. San Francisco, CA.
53. \*Ene, M., \*Smiley, W., & **Bell, B.A.** (2013, April). *MIXED\_FIT: A SAS<sup>®</sup> Macro to Assess Model Fit and Adequacy for Two-Level Linear Models*. Presented at the Annual SAS Global Forum. San Francisco, CA.
54. Pitner, R., Freedman, D., & **Bell, B.** (2013, January). *Social Capital and Public Housing Residents' Perception of Neighborhood Safety*. Presented at the Society for Social Work Research Annual Conference. San Diego, CA.
55. \*Ene, M., \*Smiley, W., & **Bell, B.A.** (2012, October). *MIXED\_FIT: A SAS<sup>®</sup> Macro to Assess Model Fit and Adequacy for Two-Level Linear Models*. Presented at the Annual Meeting of SouthEast SAS Users Group. Durham, NC.
56. \*Barnes, T. L., Colabianchi, N., **Bell, B.A.**, Freedman, D.A., Hibbert, J.D., & Liese, A.D. (2012, August). *Examining Measures of Spatial Access: Association between the Built Neighborhood Environment and Perception*. Presented at the 24th Conference of the International Society for Environmental Epidemiology. Columbia, SC.
57. Liese, A.D., Blake, C.E., **Bell, B.A.**, \*Barnes, T. L., & Freedman, D.A. (2012, August). *Spatial and Perceived Food Access, Food Shopping Behaviors, and Psychosocial Correlates of Fruit and Vegetable Intake*. Presented at the 24th Conference of the International Society for Environmental Epidemiology. Columbia, SC.
58. Kromrey, J. D. & **Bell, B. A.** (2012, August). *Effect Size Indices for Dichotomized Outcomes under Variance Heterogeneity: An Empirical Investigation of Accuracy and Precision*. Presented at the Joint Statistical Meetings of the American Statistical Association. San Diego, CA.
59. Pitner, R., Freedman, D., & **Bell, B.** (2012, August). *Public Housing Communities and Perceptions of Safety*. Presented at the annual meeting for the American Psychological Association. Orlando, FL.
60. Pitner, R., Freedman, D., & **Bell, B.** (2012, August). *Assessing the Role of Neighborhood Social Capital on Public Housing Residents' Perceptions of Neighborhood Safety*. Presented at the annual meeting for the American Psychological Association. Orlando, FL.

Date: July 19, 2023

Contact Person and Email: Katy Challis, [katy.challis@schools.utah.gov](mailto:katy.challis@schools.utah.gov)

This data sharing agreement is for consideration during the August 2023 Law and Licensing Committee Meeting.

61. Pitner, R., Freedman, D., & **Bell, B.** (2012, June). *Neighborhood Social Capital and Public Housing Residents' Perceptions of Safety*. Presented at the IV<sup>th</sup> International Conference of Community Psychology. Barcelona, Spain.
62. **Bell, B.A.**, \*Ma, X., Hibbert, J., Battersby, S.E., & Liese, A.D. (2012, May). *Are Food Deserts Really Food Swamps? An Evaluation of the Foodscape in an Eight-County Area*. Presented at the conference of the International Society for Behavioral Nutrition and Physical Activity. Austin, TX.
63. Liese, A.D., Battersby, S.E., & **Bell, B.A.** (2012, May). *Who Lives in a Food Desert? A Comparison of Policy-Relevant Measures of Community Food Access*. Presented at the conference of the International Society for Behavioral Nutrition and Physical Activity. Austin, TX.
64. \*Ma, X., \*Barnes, T.L., Freedman, D.A., **Bell, B.A.**, & Liese, A.D. (2012, May). *Test-retest Reliability of a Questionnaire Measuring Perceptions of Neighborhood Food Environment*. Presented at the conference of the International Society for Behavioral Nutrition and Physical Activity. Austin, TX.
65. **Bell, B.A.**, \*Schoeneberger, J.A., \*Morgan, G.B., \*Zhu, M., Kromrey, J.D., & Ferron, J.M. (2012, April). *Sample Size and Model Complexity: Impact and Implications for Variance Estimates in Two-Level Models*. Presented at the Annual Meeting of the American Educational Research Association. Vancouver, B.C.
66. \*Ene, M., \*Askew, K., \*Leighton, E., & **Bell, B.A.** (2012, April). *Reporting of Design Effects and Sample Weights: A Review of Published Articles Using NCES Data Sources*. Presented at the Annual Meeting of the American Educational Research Association. Vancouver, B.C.
67. Pitner, R., Freedman, D.A., & **Bell, B.** (2012, January). *Making Public Housing Safer: Examining the Predictors of Perceived Safety in Public Housing Communities*. Presented at the Society for Social Work Research Annual Conference. Washington, DC.
68. \*Schoeneberger, J. A., **Bell, B.A.**, Kromrey, J. D. (2011, October). *Acknowledging the Unknown: A SAS® Macro for Investigating Omitted Variable Bias in Two-Level Linear Models*. Presented at the Annual Meeting of the SouthEast SAS User's Group. Alexandria, VA.
69. **Bell, B.A.**, \*Schoeneberger, J.A., Kromrey, J.D., & Ferron, J.M. (2011, August). *Data Sparseness and Multilevel Models: The Impact of Small Cluster Size on Point and Interval Estimates in Two-Level Logistic Models*. Presented at the Joint Statistical Meetings of the American Statistical Association. Miami Beach, FL.

Date: July 19, 2023

Contact Person and Email: Katy Challis, [katy.challis@schools.utah.gov](mailto:katy.challis@schools.utah.gov)

This data sharing agreement is for consideration during the August 2023 Law and Licensing Committee Meeting.

70. Liese, A.D., **Bell, B.A.**, Nichols, M., Colabianchi, N., Hibbert, J., Freedman, D., \*Barnes, T., & French, S. (2011, June). *Relative Influence of Supermarket Availability and Access, Perceptions, and Shopping Behaviors on Fruit and Vegetable Intake*. Presented at the Annual Meeting of the International Society for Behavioral Nutrition and Physical Activity. Melbourne, Australia.
71. Liese, A.D., Nichols, M., **Bell, B.A.**, Freedman, D., & Colabianchi, N. (2011, June). *Test-retest Reliability of a Food Shopping Behavior Questionnaire*. Presented at the Annual Meeting of the International Society for Behavioral Nutrition and Physical Activity. Melbourne, Australia.
72. **Bell, B.A.**, \*Schoeneberger, J. A., \*Morgan, G.B., \*Zhu, M., Ferron, J.M., & Kromrey, J.D. (2011, May). *Hierarchical vs. Contextual Models: Sample Size, Model Complexity, and the 30/30 Rule*. Presented at the Modern Modeling Methods Conference. Storrs, CT.
73. **Bell, B.A.**, \*Morgan, G.B., \*Zhu, M., & \*Schoeneberger, J. A. (2011, April). *Statistical Power and Multiple-Baseline Data: A Monte Carlo Examination of Alternative Multilevel Modeling Approaches*. Presented at the Annual Meeting of the American Educational Research Association. New Orleans, LA.
74. **Bell, B.A.**, \*Owens, C.M., Kromrey, J.D., & Ferron, J.M. (2011, April). *Statistical Implications of Model Misspecification with Cross-Classified Data: A Monte Carlo Comparison of Two-Level, Three-Level, and Cross-Classified Models*. Presented at the Annual Meeting of the American Educational Research Association. New Orleans, LA.
75. **Bell, B.A.**, \*Morgan, G.B., Kromrey, J.D., & Ferron, J.M. (2011, March). *The Impact of Small Cluster Size on Multilevel Models: A Monte Carlo Examination of Two-Level Models with Binary and Continuous Predictors*. Presented at the Healthy Eating in Context: The Role of Political, Physical, Economic, and Social Structures in Nutrition Symposium. Columbia, SC.
76. Walsemann, K.M., **Bell, B.A.**, & Hummer, R. (2011, March). *Timing of Educational Attainment and Levels of Depressive Symptoms and Self-rated Health at Mid-life*. Presented at the Annual Meeting of the Population Association of America. Washington, DC.
77. \*Barnes, T. L., Freedman, D. A., Colabianchi, N., **Bell, B.A.**, Nichols, M. D., & Liese, A.D. (2011, March). *What's Really in Your Neighborhood? Comparison of Actual and Perceived Supermarket Availability in Primary Household Food Shoppers in South Carolina*. Presented at the Annual Experimental Biology (American Society for Nutrition) Meeting. Washington, D.C.

Date: July 19, 2023

Contact Person and Email: Katy Challis, [katy.challis@schools.utah.gov](mailto:katy.challis@schools.utah.gov)

This data sharing agreement is for consideration during the August 2023 Law and Licensing Committee Meeting.

78. Kromrey, J.D. & **Bell, B.A.** (2010, September). *ES\_ANOVA: A SAS® Macro for Computing Point and Interval Estimates of Effect Sizes Associated with Analysis of Variance Models*. Presented at the Annual Meeting of the SouthEast SAS User's Group. Savannah, GA.
79. \*Schoeneberger, J. A., \*Morgan, G.B., **Bell, B.A.** (2010, September). *SBSBOXPLOT: A SAS® Macro for Generating Side-by-Side Boxplots*. Presented at the Annual Meeting of the SouthEast SAS User's Group. Savannah, GA.
80. **Bell, B.A.**, \*Morgan, G.B., Kromrey, J.D., & Ferron, J.M. (2010, August). *The Impact of Small Cluster Size on Multilevel Models: A Monte Carlo Examination of Two-Level Models with Binary and Continuous Predictors*. Presented at the Joint Statistical Meetings of the American Statistical Association. Vancouver, BC.
81. Ferron, J.M., \*Owens, C. M, **Bell, B.A.** (2010, April). *Multilevel Models for Combining Single-Case Data: A Monte Carlo Examination of Treatment Effect Estimates and Inferences*. Presented at the Annual Meeting of the American Educational Research Association. Denver, CO.
82. **Bell, B.A.**, \*Schoeneberger, J. A., \*Morgan, G. B., \*Loudermilk, B.L., Ferron, J. M., & Kromrey, J.D. (2010, April).  *$N \leq 30$ : Impact of Small Level-1 and Level-2 Sample Sizes on Estimates in Two-Level Models*. Presented at the Annual Meeting of the American Educational Research Association. Denver, CO.
83. Walsemann, KM, **Bell, BA**, & \*Maitra, D. (2010, April). *The Intersection of School Racial/Ethnic Composition and Student Race/Ethnicity on Adolescent Depressive and Somatic Symptoms*. Presented at the Annual Meeting of the Population Association of America. Dallas, TX.
84. **Bell, B.A.**, \*Schoeneberger, J. A., \*Morgan, G.B., Kromrey, J.D., & Ferron, J.M. (2010, April). *Fundamental Diagnostics for Two-Level Mixed Models: The SAS® Macro MIXED\_DX*. Presented at the Annual SAS Global Forum. Seattle, WA.
85. **Bell, B.A.**, \*Morgan, G.B., \*Schoeneberger, J. A., \*Loudermilk, B.L., Kromrey, J.D., & Ferron, J.M. (2010, April). *Dancing the Sample Size Limbo with Mixed Models: How Low Can You Go?* Presented at the Annual SAS Global Forum. Seattle, WA.
86. **Bell, B.A.** & Brown, W.H. (2010, January). *Physical Activity and Motor Abilities of Young Children with Developmental Delays: An Exploratory Analysis of the Pre-Elementary Education Longitudinal Study (PEELS)*. Presented at the Annual Hawaii International Conference on Education, Honolulu, HI.

Date: July 19, 2023

Contact Person and Email: Katy Challis, [katy.challis@schools.utah.gov](mailto:katy.challis@schools.utah.gov)

This data sharing agreement is for consideration during the August 2023 Law and Licensing Committee Meeting.

87. Freedman, D.A. & **Bell, B.A.** (2009, November). *Examining Local Food Environments: Objective and Subjective Measures of Access to Healthful Foods*. Presented at the Annual American Public Health Association Meeting. Philadelphia, PA.
88. **Bell, B.A.**, \*Morgan, G.B., \*Schoeneberger, J. A., Ferron, J.M., & Kromrey, J.D. (2009, October). *MIXED\_DX: A SAS Macro for Two-Level Linear Model Diagnostics*. Presented at the Annual Meeting of the SouthEast SAS User's Group. Birmingham, AL.
89. **Bell, B.A.**, Kromrey, J.D., & Ferron, J.M. (2009, August). *Missing Data and Complex Samples: The Impact of Listwise Deletion vs. Subpopulation Analysis on Statistical Bias and Hypothesis Test Results when Data are MCAR and MAR*. Presented at the Joint Statistical Meetings of the American Statistical Association. Washington, DC.
90. **Bell, B. A.**, Ferron, J. F., & Kromrey, J. D. (2009, April). *The Effect of Sparse Data Structures and Model Misspecification on Point and Interval Estimates in Multilevel Models*. Presented at the Annual Meeting of the American Educational Research Association. San Diego, CA.
91. **Bell, B. A.**, Kromrey, J. D., Ferron, J. F., & \*Owens, C. M. (2009, April). *Sampling Weights in Multilevel Modeling: An Investigation of Scaled Two-Level Sampling Weights Using Add Health and AHA Data*. Presented at the Annual Meeting of the American Educational Research Association. San Diego, CA.
92. **Bell, B.A.**, \*Owens, C.M., Kromrey, J.D., & Ferron, J.M. (2009, March). *Parsimony vs. Complexity: A Monte Carlo Investigation of Hierarchical and Cross-Classified Modeling Using SAS® PROC MIXED*. Presented at the Annual SAS Global Forum. National Harbor, MD.
93. **Bell, B.A.**, \* Owens, C. M., Ferron, J. F., & Kromrey, J. D. (2008, October). *Parsimony vs. Complexity: A Comparison of Two-Level, Three-Level, and Cross-Classified Models Using Add Health and AHA Data*. Presented at the Annual Meeting of the SouthEast SAS User's Group. St. Pete Beach, FL.
94. **Bell-Ellison, B.A.**, Ferron, J. M., & Kromrey, J. D. (2008, August). *Cluster Size in Multilevel Models: The Impact of Sparse Data Structures on Point and Interval Estimates in Two Level Models*. Presented at the Joint Statistical Meetings of the American Statistical Association. Denver, CO.
95. **Bell-Ellison, B.A.**, Ferron, J. M., Kromrey, J. D., Forthofer, M. S., Onwuegbuzie, A. J., & Dedrick, R. F. (2008, March). *Schools as Moderators of Neighborhood Influences on*

Date: July 19, 2023

Contact Person and Email: Katy Challis, [katy.challis@schools.utah.gov](mailto:katy.challis@schools.utah.gov)

This data sharing agreement is for consideration during the August 2023 Law and Licensing Committee Meeting.

*Adolescent Academic Achievement: A Cross-Classified Multilevel Investigation*. Presented at the Annual Meeting of the American Educational Research Association. New York City, NY.

96. Ferron, J., **Bell-Ellison, B.**, Hibbard, S., Hess, M., & Rendina-Gobioff, G. (2008, March). *Multilevel Analyses of Autocorrelated Multiple-Baseline Data: The Impact of Alternative Methods for Estimating the Degrees of Freedom*. Presented at the Annual Meeting of the American Educational Research Association. New York City, NY.
97. **Bell-Ellison, B.A.**, Ferron, J. M., & Kromrey, J. D. (2008, February). Listwise Deletion vs. Subpopulation Analysis with Complex Sample Data: An Investigation of Bias in Parameter Estimates, Standard Errors, and Hypothesis Test Results. Presented at the Annual Meeting of the Eastern Educational Research Association. Hilton Head, SC.
98. **Bell-Ellison, B.A.**, Onwuegbuzie, A.J., Ferron, J.M., Jiao, Q.G., Hibbard, S.T., & Kromrey, J. D. (2007, November). Appropriate use of Design Effects and Sample Weights in Complex Health Survey Data: A Review of Articles Published using Data from Add Health, MTF, and YRBS. Presented at the Annual Meeting of the American Public Health Association. Washington, DC.
99. **Bell-Ellison, B.A.** & Kromrey, J.D. (2007, July). *Software Alternatives for Variance Estimation in the Analysis of Complex Sample Surveys: A Comparison of SAS Survey Procedures, SUDAAN, and AM*. Presented at the Joint Statistical Meeting of the American Statistical Association. Salt Lake City, UT.
100. **Bell-Ellison, B.A.**, Phan, H.T., Hibbard, S.T., Hines, C.V., Pride, B., Rendina-Gobioff, G., Wao, J., Hohlfeld, T.N., Hess, M.R., & Kromrey, J.D. (2007, June). *Correlates of Decision Making: Factors Associated with Degree Completion and Employment*. Presented at the Annual Forum of the Association for Institutional Research. Kansas City, MO.
101. Buhi, E. R., **Bell-Ellison, B. A.**, & Goodson, P. (2007, April). *Sexual Behavior Explained from a Social Capital Perspective: Results from the National Longitudinal Study of Adolescent Health*. XVIII World Congress of the World Association for Sexual Health, 1st World Congress for Sexual Health. Sydney, Australia.
102. **Bell-Ellison, B.A.**, Rendina-Gobioff, G., Hines, C.V., Hohlfeld, T., Kromrey, J.D., Phan, H., Hess, M., R., Hibbard, S. T., Pride, B., Wao, J. (2007, April). *Transitions in College and Beyond: Application of Prospect Theory to Investigate Decisions Associated with Degree Completion, Employment, and Graduate Enrollment*. Presented at the Annual Meeting of the American Educational Research Association. Chicago, IL.

Date: July 19, 2023

Contact Person and Email: Katy Challis, [katy.challis@schools.utah.gov](mailto:katy.challis@schools.utah.gov)

This data sharing agreement is for consideration during the August 2023 Law and Licensing Committee Meeting.

103. Ferron, J., **Bell-Ellison, B.**, Hess, M., Rendina-Gobioff, G., & Hibbard, S. (2007, April). *Multilevel Models for Multiple-Baseline Data: A Comparison of Methods for Making Inferences*. Presented at the Annual Meeting of the American Educational Research Association. Chicago, IL.
104. **Bell-Ellison, B.A.** & Kromrey, J. D. (2007, April). *Alternatives for Analysis of Complex Sample Surveys: A Comparison of SAS<sup>®</sup>, SUDAAN<sup>®</sup>, and AM<sup>®</sup> Software*. Presented at the Annual SAS Global Forum. Orlando, FL.
105. Hohlfeld, T., **Bell-Ellison, B.A.**, Hess, M., R., Hines, C.V., Kromrey, J.D., Phan, H., Rendina-Gobioff, G., Pride, B., Wao, J., Hibbard, S. T. (2007, February). *Application of Prospect Theory to Academic and Employment Decision Making in Science and Engineering: A Secondary Analysis of SESTAT Data*. Presented at the Annual Meeting of the Eastern Educational Research Association. Clearwater, FL.
106. Quinn, G.P., **Bell Ellison, B.A.**, Bell, M.Y., Caraway, V., Conforte, D., Lewandowski, A., Graci, L., Powell Stafford, V., Sapp, A., Shaffer, A., Shimizu, C.O., Vaughn, E.J., Williams, C., Vadaparampil. S.T., & Bepler, G. (2006, November). *Faces of Lung Cancer: A Multimedia Photo Essay*. Presented at the Annual American Association for Cancer Research Conference. Boston, MA.
107. **Bell Ellison, B.** & Dedrick, R. (2006, April). *What do Graduate Students Value in their Ideal Mentor?* Presented at the Annual Meeting of the American Educational Research Association. San Francisco, CA.
108. Hess, M. R., Ferron, J.M., **Bell Ellison, B.**, Dedrick, R., & Lewis, S.E. (2006, April). *Interval Estimates of Fixed Effects in Multi-Level Models: Effects of Small Sample Size*. Presented at the Annual Meeting of the American Educational Research Association. San Francisco, CA.
109. **Bell Ellison, B.A.**, Forthofer, M.S., Zapata, L.B., Nearn, J.L., Curran, K.T, Calkins, S., McCormack Brown, K, R., Bryant, C.A., & McDermott, R.J. (2005, December). *Impact of a Teen Theater Production on Attitudes toward Alcohol and Tobacco Use Among Middle School Students*. Presented at the Annual Meeting of the American Public Health Association. Philadelphia, PA. [Student Poster Award, Delta Omega Honorary Poster Session]
110. Forthofer, M.S., **Bell Ellison, B.A.**, Zapata, L.B., Nearn, J., Hogeboom, D., Calkins, S., McCormack Brown, K., Bryant, C., & McDermott, R.J. (2005, February). *Factors Associated with Parents' Participation in a Mail Survey Regarding Adolescent Alcohol and Tobacco Use*.

Date: July 19, 2023

Contact Person and Email: Katy Challis, [katy.challis@schools.utah.gov](mailto:katy.challis@schools.utah.gov)

This data sharing agreement is for consideration during the August 2023 Law and Licensing Committee Meeting.



Presented at the Annual Scientific Meeting of the American Academy of Health Behavior. Charleston, SC.

111. Forthofer, M.S., **Bell, B.A.**, Zapata, L.B., Nearn, J., Calkins, S., McCormack Brown, K., Bryant, C., & McDermott, R.J. (2004, February). *The Contemporary Context of Mail Survey Methods: Lessons Learned from an Application of Dillman's "Total Design Methods" to Research with Parents of Adolescents*. Presented at the Annual Scientific Meeting of the American Academy of Health Behavior. Sedona, AZ.
112. Forthofer, M.S., Nearn, J., **Bell, B.A.**, Zapata, L.B., Calkins, S., McCormack Brown, K., Bryant, C., & McDermott, R.J. (2004, February). *Parent and Middle School Student Accounts of Parental Communication and Monitoring Related to Youth Tobacco and Alcohol Use-Confluence or Divergence?* Presented at the Annual Scientific Meeting of the American Academy of Health Behavior. Sedona, AZ.
113. Zapata, L., Forthofer, M., **Bell, B.**, Bryant, R., McCormack Brown, K., Bryant, C., & McDermott, R. (2003, March). *Content Analysis of Tobacco and Alcohol Related Articles in the Newspaper: Utility for Evaluating Interventions to Prevent Youth Smoking and Drinking in the Community*. Presented at the Annual Scientific Meeting of the American Academy of Health Behavior. Saint Augustine, FL.
114. Wyatt, V. H., Fluhr, J., Moore, S., Payne, K., Shakir, M., **Bell, B.**, & Worley, M. (2001, November). *Peer Educators' Contributions for Teen Pregnancy Prevention Program Improvement*. Presented at the American Public Health Association meeting. Atlanta, GA.
115. Wyatt, V.H., Marshall, L., Rodine, S., Shakir, M., & **Bell, B.** (2001, November) *Late Adolescents' Developmental Issues and Experiences in Teen Pregnancy Assessed with Focus Groups*. Presented at the American Public Health Association meeting. Atlanta, GA.

### **Seminars, Workshops, Colloquia**

1. October 2019, Guest Speaker: Pizza with Professionals. Galen's Health Fellows, University of South Carolina.
2. September 2019, Guest Lecture: *Tips for Writing Statistical Methods in Grant Applications*. College of Nursing, University of South Carolina, Dr. Tisha Felder.
3. November 2018, Guest Lecture in EPID 800: *Introduction to Multilevel Modeling*. Arnold School of Public Health, University of South Carolina, Dr. Angela Liese.

Date: July 19, 2023

Contact Person and Email: Katy Challis, [katy.challis@schools.utah.gov](mailto:katy.challis@schools.utah.gov)

This data sharing agreement is for consideration during the August 2023 Law and Licensing Committee Meeting.

4. March 2018, Guest Lecture: *Tips for Writing Statistical Methods in Grant Applications*. College of Nursing, University of South Carolina, Dr. Tisha Felder.
5. February 2018, Workshop: *Quantitative and Qualitative Writing*. Grace Jordan McFadden Professors Program, University of South Carolina.
6. October 2017, Guest Lecture in EPID 800: *Introduction to Multilevel Modeling*. Arnold School of Public Health, University of South Carolina, Dr. Angela Liese.
7. December 2016, Invited Panel Member: Grant Writing Dos and Don'ts. Research Consortium of Children and Families, University of South Carolina.
8. November 2016, Guest Lecture in EPID 800: *Introduction to Multilevel Modeling*. Arnold School of Public Health, University of South Carolina, Dr. Angela Liese.
9. April 2016, Workshop: *A Primer on Mixed Methods Research for the Social and Behavioral Sciences*. College of Education, Ohio State University as part of their IES Postdoc Training Grant.
10. January 2016, Hamilton Talk Panelist: *Mentoring & Individual Development Plans*. College of Social Work, University of South Carolina.
11. November 2015, Guest Lecture in EPID 800: *Introduction to Multilevel Modeling*. Department of Epidemiology and Biostatistics, Arnold School of Public Health, University of South Carolina, Dr. Angela Liese.
12. August 2015, Summer Training: *Introduction to Multilevel Modeling*, College of Social Work, University of South Carolina.
13. November 2010, Seminar: *Introduction to Hierarchical Linear Modeling*. Health Disparities Research Group, Department of Health Promotion, Education, and Behavior, Arnold School of Public Health, University of South Carolina, Dr. Katrina Walsemann.
14. March 2010, Colloquia: *Dancing the Sample Size Limbo with Multilevel Models: How Low Can You Go?* University of South Carolina's Center for Research in Nutrition and Health Disparities Seminar Series.

Date: July 19, 2023

Contact Person and Email: Katy Challis, [katy.challis@schools.utah.gov](mailto:katy.challis@schools.utah.gov)

This data sharing agreement is for consideration during the August 2023 Law and Licensing Committee Meeting.

## Technical and Evaluation Reports

1. **Bell, B.A.** & Webber, K.C. (2019). Schools of Hope – Whole School Transformation Model (TOP-3) Annual Report. Prepared for Hillsborough County Public Schools.
2. **Bell, B.A.**, Beverly, M., Schoeneberger, J.A. (2018). Investing in Innovation (i3) Grant Program: Fall 2018 Evaluation Report of the Urban Teacher Residency Partnership Program. Prepared for Hillsborough County Public Schools.
3. **Bell, B.A.**, Beverly, M., Schoeneberger, J.A. (2018). Investing in Innovation (i3) Grant Program: Spring 2018 Evaluation Report of the Urban Teacher Residency Partnership Program. Prepared for Hillsborough County Public Schools.
4. **Bell, B.A.** & Beverly, M. (2018). USDOE Annual Performance Report: Investing in Innovation (i3). Prepared for Hillsborough County Public Schools.
5. **Bell, B.A.**, Beverly, M., Schoeneberger, J.A. (2017). Investing in Innovation (i3) Grant Program: Fall 2017 Evaluation Report of the Urban Teacher Residency Partnership Program. Prepared for Hillsborough County Public Schools.
6. **Bell, B.A.** & Beverly, M. (2017). USDOE Annual Performance Report: Investing in Innovation (i3). Prepared for Hillsborough County Public Schools.
7. **Bell, B.A.** & Beverly, M. (2016). USDOE Annual Performance Report: Investing in Innovation (i3). Prepared for Hillsborough County Public Schools.
8. Dehart, D., Lize, S., Priester, M.A., & **Bell, B.A.** (2015). *Improving the Efficacy of SC Administrative Data for Evaluation of Holistic Defense*. Submitted to the South Carolina Commission on Indigent Defense by the University of South Carolina's College of Social Work.
9. **Bell, B.A.**, Beverly, M., & Bryan, M.L. (2015). Supporting Effective Educator Development (SEED) Grant Program: Increasing the Effectiveness of Teachers and Principals in Hillsborough County Public Schools. Year 3 Evaluation Report prepared for New Teacher Center.
10. **Bell, B.A.**, Bryan, M.L., & Beverly, M. (2015). USDOE Annual Performance Report: Supporting Effective Educator Development (SEED). Prepared for New Teacher Center.

Date: July 19, 2023

Contact Person and Email: Katy Challis, [katy.challis@schools.utah.gov](mailto:katy.challis@schools.utah.gov)

This data sharing agreement is for consideration during the August 2023 Law and Licensing Committee Meeting.

11. **Bell, B.A.**, Bryan, M.L., & Beverly, M. (2014). Supporting Effective Educator Development (SEED) Grant Program: Increasing the Effectiveness of Teachers and Principals in Hillsborough County Public Schools. Year 2 Evaluation Report prepared for New Teacher Center.
12. **Bell, B.A.**, Bryan, M.L., & Beverly, M. (2014). USDOE Annual Performance Report: Supporting Effective Educator Development (SEED). Prepared for New Teacher Center.
13. **Bell, B.A.** (2014). *Hillsborough County Schools Private School Title I Program Review (2013-2014)*. Prepared for Student Services and Federal Programs, School District of Hillsborough County, Hillsborough County, FL.
14. **Bell, B.A.**, Bryan, M.L., & Beverly, M. (2013). Supporting Effective Educator Development (SEED) Grant Program: Increasing the Effectiveness of Teachers and Principals in Hillsborough County Public Schools. Year 1 Evaluation Report prepared for New Teacher Center.
15. **Bell, B.A.** (2013). USDOE Final Performance Report: Our Heritage, Our Future. Prepared for Polk County School District, Polk County, FL.
16. **Bell, B.A.**, Bryan, M.L., & Beverly, M. (2013). USDOE Annual Performance Report: Supporting Effective Educator Development (SEED). Prepared for New Teacher Center.
17. **Bell, B.A.** (2013). *Hillsborough County Schools Private School Title I Program Review (2012-2013)*. Prepared for Student Services and Federal Programs, School District of Hillsborough County, Hillsborough County, FL.
18. **Bell, B.A.** (2012). USDOE Annual Performance Report: Our Heritage, Our Future. Prepared for Polk County School District, Polk County, FL.
19. **Bell, B.A.** (2012). *Hillsborough County Schools Private School Title I Program Review (2011-2012)*. Prepared for Student Services and Federal Programs, School District of Hillsborough County, Hillsborough County, FL.
20. **Bell, B.A.** (2011). *Hillsborough County Schools Private School Title I Three Year Program Review*. Prepared for Student Services and Federal Programs, School District of Hillsborough County, Hillsborough County, FL.
21. **Bell, B.A.** (2011). USDOE Annual Performance Report: Our Heritage, Our Future. Prepared for Polk County School District, Polk County, FL.

Date: July 19, 2023

Contact Person and Email: Katy Challis, [katy.challis@schools.utah.gov](mailto:katy.challis@schools.utah.gov)

This data sharing agreement is for consideration during the August 2023 Law and Licensing Committee Meeting.

22. **Bell, B.A.** (2010). *Hillsborough County Schools Private School Title I Program Review 2009-2010 Academic Year*. Prepared for Student Services and Federal Programs, School District of Hillsborough County, Hillsborough County, FL.
23. **Bell, B.A.** (2010). US DOE Annual Performance Report: Our Heritage, Our Future. Prepared for Polk County School District, Polk County, FL.
24. **Bell, B.A.** (2010). USDOE Final Performance Report: Turning Points in American History. Prepared for Polk County School District, Polk County, FL.
25. **Bell, B.A.** (2010). USDOE Annual Performance Report: GEAR UP. Prepared for School District of Hillsborough County, Hillsborough County, FL.
26. **Bell, B.A.** (2009). USDOE Annual Performance Report: Turning Points in American History. Prepared for Polk County School District, Polk County, FL.
27. **Bell, B.A.** (2009). *Hillsborough County Schools Nonpublic Title I Program Review 2007-2008 Academic Year*. Prepared for Student Services and Federal Programs, School District of Hillsborough County, Hillsborough County, FL.
28. **Bell, B.A.** (2008). US DOE Annual Performance Report: Turning Points in American History. Prepared for Polk County School District, Polk County, FL.
29. **Bell, B.A.** (2008). USDOE Annual Performance Report: GEAR UP. Prepared for School District of Hillsborough County, Hillsborough County, FL.
30. **Bell, B.A.** (2008). *Hillsborough County Schools Nonpublic Title I Program Review 2007-2008 Academic Year*. Prepared for Student Services and Federal Programs, School District of Hillsborough County, Hillsborough County, FL.
31. **Bell-Ellison, B.A.** (2007). *Black Student Achievement Superintendent's Report 2006-2007* S.Y. Prepared for Research and Accountability, Pinellas County Schools, Pinellas County, FL.
32. **Bell-Ellison, B.A.** (2006). *An Implementation Evaluation of Classroom Instructional Support Model (CISM): The First Year*. Prepared for Research and Accountability, Pinellas County Schools, Pinellas County, FL.

Date: July 19, 2023

Contact Person and Email: Katy Challis, [katy.challis@schools.utah.gov](mailto:katy.challis@schools.utah.gov)

This data sharing agreement is for consideration during the August 2023 Law and Licensing Committee Meeting.

33. **Bell-Ellison, B.A.** (2006). *Black Student Achievement Superintendent's Report 2005-2006*. S.Y. Prepared for Research and Accountability, Pinellas County Schools, Pinellas County, FL.
34. **Bell-Ellison, B.A.** & O'Rourke, K. (2006). *Best Chance 2006 Project Evaluation: Analysis of Change for the 2003 and 2004 7<sup>th</sup> Grade Cohorts*. Prepared for Dr. Janice Key and the Best Chance project, Medical University of South Carolina, Charleston, SC.
35. **Bell Ellison, B.** & Hess, M. R. (2005). *Parents as Partners Annual Evaluation*. Prepared for the Florida Partnership of Family Involvement in Education, University of South Florida College of Education, Tampa, FL.
36. Nearns, J., Forthofer, M.S., **Bell-Ellison, B.A.**, Zapata, L.B., and Hogeboom, D. (2005). *Comparison of Parental Attitudes and Behaviors Related to Youth Tobacco and Alcohol Use from 2002 to 2005: Evaluation of the Believe in All Your Possibilities campaign*. Prepared for the Florida Prevention Research Center, University of South Florida, Tampa, FL.
37. Nearns, J., Forthofer, M.S., **Bell-Ellison, B.A.**, Zapata, L.B., and Hogeboom, D. (2005). *Evaluation of "Can We Talk?" Parent Video*. Prepared for the Florida Prevention Research Center, University of South Florida, Tampa, FL.

### **Statistical Tools Created and Available for Free Download**

1. 2015: MIXED\_RELIABILITY: A SAS macro for estimating lambda and assessing the trustworthiness of random effects in multilevel models
2. 2013: MIXED\_FIT: A SAS® macro to assess model fit and adequacy for two-level linear models
3. 2011: OVA: A SAS® Macro for investigating omitted variable bias in two-level linear models
4. 2010: MIXED\_DX: A SAS® macro for two-level linear model diagnostics
5. 2010: SBSBOXPLOT: A SAS® macro for generating side-by-side boxplots
6. 2010: ES\_ANOVA: A SAS® macro for computing point and interval estimates of effect sizes associated with analysis of variance model

### **Service**

#### **Greater Community**

Date: July 19, 2023

Contact Person and Email: Katy Challis, [katy.challis@schools.utah.gov](mailto:katy.challis@schools.utah.gov)

This data sharing agreement is for consideration during the August 2023 Law and Licensing Committee Meeting.

2019-20 20	Appointed Member, Richland Memorial Hospital Board of Trustees
2016	Appointed Member to the Walkable 29203 Steering Committee
2016 – 2019	Appointed Member to the City of Columbia Bicycle and Pedestrian Advisory Committee (BPAC)
2015	U.S. Department of Health and Human Services, Administration for Children and Families. Office of Family Assistance Grant Review Panel
2011-20 14	Advanced Placement (AP) Statistics Reader
2006-20 12	Chairperson, Oklahoma Foundation for Consumer and Patient Rights' Board of Directors

### **Professional Community**

2018	Reviewer, <i>Public Health</i>
2018	Reviewer, <i>Cities</i>
2018	Reviewer, <i>Appetite</i>
2018, 2019	Reviewer, <i>Public Health Nutrition</i>
2018	Reviewer, <i>Structural Equation Modeling: A Multidisciplinary Journal</i>
2017, 2018, 2019	Reviewer, <i>BMC Public Health</i>
2017	Reviewer, <i>Urban Affairs Review</i>
2017, 2018	Reviewer, <i>Children and Youth Services</i>
2016	Reviewer, <i>Preventing Chronic Disease</i>
2015 – 2019	Editorial Board, <i>Journal of School Health</i>
2015	Reviewer, <i>American Journal of Preventive Medicine</i>

Date: July 19, 2023

Contact Person and Email: Katy Challis, [katy.challis@schools.utah.gov](mailto:katy.challis@schools.utah.gov)

This data sharing agreement is for consideration during the August 2023 Law and Licensing Committee Meeting.

2014-present	Editorial Board, Statistical and Methodological Advisor, <i>Journal of School Psychology</i>
2014	Reviewer, <i>Educational Psychology Review</i>
2013, 2014, 2016	Reviewer, <i>Journal of Applied Geography</i>
2013	Book proposal reviewer, SAGE Publishing
2013	Reviewer, <i>Journal of the American Statistical Association</i>
2013, 2016, 2018, 2019	Reviewer, <i>Methodology</i>
2013	Reviewer: <i>PLOS</i>
2013	Reviewer: <i>Journal of Health and Social Behavior</i>
2012, 2014	Reviewer, <i>Journal of Educational Psychology</i>
2012, 2014, 2015	Reviewer, <i>Journal of School Health</i>
2012, 2018	Reviewer, <i>Obesity</i>
2011	Reviewer, <i>Journal of Speech, Language, and Hearing Research</i>
2011	Reviewer, <i>American Journal of Public Health</i>
2010	Associate Editor, <i>Journal of Early Intervention</i>
2009 – present	Consulting Editor, <i>Journal of Experimental Education</i>
2009 – present	Editorial Review Board, <i>Journal of Early Intervention</i>
2009	Reviewer, <i>Educational Researcher</i>

Date: July 19, 2023

Contact Person and Email: Katy Challis, [katy.challis@schools.utah.gov](mailto:katy.challis@schools.utah.gov)

This data sharing agreement is for consideration during the August 2023 Law and Licensing Committee Meeting.



2008 – 2014	Editorial Review Board, <i>Research in the Schools</i>
2008	Book Reviewer, SUNY Press
2008	Book Reviewer, Springer Publishing
2006 – 2008	Reviewer, <i>Journal of Experimental Education</i>
2006 – 2008	Editorial Assistant, Research News and Comment, <i>Educational Researcher</i>
2004	Managing Editor, <i>Florida Public Health Review</i>
2018-2019	Chair, Multilevel Modeling SIG, American Educational Research Association (Elected)
2015, 2016, 2017, 2018	Chair, Early Career Award Chair, American Educational Research Association, Division D - Measurement and Research Methodology (Appointed)
2017-2018	Vice-Chair, Multilevel Modeling SIG, American Educational Research Association (Elected)
2015 – 2019	Research and Publications Committee, American School Health Association (Appointed)
2012 – 2013	Treasurer, Longitudinal Studies SIG of the American Educational Research Association (Elected)
2011 – 2013	Secretary/Treasurer, Educational Statistician SIG of the American Educational Research Association (Elected)
2011 – 2012	Treasurer, HLM SIG of the American Educational Research Association (Elected)
2010 – 2011	Treasurer, HLM SIG of the American Educational Research Association (Elected)
2010 – 2011	President, South Carolina SAS Users Group Executive Board (Elected)

Date: July 19, 2023

Contact Person and Email: Katy Challis, [katy.challis@schools.utah.gov](mailto:katy.challis@schools.utah.gov)

This data sharing agreement is for consideration during the August 2023 Law and Licensing Committee Meeting.

2009 – 2010	Secretary and President-Elect, South Carolina SAS Users Group Executive Board (Elected)
2019	Session Chair, MLM SIG, American Educational Research Association
2011, 2012, 2013, 2015, 2016, 2017	Reviewer, American Educational Research Association Conference Proposals
2015	Reviewer, American Educational Research Association Division D Research in Progress Gala
2013, 2014	Reviewer, SAS Global Forum Conference Proposals
2014	Session Chair, Pharma & Healthcare Section, Annual Meeting of the SouthEast SAS User's Group
2009, 2010, 2011, 2013	Group Session Coordinator, Annual Meeting of the SouthEast SAS User's
2008, 2009, 2010, 2012, 2013	Session Coordinator, Annual SAS Global Forum

University

2019 – 2020	Faculty Advisory, Students Invested in Change
2018-2020	Diversity, Equity, and Inclusion Advisory Committee
2018 – 2021	Committee on Professional Conduct, University of South Carolina
2018-2021	Faculty Welfare Committee, University of South Carolina Chair, 2018 & 2019

Date: July 19, 2023

Contact Person and Email: Katy Challis, [katy.challis@schools.utah.gov](mailto:katy.challis@schools.utah.gov)

This data sharing agreement is for consideration during the August 2023 Law and Licensing Committee Meeting.

2012, 2013, 2018	ASPIRE I Grant Proposal Review Committee
2017-2018	University Athletics Advisory Committee, University of South Carolina
2017-2020	Carolina Judicial Counsel
2016	ASPIRE II Grant Proposal Review Committee
2013 – 2015	Women’s Mentor Network

**College – activities prior to 2021 were at the University of South Carolina. 2021 to present at at the University of Virginia.**

2017 – 2019	Faculty Senator for College of Social Work
2015-2017	Faculty Council, College of Social Work
2016	Chair, Ad Hoc Committee to develop COSW Mentoring Plan
2016-2017	Dean Search Committee
2015 – present	Tenure and Promotion Committee, College of Social Work
2015-2016	PhD Program Committee, College of Social Work (Appointed 2014-2015 AY; volunteer 2015-2016 AY)
2012-2013	Faculty Welfare Committee, College of Education Chair, 2013
2010 – 2012	Basic Programs Curriculum Committee, College of Education

**Department**

2010	Educational Psychology Search Committee
2008 – 2010	Student Affairs Committee

Date: July 19, 2023

Contact Person and Email: Katy Challis, [katy.challis@schools.utah.gov](mailto:katy.challis@schools.utah.gov)

This data sharing agreement is for consideration during the August 2023 Law and Licensing Committee Meeting.

**ATTACHMENT C.4: Jeannette-Mancilla-Martinez, Ed.D.**

Jeannette  
Mancilla-Martinez

**Vanderbilt University**  
**Peabody College of Education and Human**  
**Development**  
**Special Education Department**  
**One Magnolia Circle 418**  
**Nashville, TN 37203**  
[jeannette.mancilla-martinez@vanderbilt.edu](mailto:jeannette.mancilla-martinez@vanderbilt.edu)

---

**ACADEMIC APPOINTMENTS**

---

**Associate Professor (tenured), Special Education (primary)**

Vanderbilt University, Peabody College of Education and Human  
Development,  
Nashville, TN. 2020-present

**Associate Professor (tenured), Literacy (primary) and Special Education  
(secondary)**

Vanderbilt University, Peabody College of Education and Human  
Development,  
Nashville, TN. 2015-2020

**Assistant Professor, Language, Literacy, and Technology**

University of California, Irvine, School of Education, Irvine, CA. Tenure-track  
position. 2012-2015

**Assistant Professor, Literacy, Language, and Culture**

University of Illinois at Chicago, College of Education, Chicago, IL.  
Tenure-track  
position. 2009-2012

**Instructor in Education, Language and Literacy**

Harvard University, Graduate School of Education, Cambridge, MA. 2007-2009

Date: July 19, 2023

Contact Person and Email: Katy Challis, [katy.challis@schools.utah.gov](mailto:katy.challis@schools.utah.gov)

This data sharing agreement is for consideration during the August 2023 Law and Licensing Committee Meeting.

---

## OTHER APPOINTMENTS

---

### **Associate Dean for Academic Affairs and Graduate Education**

Vanderbilt University, Peabody College of Education and Human Development,  
Nashville, TN. 2018-present

---

## EDUCATION

---

### **Harvard University, Graduate School of Education, Cambridge, MA**

**Ed.D., Language and Literacy**, June 2009

Thesis: *Laying Out the Landscape: Spanish-speaking Language Minority Learners' Socio-demographics, Language, and Reading Development*

**Ed.M., Language and Literacy**, June 2004

Reading Specialist Licensure

### **Mount Saint Mary's College, Los Angeles, CA**

**B.A. Liberal Studies**, with a concentration in English and Spanish, June 2000  
Graduated Summa Cum Laude

**California Multiple-Subject Teaching Credential**, with an emphasis in Bilingual, Crosscultural Language and Academic Development (BCLAD), 2000

---

## AREAS OF SPECIALIZATION

---

Language and reading development and difficulties; Child development; Language minority learners, immigrant children, and children from low-income homes

---

## HONORS AND AWARDS

---

**SEC Academic Leadership Development Program Fellow**, 2019-2020

**Early Career Award**, *American Educational Research Association*, 2019

**National Institutes of Health/National Institute of Child Health & Human Development, Pediatric Research, Loan Repayment Program**, 2018-2020

**Outstanding Reviewer**, *AERA Open*, 2017

Date: July 19, 2023

Contact Person and Email: Katy Challis, [katy.challis@schools.utah.gov](mailto:katy.challis@schools.utah.gov)

This data sharing agreement is for consideration during the August 2023 Law and Licensing Committee Meeting.

**English Language Learners Policy Fellowship, Stanford University, 2017**  
**National Academy of Education/Spencer Postdoctoral Fellowship, 2013**  
**Hellman Fellow, 2013**  
**The American Association of Hispanics in Higher Education and Educational Testing Service, Outstanding Dissertation Competition, Semi-finalist, 2010**  
**Scholars of Color Transitioning into Academic Research Institutions Inaugural Cohort Mentee, National Reading Conference, 2009**  
**Edmonds-Cheng Fellowship, Harvard Graduate School of Education, 2008**  
**John E. Thayer Scholarship, Harvard University, 2008**  
**Jeanne Chall Reading Lab Grant, Harvard Graduate School of Education, 2007**  
**Dean's Entering Award for Highly Promising Future Professors, Harvard Graduate School of Education, 2004**  
**Department Award for Potential Contribution to the Field of Education, Mount Saint Mary's College Education, 2000**  
**Association of Hispanic Professionals for Education Scholarship, 1999**

---

## **PUBLICATIONS**

---

\*Student co-authors

### **Peer-Reviewed Articles**

37. Buckley, L.E., Mancilla-Martinez, J., Ozdemir, M. (in press). Teacher questioning to

promote extended language use for preschool emergent bilinguals. *Language, Speech, and Hearing Services in Schools.*

36. Oh, M.H.\*, Mancilla-Martinez, J., & Hwang, J.K.\* (2023). Revisiting the Traditional Conceptualizations of Vocabulary Knowledge as Predictors of Dual Language Learners' English Reading Achievement in a New Destination State. *Applied Psycholinguistics.* Advance online publication.

<https://doi.org/10.1017/S0142716422000479>

Date: July 19, 2023

Contact Person and Email: Katy Challis, [katy.challis@schools.utah.gov](mailto:katy.challis@schools.utah.gov)

This data sharing agreement is for consideration during the August 2023 Law and Licensing Committee Meeting.

35. Cho, E., **Mancilla-Martinez, J.**, Hwang, J.K.\*, Seethaler, P.M., Fuchs, L. S., & Fuchs, D. (2022). Higher-order comorbidity in reading and mathematics: Exploring shared risk factors and their impact on language minority learners. *Journal of Learning Disabilities, 55*, 513-527.
34. **Mancilla-Martinez, J.**, Oh, M.H.\*, Luk, G., & Rollins, A. (2022). Language and Special Education Status: 2009–2019 Tennessee Trends. *Educational Researcher, 51*, 419-422.
33. Peredo, T., **Mancilla-Martinez, J.**, Durkin, K., & Kaiser, A. (2022). Teaching Spanish-Speaking Caregivers to Implement EMT en Español: A Small Randomized Trial. *Early Childhood Education Quarterly, 58*, 208-219.
32. **Mancilla-Martinez, J.**, Hwang, J.K.\*, & Oh, M.H.\*, & (2021). Assessment selection for multilingual learners' reading development. *The Reading Teacher, 75*, 351-362.
31. Oh, M.H.\*, & **Mancilla-Martinez, J.** (2021). Elementary school teachers' bilingual development beliefs and English learners' English reading comprehension achievement. *The Elementary School Journal, 122*, 165-190.
30. McClain, J.B.\*, Oh, M.H.\*, & **Mancilla-Martinez, J.** (2021). Questioning the monolingual norm with conceptually-scored bilingual vocabulary assessments: Findings from a Research-Practice Partnership. *TESOL Journal, 12*, e585.
29. McClain, J.B.\*, **Mancilla-Martinez, J.**, Flores, I.\*, & Buckley, L.\* (2021). Translanguaging to support emergent bilingual students in English dominant preschools: An explanatory sequential mixed-method study. *Bilingual Research Journal*.

Date: July 19, 2023

Contact Person and Email: Katy Challis, [katy.challis@schools.utah.gov](mailto:katy.challis@schools.utah.gov)

This data sharing agreement is for consideration during the August 2023 Law and Licensing Committee Meeting.

28. Kieffer, M.J., **Mancilla-Martinez, J.** & Logan, K. (2021). Executive functions and English reading comprehension growth in Spanish-English bilingual adolescents. *Journal of Applied Developmental Psychology, 73*.
27. Oh, M.H.\*, & **Mancilla-Martinez, J.** (2021). Comparing vocabulary knowledge conceptualizations among Spanish-English dual language learners in a new destination state. *Language, Speech, and Hearing Services in Schools, 52*, 369-382.
26. **Mancilla-Martinez, J.**, Hwang, J. K.\*, Oh, M. H.\*, & Pokowitz, E.L.\* (2020). Patterns of development in Spanish-English conceptually-scored vocabulary among elementary-age dual language learners. *Journal of Speech, Language, and Hearing Research, 63*, 3084-3099.
25. Hwang, J.K.\*, **Mancilla-Martinez, J.**, Flores, I.\*, & McClain, J.B.\* (2020). The relationship among home language use, parental beliefs, and Spanish-speaking children's vocabulary. *International Journal of Bilingual Education and Bilingualism*. Advance online publication. <https://doi.org/10.1080/13670050.2020.1747389>
24. **Mancilla-Martinez, J.** (2020). Understanding and supporting literacy development among English learners: A deep dive into the role of language comprehension. *AERA Open, 6*, 1-7.
23. Hwang, J.K.\*, **Mancilla-Martinez, J.**, McClain, J.B.\*, Oh, M.\*, & Flores, I.\* (2020). Spanish-speaking English learners' English language and literacy skills: The predictive role of conceptually-scored vocabulary. *Applied Psycholinguistics, 41*, 1-24.
22. **Mancilla-Martinez, J.**, Hwang, J.K.\*, Oh, M. H.\*, & McClain, J.B.\* (2020). Early elementary grade dual language learners from Spanish-speaking homes struggling with

Date: July 19, 2023

Contact Person and Email: Katy Challis, [katy.challis@schools.utah.gov](mailto:katy.challis@schools.utah.gov)

This data sharing agreement is for consideration during the August 2023 Law and Licensing Committee Meeting.



English reading comprehension: The dormant role of language skills. *Journal of Educational Psychology*, 112, 880–894.

21. Fuchs, L.S., Fuchs, D., Seethaler, P.M., Cutting, L.E., & **Mancilla-Martinez, J.** (2019).

Connections between reading comprehension and word-problem solving via oral

Language comprehension: Implications for comorbid learning disabilities. In L.S. Fuchs

& D.L. Compton (Eds.), *Models for Innovation: Advancing Approaches to Higher-Risk*

and Higher-Impact Learning Disabilities Science. *New Directions for Child and Adolescent Development*. 165, 1–18.

20. **Mancilla-Martinez, J.**, Greenfader, C.M.\*, & Ochoa, W.\* (2018).

Spanish-speaking

preschoolers' conceptual vocabulary knowledge: Towards more

comprehensive assessment. *NHSA Dialog: A Research-to-Practice Journal for the Early Childhood Field*, 21(1).

19. **Mancilla-Martinez, J.**, Greenfader, C.M.\*, & Ochoa, W.\* (2018). Assessing preschoolers'

conceptual vocabulary. *NHSA Dialog: A Research-to-Practice Journal for the Early Childhood Field*, 21(1).

18. **Mancilla-Martinez, J.**, & Jacoby, J.W. (2018). The influence of at-risk factors on preschoolers' Spanish vocabulary development in the context of Spanish instruction.

*Early Education and Development* 29, 4, 563-580.

17. **Mancilla-Martinez, J.**, & Lesaux, N.K. (2017). Early indicators of later reading comprehension outcomes among Spanish-speaking language minority learners. *Scientific Studies of Reading*, 5, 428-448.

16. **Mancilla-Martinez, J.**, Gámez, P.B., Vagh, S.B., & Lesaux, N.L. (2016). Parent reports of

Date: July 19, 2023

Contact Person and Email: Katy Challis, [katy.challis@schools.utah.gov](mailto:katy.challis@schools.utah.gov)

This data sharing agreement is for consideration during the August 2023 Law and Licensing Committee Meeting.

young Spanish-English bilingual children's productive vocabulary: A validation study. *Language, Speech, and Hearing Services in Schools, 47*, 1-15.

15. **Mancilla-Martinez, J.**, Christodoulou, J.A., & Shabaker, M.M.\* (2014). Preschoolers'

English vocabulary development: The influence of English language proficiency and risk factors. *Learning and Individual Differences, 35*, 79-86.

14. **Mancilla-Martinez, J.**, & Lesaux, N.L. (2014). Bilingual Teachers in Early Head Start/Head

Start. *NHSA Dialog: A Research-to-Practice Journal for the Early Childhood Field, 17*(1), 90-94.

13. **Mancilla-Martinez, J.**, & Lesaux, N.L. (2014). Promoting shared cultural and linguistic

backgrounds among children and families in Early Head Start/Head Start Programs. *NHSA Dialog: A Research-to-Practice Journal for the Early Childhood Field, 17*(3).

12. **Mancilla-Martinez, J.**, & Lesaux, N. (2014). Spanish-speaking parents' beliefs about

language. *NHSA Dialog: A Research-to-Practice Journal for the Early Childhood Field, 17*(1), 108-112.

11. **Mancilla-Martinez, J.**, & Lesaux, N. (2014). Spanish-speaking parents' beliefs about their young children's learning and language development. *NHSA Dialog: A Research-to- Practice Journal for the Early Childhood Field, 17*(1), 1-19.

10. **Mancilla-Martinez, J.**, & Vagh, S.B. (2013). Growth in toddlers' Spanish, English, and

conceptual vocabulary knowledge. *Early Childhood Research Quarterly, 28*, 555-567.

Date: July 19, 2023

Contact Person and Email: Katy Challis, [katy.challis@schools.utah.gov](mailto:katy.challis@schools.utah.gov)

This data sharing agreement is for consideration during the August 2023 Law and Licensing Committee Meeting.

9. Kieffer, M.J., Biancarosa, G., & **Mancilla-Martinez, J.** (2013). Roles of morphological awareness in English reading comprehension for Spanish-speaking language minority learners: Exploring partial mediation by vocabulary and reading fluency. *Applied Psycholinguistics, 34*, 697-725.
8. **Mancilla-Martinez, J.**, & Lesaux, N.K. (2011). The gap between Spanish-Speakers' word reading and word knowledge: A longitudinal study. *Child Development, 82*, 1544-1560.
7. **Mancilla-Martinez, J.**, & Lesaux, N.K. (2011). Early home language use and later vocabulary development. *Journal of Educational Psychology, 103*, 535-546.
6. **Mancilla-Martinez, J.**, Pan, B.A., & Vagh, S.B. (2011). Assessing the productive vocabulary of Spanish-English bilingual toddlers from low-income families. *Applied Psycholinguistics, 32*, 333-357.
5. **Mancilla-Martinez, J.**, Kieffer, M.J., Christodoulou, J.A., Biancarosa, G., & Snow, C. (2011). Investigating English reading comprehension growth in adolescent language minority learners: Some insights from the Simple View. *Reading and Writing: An Interdisciplinary Journal, 24*, 339-354.
4. **Mancilla-Martinez, J.** (2010). Word meanings matter: Cultivating vocabulary knowledge in fifth-grade Spanish-speaking language minority learners. *TESOL Quarterly, 44*, 669-699.
3. **Mancilla-Martinez, J.**, & Kieffer, M.J. (2010). Language minority learners' home language Use is dynamic. *Educational Researcher, 39*, 545-546.

Date: July 19, 2023

Contact Person and Email: Katy Challis, [katy.challis@schools.utah.gov](mailto:katy.challis@schools.utah.gov)

This data sharing agreement is for consideration during the August 2023 Law and Licensing Committee Meeting.

2. **Mancilla-Martinez, J.**, & Lesaux, N.K. (2010). Predictors of reading comprehension for struggling readers: The case of Spanish-speaking language minority learners. *Journal of Educational Psychology*, 102, 701-711.

1. Vagh, S.B, Pan, B.A., & **Mancilla-Martinez, J.** (2009). Measuring growth in bilingual and monolingual children's English productive vocabulary development: The utility of combining parent and teacher report. *Child Development*, 80, 1545-1563.

### **Books**

Graves, M.F., August, D., & **Mancilla-Martinez, J.** (2013). *Teaching vocabulary to language learners*. Teachers College Press, New York.

### **Book Chapters**

**Mancilla-Martinez, J.** (forthcoming, 2023). Dual language learners. In S.Q. Cabell, S.B. Neuman, & N.P. Terry (Eds.), *Handbook on the Science of Early Literacy*. Guilford Press.

**Mancilla-Martinez, J.**, & McClain, J.B.\* (2020). What do we know today about the complexity of vocabulary gaps and what do we not know? In E.B. Moje, P. Afflerbach, P. Enciso, & N.K. Lesaux (Eds.), *Handbook of Reading Research, Vol. V.* (chapter 12). New York: Routledge.

Troseth, G., **Mancilla-Martinez, J.**, & Flores, I.\* (2018). Bilingual children: Active language learners as language brokers. In M.M. Saylor & P.A. Ganea (Eds.), *Active Learning from Infancy to Childhood: Social Motivation, Cognition, and Linguistic Mechanisms* (pp. 233-259). Springer International Publishing.

Date: July 19, 2023

Contact Person and Email: Katy Challis, [katy.challis@schools.utah.gov](mailto:katy.challis@schools.utah.gov)

This data sharing agreement is for consideration during the August 2023 Law and Licensing Committee Meeting.

**Mancilla-Martinez, J.** (2018). Latino children's Spanish literacy. In K. Potowski (Ed.), *Handbook of Spanish as a Minority/Heritage Language* (pp. 445-460). New York: Routledge.

---

## GRANT SUPPORT

---

### Funded

*Equitable Support for Linguistically Diverse Students with Disabilities.* H325D22005; OSEP, \$1,212,600 (2022-2027); Project Director.

*Early Intervention Collaborative Doctoral Training: Preparing Leaders to Unify Social, Behavioral and Communication Interventions for Very Young Children (Project PLUS-BC),* OSEP; \$885,519 (2022-2027); Kaiser, PI; Project Faculty.

*COACH: Competency Based Approached for Community Health.* 1R01HD100458-01A1, National Institutes of Health, \$762,711 (2020-2025); Heerman, PI; Co-Investigator.

*Special Education Representation and Achievement Gaps Across the School Years by Language Status.* Tennessee Education Research Alliance Research Partnership Fund, supported by the Bill and Melinda Gates Foundation, \$40,000 (2020-2021); Principal Investigator.

*Brain Function of Comorbid Reading Comprehension & Math Problem Solving Learning Disabilities.* Vanderbilt Kennedy Center Director's Strategic Priority Grant, \$29,994 (2020-2021); Investigator.

*EMT en Español: Early Communication Intervention to Support School Readiness Skills for Spanish-speaking Toddlers with Language Delays.* Institute of Education Sciences, \$3,285,443 (2019-2024); Kaiser, PI; Investigator.

*Word Problems, Language, & Comorbid Learning Disabilities.* #2 P20 HD075443, National Institutes of Health, Special Emphasis Panel Learning Disabilities HUB, \$2,224,252 (2017-2021); L. Fuchs, PI; Co-Principal Investigator.

### Completed

Date: July 19, 2023

Contact Person and Email: Katy Challis, [katy.challis@schools.utah.gov](mailto:katy.challis@schools.utah.gov)

This data sharing agreement is for consideration during the August 2023 Law and Licensing Committee Meeting.

*Research-Practitioner Partnership to Promote Reading Comprehension Achievement.* Peabody College Small Grants Researcher-Practitioner Partnerships, Vanderbilt University, \$15,000 (2017-2019); Principal Investigator.

*EMT en Español: Caregiver-Implemented Language Intervention for Young Spanish-Speaking Children.* R21, National Institute on Deafness and Other Communication Disorders, \$235,500 (2016-2018); Kaiser, PI; Co-Investigator.

*Language Interactions in Early Childhood Settings Serving Spanish-speaking Dual-Language Learners from Immigrant, Low-Income Homes: Instructional Practices and Language Use.* Peabody College Small Research Grant, Vanderbilt University, \$8,324 (2016-2017); Principal Investigator.

*Reconceptualizing the Task of Early Identification of Reading Comprehension Difficulties for Language Minority Learners: The Persistence Dimension.* National Academy of Education and Spencer Foundation Postdoctoral Fellowship, \$55,000 (2013-2014); Principal Investigator.

*Teaching and Language Facilitation Techniques Associated with Preschooler's Vocabulary Growth.* Hellman Fellowship, \$19,000 (2013-2014); Principal Investigator.

---

## **PROFESSIONAL PRESENTATIONS**

---

### **Invited Presentations**

**Mancilla-Martinez, J.,** "Cognitive Science behind the Science of Reading and its Relevance

Date: July 19, 2023

Contact Person and Email: Katy Challis, [katy.challis@schools.utah.gov](mailto:katy.challis@schools.utah.gov)

This data sharing agreement is for consideration during the August 2023 Law and Licensing Committee Meeting.

for All Learners," Talk presented at the Advancing Science of Reading in Indiana Convening, Lilly Endowment (October 2022).

**Mancilla-Martinez, J.,** "Is the Science of Reading Enough for Emergent Bilinguals?" Talk presented Lexia's Emergent Bilingual Week (October 2022).

**Mancilla-Martinez, J.,** "Building on Language Knowledge for Reading Ability: Focusing on Students from Spanish-speaking Homes," Virtual Talk presented at the *ELSB-California Elementary Literacy Conference* (June 2022).

**Mancilla-Martinez, J.,** "Expansive Futures for Disability Intersectional Learning Research Braiding Culture, History, Equity, and Enabling Technologies," AERA Presidential Session chaired by Alfredo J. Artiles, Kristen Jackson, Madison Bunderson, and Frank Mondelli and presented at the *American Educational Research Association Annual Meeting*, San Diego, CA (April 2022).

**Mancilla-Martinez, J.,** "Rejecting De Facto Characterizations of Students from Linguistically Diverse Homes as "At-Risk" for Compromised Educational Outcomes," Special Ed Virtual Talk presented at the *University of Minnesota, Department of Educational Psychology*, Supporting Linguistic Diversity in Education Speaker Series (April 2022).

**Mancilla-Martinez, J.,** "Supporting Dual Language Learners' Reading Development and Achievement," Virtual Talk presented at the *International Dyslexia Association, Georgia* (March 2022).

**Mancilla-Martinez, J.,** "The Critical Role of Spoken Language in Reading Outcomes among

Date: July 19, 2023

Contact Person and Email: Katy Challis, [katy.challis@schools.utah.gov](mailto:katy.challis@schools.utah.gov)

This data sharing agreement is for consideration during the August 2023 Law and Licensing Committee Meeting.

Students from Spanish-speaking Homes," Virtual Talk presented at the *Reading League 5<sup>th</sup> Annual Conference* (October 2021).

**Mancilla-Martinez, J.**, "Supporting Reading Development among Early Elementary English

Learners," Virtual Talk presented at the *Institute for Education Sciences Reading Summit: Linking Data and Learning* (June 2021).

**Mancilla-Martinez, J.**, "Language & Reading Development among Children from Spanish-

speaking, Low-Income Homes," Virtual Talk presented at the *New York University Steinhardt School of Culture, Education, and Human Development, Institute of Education Sciences-funded Predoctoral Interdisciplinary Research Training (IES-PIRT) program* (November 2020).

**Mancilla-Martinez, J.**, "Promoting English Learners' Reading Achievement: Linking Research,

Assessment, and Instruction," Talk presented at the *University of Southern California, Rossier School of Education Scholars of Color Lecture Series* (September 2018).

**Mancilla-Martinez, J.**, "Students' Comprehension: Language as a Gatekeeper," Keynote

presented at *Robert Morris University's annual Education Conference* (March 2018).

**Mancilla-Martinez, J.**, "Language Development among Dual Language Learners from Spanish-

speaking Homes: Acknowledging Tensions, Analyzing Trajectories, and Anchoring Theory," Talk presented at *Schoenbaum Family Center and Crane Center for Early Childhood Research and Policy, Ohio State University* (May 2016).

Date: July 19, 2023

Contact Person and Email: Katy Challis, [katy.challis@schools.utah.gov](mailto:katy.challis@schools.utah.gov)

This data sharing agreement is for consideration during the August 2023 Law and Licensing Committee Meeting.



**Mancilla-Martinez, J.**, "Re-examining Language Assessment Practices for Students from Native Spanish-speaking Homes: Towards Equity in Measurement and Supports," Endowed Hastorf Lecture presented at *Mount Holyoke College* (March 2016).

**Mancilla-Martinez, J.**, "Language Measurement and Use: Potentially Promising Approaches for Dual-Language Learners from Spanish-speaking Homes," Talk presented at the *University of California, Berkeley* (April 2015).

**Mancilla-Martinez, J.**, "Language Development among Spanish-Speaking Language Minority Learners from Early Childhood through Adolescence," Talk presented at the *Los Angeles County Office of Education Migrant Education Program* (March 2015).

**Mancilla-Martinez, J.**, "Spanish-speaking Language Minority Learners: Promoting Language for Literacy," Talk presented at the *University of California Center for Research on Special Education, Disabilities, & Developmental Risk* (January 2015).

**Mancilla-Martinez, J.**, & Ochoa, W., "Language Development: A Key to Educational Achievement," Talk presented at the *Capistrano Unified School District Preschool Program* (December 2014).

**Mancilla-Martinez, J.**, & Lesaux, N.K. "Early Indicators of Later Reading Comprehension Outcomes among Spanish-speaking Language Minority Learners," Talk presented at the *National Academy of Education/Spencer Fall Retreat* (November 2014).

**Mancilla-Martinez, J.**, & Mercado, J., "Promoting Student-Teacher Language Interactions in the Early Childhood Classroom," Talk presented at the *Capistrano Unified School District Preschool and Transitional Kindergarten Program* (March 2014).

Date: July 19, 2023

Contact Person and Email: Katy Challis, [katy.challis@schools.utah.gov](mailto:katy.challis@schools.utah.gov)

This data sharing agreement is for consideration during the August 2023 Law and Licensing Committee Meeting.

**Mancilla-Martinez, J.**, "Dual-Language Learning During the Early Grades and the Implications for Later Reading Achievement," Talk presented at *Reading in Motion 2014 Speaker Series* in Chicago, IL (February 2014).

**Mancilla-Martinez, J.**, "Familiarizing Yourself with California's New English Language Development Standards," Talk presented at the *University of California, Irvine School of Education Credential Faculty Meeting* (September 2013).

**Mancilla-Martinez, J.**, "Developing English Language Learners' Vocabulary," Talk presented at the *University of California, Irvine School of Education Writing Summer Institute* (July 2013).

**Mancilla-Martinez, J.**, "California's New English Language Development Standards," Talk presented at the *University of California, Irvine School of Education Spring Alumni & School Partners Event* (May 2013).

**Mancilla-Martinez, J.**, "The Reading Achievement of Language Minority Learners Born and Educated in the U.S.," Talk presented at the *University of California Center for Research on Special Education, Disabilities, & Developmental Risk* (January 2013).

**Mancilla-Martinez, J.**, Banu Vagh, S., Lesaux, N.L., Pan, B.A., & Jacoby, J.W., "Developing an Extension of the Spanish CDI (IDHC) for Children Ages 30-48 months," Talk presented at the *Head Start's Tenth National Research Conference*, Washington, D.C. (June 2010).

**Mancilla-Martinez, J.**, "U.S. Born Spanish-speaking Language Minority Learners' Language and Reading Development," Invited Panelist, Immigration, Education, and Language: A Spain/USA Perspective Conference at the King Juan Carlos I of Spain Center, New York University, NY (November 2009).

Date: July 19, 2023

Contact Person and Email: Katy Challis, [katy.challis@schools.utah.gov](mailto:katy.challis@schools.utah.gov)

This data sharing agreement is for consideration during the August 2023 Law and Licensing Committee Meeting.

**Mancilla-Martinez, J.**, "Tracking Bilingual Toddler's Vocabulary in Two Languages,"  
Talk presented at the National Dual Language Institute, Washington, DC  
(October 2008).

Pan, B.A. & **Mancilla-Martinez, J.**, "Tracking Bilingual Children's Vocabulary  
Development: Reporter- and Language-Related Measurement Challenge,"  
Talk  
presented at the *Head Start's Eighth National Research Conference*,  
Washington, D.C. (June 2006).

**Mancilla, J.** Keynote Speaker. "Aligning State Standards to Character Education,"  
Talk  
presented at the *Third Annual Latino Leadership Conference*, Los Angeles, CA  
(April 2002).

### **Conference Papers, by Organization (alphabetical)**

#### **American Educational Research Association**

**Mancilla-Martinez, J. (Chair)**. "Equitably Supporting the Academic Achievement of  
Multilingual Learners in the United States," presented at the *American  
Educational Research Association Annual Meeting*, Sand Diego, CA (April 2022).

**Mancilla-Martinez, J.** AERA Early Career Award 2019 Lecture. *Changing the Deficit  
Discourse Regarding Language Diversity in U.S. Schools: The Power of Spoken  
Language in Reading Acquisition and Development* [Invited Speaker Session].  
Virtual lecture presented at the *American Educational Research Association  
Annual Meeting*, virtual (April 2021).

Oh, M., & **Mancilla-Martinez, J.** "Comparing Vocabulary Knowledge  
Conceptualizations  
Among Spanish-English Dual Language Learners in a New Destination State",  
Talk presented at the *American Educational Research Association Annual  
Meeting*, virtual (April 2021).

Date: July 19, 2023

Contact Person and Email: Katy Challis, [katy.challis@schools.utah.gov](mailto:katy.challis@schools.utah.gov)

This data sharing agreement is for consideration during the August 2023 Law and Licensing Committee Meeting.

Hwang, J. K., **Mancilla-Martinez, J.**, McClain, J. B., Oh, M. & Flores, I. (2020, Apr 17 – 21) *Spanish-Speaking English Learners' English Language and Literacy Skills: The Predictive Role of Conceptually Scored Vocabulary* [Symposium]. AERA Annual Meeting San Francisco, CA <http://tinyurl.com/yx832pzt> (Conference Canceled)

Hwang, J., **Mancilla-Martinez, J.** & Oh, M. (2020, Apr 17 - 21) *Patterns of Development in Spanish-English Receptive and Expressive Conceptually Scored Vocabulary Among Elementary-Age Dual Language Learners* [Symposium]. AERA Annual Meeting San Francisco, CA <http://tinyurl.com/uk8stt6> (Conference Canceled)

Oh, M., **Mancilla-Martinez, J.**, Hwang, J. & McClain, J. B. (2020, Apr 17 - 21) *Conceptual and Total Vocabulary of Dual Language Learners: Score Comparison and Prediction of Reading Comprehension* [Symposium]. AERA Annual Meeting San Francisco, CA <http://tinyurl.com/vsdwj3o> (Conference Canceled)

**Mancilla-Martinez, J. (Discussant).** "Systematic Reading Interventions in Schools and Families: Effectiveness for Disadvantaged Groups," presented at the *American Educational Research Association Annual Meeting*, Toronto, Canada (April 2019).

**Mancilla-Martinez, J. (Chair).** "Bilingualism in the U.S.: Exploring Linguistic and Social Ecologies across Home, School, and Out-of-School Contexts," presented at the *American Educational Research Association Annual Meeting*, New York, NY (April 2018).

McClain, J.B., **Mancilla-Martinez, J.**, & Flores, I. "Spanish-speaking Parents' Language and Literacy Practices and Preschool Children's Spanish-English vocabulary performance," Talk presented at the *American Educational Research Association Annual Meeting*, New York, NY (April 2018).

Date: July 19, 2023

Contact Person and Email: Katy Challis, [katy.challis@schools.utah.gov](mailto:katy.challis@schools.utah.gov)

This data sharing agreement is for consideration during the August 2023 Law and Licensing Committee Meeting.

Lesaux, N.K., & **Mancilla-Martinez, J.**, "The Spanish-speaking Language-Minority Learners'

Academic Conundrum: Low Student Performance Despite High Parent and Student Aspirations," Roundtable presented at the *American Educational Research Association Annual Meeting*, Philadelphia, PA (April 2014).

Lesaux, N.L., & **Mancilla-Martinez, J.**, "The Development of Vocabulary and Comprehension

in Spanish-speaking English-Language Learners," Talk presented at the *American Educational Research Association Annual Meeting*, Vancouver, Canada (April 2012).

**Mancilla-Martinez, J.** & Spencer, K, "Middle School Language Minority Learners' Listening Comprehension Performance: Much More than Hearing," Talk presented at the *American Educational Research Association Annual Meeting*, Chicago, IL (April 2007).

Kieffer, M.J., Biancarosa, G., Christodoulou, J.A., **Mancilla-Martinez, J.**, & Snow, C.E., "Shades of Struggle: Heterogeneity among Urban Adolescent Struggling Comprehenders," Talk presented at the *American Educational Research Association Annual Meeting*, Chicago, IL (April 2007).

### **Bilingual Research Conference**

Hwang, J. K., **Mancilla-Martinez, J.**, Flores, I., & McClain, J.B. "The Interplay among Parental

Beliefs, Home Language Use, and Spanish-speaking Children's Vocabulary," invited

paper presented at the 2nd meeting of the *Bilingual Research Conference*. Houston, TX.

(May 2018).

### **California Association for Bilingual Education Annual Conference**

Date: July 19, 2023

Contact Person and Email: Katy Challis, [katy.challis@schools.utah.gov](mailto:katy.challis@schools.utah.gov)

This data sharing agreement is for consideration during the August 2023 Law and Licensing Committee Meeting.

**Mancilla, J.**, "No Hunger of Memories: Recollections of Second Language Learners,"  
Talk presented at the *California Association for Bilingual Education 24<sup>th</sup> Annual Conference*, Los Angeles, CA (February 1999).

### **Conference on Research Innovations in Early Intervention**

Dillehay, K., Pak, N., Lopez, N., Peredo, T., **Mancilla-Martinez, J.**, & Kaiser, A. (2020).  
"Latino Caregiver Values, Practices, and Beliefs about Children's Language Development," Poster presented at the *Conference on Research Innovations in Early Intervention*, San Diego, CA (February 2020).

### **European Association for Research on Learning and Instruction**

Lesaux, N.L., & **Mancilla-Martinez, J.**, "Early Contextual and Child-Level Child Influences on  
Later Reading: Generating a Model of L2 Reading Comprehension," Talk presented at  
the *European Association for Research on Learning and Instruction Conference*, Amsterdam (August 2009).

### **European Summer School**

**Mancilla-Martinez, J.**, "Demographic Characteristics and Growth in Language & Literacy  
Skills among Spanish-speaking L2 Learners in the U.S.," Talk presented at the *5<sup>th</sup> European Summer School*, Egmond aan Zee, The Netherlands (August 2008).

### **Harvard Graduate School of Education Student Research Conference**

**Mancilla-Martinez, J.**, Neugebauer, S. & Hopkins, M., "Profiling Young Spanish-English  
Bilingual Children's Vocabulary Growth: Measurement Matters," Talk presented  
at the *Eleventh Annual Harvard Graduate School of Education Student Research Conference*, Cambridge, MA (February 2006).

Date: July 19, 2023

Contact Person and Email: Katy Challis, [katy.challis@schools.utah.gov](mailto:katy.challis@schools.utah.gov)

This data sharing agreement is for consideration during the August 2023 Law and Licensing Committee Meeting.

## **Head Start National Research Conference**

**Mancilla-Martinez, J.,** Gámez, P.B., & Lesaux, N.L., "Validating Tools to Track Young Spanish-English Bilingual Children's Vocabulary Development," Poster Symposium presented at the *Head Start's Eleventh National Research Conference*, Washington, D.C. (June 2012).

**Mancilla-Martinez, J.,** Banu Vagh, S., Jacoby, J.W., Pan, B.A., & Lesaux, N.L., "Language Beliefs and Practices of Spanish- and English-monolingual and Spanish-English Bilingual Parents of Early Head Start and Head Start Children," Poster presented at the *Head Start's Tenth National Research Conference*, Washington, D.C. (June 2010).

**Mancilla-Martinez, J.,** & Pan, B.A., "Measuring the Vocabulary Growth of Low Socioeconomic, Spanish-English Bilingual Children," Poster presented at the *Head Start's Eighth National Research Conference*, Washington, D.C. (June 2006).

## **Literacy Research Association**

Buckley, L., & **Mancilla-Martinez, J.,** "Promoting increased language use for Spanish-English emergent bilinguals in English-dominant preschool classrooms," Paper presented at the *Literacy Research Association 2021 Conference*, Phoenix, AZ. (December 2022).

**Mancilla-Martinez, J. (Discussant),** "Interrogating, Sleuthing, and Tinkering: A Fellowship of Approaches for Innovative Oral Language Research," Virtually presented at the *Literacy Research Association 2021 Conference*, Atlanta, GA. (December 2021).

Date: July 19, 2023

Contact Person and Email: Katy Challis, [katy.challis@schools.utah.gov](mailto:katy.challis@schools.utah.gov)

This data sharing agreement is for consideration during the August 2023 Law and Licensing Committee Meeting.

Buckley, L., **Mancilla-Martinez, J.**, & Ozdemir, M., "Extended Language Use Opportunities for Emergent Bilinguals in Preschool English-only Policy Classrooms," Poster presented at the *Literacy Research Association 2021 Conference*, Atlanta, GA. (December 2021).

Buckley, L., Oh, M., & **Mancilla-Martinez, J.**, "Preschool Spanish-English Dual Language Learners Leveraging their Full Linguistic Repertoires," Virtual Talk presented at the *Literacy Research Association 2020 Conference*. (December 2020).

**Mancilla-Martinez, J.**, "Conceptually-Scored Vocabulary Measures: Assessing What You Intend to Assess," Study Group Talk presented at the *Literacy Research Association 2018 Conference*, Indian Wells, CA (December 2018).

Min, O., **Mancilla-Martinez, J.**, & McClain, J.B., "Exploring Elementary Teachers' Knowledge and Beliefs about Vocabulary Development and Instruction," Poster presented at the *Literacy Research Association 2018 Conference*, Indian Wells, CA (December 2018).

**Mancilla-Martinez, J.**, & Lesaux, N.L. "Early Indicators of Later Reading Comprehension Outcomes Among Spanish- Speaking Language Minority Learners," Talk presented at the *Literacy Research Association 2016 Conference*, Nashville, TN (December 2016).

**Mancilla-Martinez, J.**, Greenfader, C.M., & Ochoa, W. "Spanish-speaking Preschoolers' Conceptual Vocabulary Knowledge: Towards More Comprehensive Assessment," Talk

Date: July 19, 2023

Contact Person and Email: Katy Challis, [katy.challis@schools.utah.gov](mailto:katy.challis@schools.utah.gov)

This data sharing agreement is for consideration during the August 2023 Law and Licensing Committee Meeting.



presented at the *Literacy Research Association 2015 Conference*, Carlsbad, CA (December 2015).

**Mancilla-Martinez, J.**, Christodoulou, J.A., & Shabaker, M.M., "Spanish-speaking Preschoolers' Vocabulary Development," Talk presented at the *Literacy Research Association 2012 Conference*, San Diego, CA (November 2012).

**Mancilla-Martinez, J.**, & Lesaux, N.L., "Exploring the Relationship between Adolescent Spanish-speaking Language Minority Learners' Reading Comprehension Achievement, Strategy Knowledge and Self Efficacy," Talk presented at the *American Educational Research Association Annual Meeting*, New Orleans, LA (April 2011).

### **National Association for Multicultural Education International Conference**

**Mancilla, J.**, "Learning in Two Worlds," Talk presented at the *National Association for Multicultural Education Ninth Annual International Conference*, San Diego, CA (November 1999).

### **Pacific Coast Research Conference**

**Mancilla-Martinez, J.**, Oh, M.H., Luk, G., & Rollins, A., "Special Education Representation Trends Vary by Language Status: Evidence of Underrepresentation in Tennessee," Talk presented at the *Pacific Coast Research Conference*, San Diego, CA (February 2023).

Wang, J.J., Joshi, B., Yuan, R., & **Mancilla-Martinez, J.**, "Examining Disproportionality in Florida's Special Education Enrollment for Asian American Students," Poster presented at the *Pacific Coast Research Conference*, San Diego, CA (February 2023).

**Mancilla-Martinez, J.**, Christodoulou, J.A., & Shabaker, M.M., "Preschoolers' English

Date: July 19, 2023

Contact Person and Email: Katy Challis, [katy.challis@schools.utah.gov](mailto:katy.challis@schools.utah.gov)

This data sharing agreement is for consideration during the August 2023 Law and Licensing Committee Meeting.

Vocabulary Development: The Influence of Language Proficiency and Risk Factors,”

Talk presented at the *Pacific Coast Research Conference*, San Diego, CA (February 2013).

### **Society for Research in Child Development**

McClain, J.B., Oh, M.H., & **Mancilla-Martinez, J.** (2021). ‘Teachers get Feisty’: Perspectives

on Response to Intervention with English Learners in the American South.

Poster presented at the Society for Research on Child Development Biannual Virtual meeting on April 9, 2020.

Luo, R., Surrain, S., Buckley, L. (**Mancilla-Martinez, J.**), Loff, A., & Shin, S.Y. (2021, April

7). Caregiver-child interactions in language-minority families: What can we learn from studies across three continents? [Conversation Roundtable].

Society for Research in Child Development 2021 Biennial Meeting, Virtual.

**Mancilla-Martinez, J. (Discussant)**, “Disparities in Early Childhood Education: Three

observational approaches to literacy achievement and development,” presented at the

*Society for Research in Child Development Biennial Meeting*, Baltimore, MD (March 2019).

**Mancilla-Martinez, J. (Discussant)**, “Social Language Ecology in Dual Language Learners in

the U.S.,” presented at the *Society for Research in Child Development Biennial Meeting*,

Baltimore, MD (March 2019).

Date: July 19, 2023

Contact Person and Email: Katy Challis, [katy.challis@schools.utah.gov](mailto:katy.challis@schools.utah.gov)

This data sharing agreement is for consideration during the August 2023 Law and Licensing Committee Meeting.

Flores, I., **Mancilla-Martinez, J.**, & McClain, J., "Spanish-speaking Dual Language Learners' Preschool Classroom Language environments," presented at the *Society for Research in Child Development Biennial Meeting*, Baltimore, MD (March 2019).

Yamasaki, B., Luk, G., & **Mancilla-Martinez, J.**, "Academic Performance among Elementary Students with Diverse Language Experiences," Poster presented at the *Society for Research in Child Development Biennial Meeting*, Baltimore, MD (March 2019).

**Mancilla-Martinez, J. (Chair).** "Assessing School Readiness Skills of Spanish-speaking Dual Language Learners: Moving Beyond Standard English Achievement Measures," presented at the *Society for Research in Child Development Biennial Meeting*, Austin, TX (April 2017).

**Mancilla-Martinez, J.**, Pan, B.A., & Banu Vagh, S., "Measuring the Vocabulary Growth of Low Income, Spanish-English Bilingual Children," Poster presented at the *Society for Research in Child Development Biennial Meeting*, Boston, MA (March 2007).

### **Society for the Scientific Study of Reading**

**Mancilla-Martinez, J. (Chair).** "Contributors to English reading comprehension of linguistically diverse learners across the K-12 years," presented at the annual meeting of the *Society for the Scientific Study of Reading*, Newport Beach, CA, USA (July, 2020) (Conference canceled).

Kieffer, M. J., & **Mancilla-Martinez, J. (Co-chairs).** "Reading and language development of Spanish-English bilinguals: Insights from linguistic, cognitive, and intervention

Date: July 19, 2023

Contact Person and Email: Katy Challis, [katy.challis@schools.utah.gov](mailto:katy.challis@schools.utah.gov)

This data sharing agreement is for consideration during the August 2023 Law and Licensing Committee Meeting.

research," presented at the annual meeting of the *Society for the Scientific Study of Reading*, Santa Fe, New Mexico (July, 2014).

**Mancilla-Martinez, J.**, & Lesaux, N.L., "The Role of Sentence-Level Syntactic Knowledge on Fifth Grade Spanish-speaking Language Minority Learners' Reading Comprehension Outcomes," Talk presented at the *Society for the Scientific Study of Reading Eighteenth Annual Meeting*, St. Pete Beach, FL (July 2011).

Lesaux, N.L., & **Mancilla-Martinez, J.**, "Sources of Reading Comprehension Difficulties among Adolescent Spanish-speaking Language Minority Learners," Talk presented at the *Society for the Scientific Study of Reading Seventeenth Annual Meeting*, Berlin, Germany (July 2010).

**Mancilla-Martinez, J.**, "From Receptive to Productive Word Knowledge: Exploring the Relationship between Vocabulary Instruction and Writing amongst Fifth-Grade Language Minority Learners," Poster presented at the *Society for the Scientific Study of Reading Fifteenth Annual Meeting*, Asheville, North Carolina (July 2008).

Biancarosa, G., **Mancilla-Martinez, J.**, Lawrence, J., & Snow, C., "Passage Effects on Oral Reading Fluency: A Rasch Analysis of Middle Grade DIBELS Results," Talk presented at the *Society for the Scientific Study of Reading Fifteenth Annual Meeting*, Asheville, North Carolina (July 2008).

**Mancilla-Martinez, J.**, Kieffer, M.J., Christodoulou, J.A., Biancarosa, G., & Snow, C.E., "The Simple View Grows Up: Investigating the Development of English Reading

Date: July 19, 2023

Contact Person and Email: Katy Challis, [katy.challis@schools.utah.gov](mailto:katy.challis@schools.utah.gov)

This data sharing agreement is for consideration during the August 2023 Law and Licensing Committee Meeting.

Comprehension among Adolescent Language Minority Learners," Talk presented at the *Society for the Scientific Study of Reading Fourteenth Annual Meeting*, Prague, Czech Republic (July 2007).

Biancarosa, G., **Mancilla-Martinez, J.**, Kieffer, M.J., Christodoulou, J.A., & Snow, C.E., "Exploring the Heterogeneity of English Reading Comprehension Difficulties of Spanish-Speaking Middle School Students," Talk presented at the *Society for the Scientific Study of Reading Thirteenth Annual Meeting*, Vancouver, British Columbia (July 2006).

---

## UNIVERSITY TEACHING

---

### **Vanderbilt University**

- *Teaching Reading to Students with Severe and Persistent Academic and Behavior Difficulties* (Master's Level)
- *Teaching Reading to Students with Severe and Persistent Academic and Behavior Difficulties* (Undergraduate Level)
- *Advanced Reading Methods for Students with Severe and Persistent Academic and Behavior Difficulties* (Undergraduate Level)
- *Inquiry into Education* (PhD Level)
- *Language Minority Learners' Language and Literacy Development* (Master's and PhD Level)
- *Educational Linguistics* (Master's Level)

### **University of California, Irvine**

- *Language Minority Learners' Language and Literacy Development* (PhD Level)
- *Language and Literacy Development* (Undergraduate Level)
- *Theories and Methods of English Language Development* (Master's Level)

### **University of Illinois at Chicago**

- *Oral Language: Its Development and Role in the Classroom* (Master's and PhD Level)
- *Studies in Literacy Research and Teacher Inquiry* (Master's and PhD Level)

Date: July 19, 2023

Contact Person and Email: Katy Challis, [katy.challis@schools.utah.gov](mailto:katy.challis@schools.utah.gov)

This data sharing agreement is for consideration during the August 2023 Law and Licensing Committee Meeting.

## Harvard University, Graduate School of Education

- *Models of Bilingual Education and Literacy Instruction* (Master's and EdD Level)

---

## DOCTORAL ADVISING/MENTORING

---

### Chair/Primary Adviser

Bhabika Joshi (Vanderbilt, Peabody College, Special Education)  
Jessie Jiaxin Wang (Vanderbilt, Peabody College, Special Education)  
Laura Buckley (Vanderbilt, Peabody College, Teaching and Learning)  
Min Hyun Oh (Vanderbilt, Peabody College, Special Education)  
Janna Brown McClain (Vanderbilt, Peabody College, Teaching and Learning)  
Wendy Ochoa (University of California, Irvine)  
Michelle Shabaker (University of Illinois at Chicago)

### Committee Member

Annie Partika (Georgetown University, Human Development & Public Policy)  
BrittanyLee Martin (Vanderbilt, Peabody College, Special Education)  
Israel Flores (Vanderbilt, Peabody College, Psychology)  
Christa Mulker Greenfader (University of California, Irvine)  
Jin Kyoung Hwang (University of California, Irvine)  
Elizabeth Miller (University of California, Irvine)

### Senior Mentor

Foundation for Child Development, Young Scholars Program Awarded to Jennifer  
Wallace Jacoby for "The Other Teachers in the Room: Foregrounding the Roles and  
Contributions of Assistant Teachers in Early Childhood Classrooms"  
(\$225,000)

---

## SERVICE TO THE RESEARCH & EDUCATION COMMUNITY

---

Lexia Educational Leadership Council, Member (2021-present).

Date: July 19, 2023

Contact Person and Email: Katy Challis, [katy.challis@schools.utah.gov](mailto:katy.challis@schools.utah.gov)

This data sharing agreement is for consideration during the August 2023 Law and Licensing Committee Meeting.

National Center for Learning Disabilities, Strategic Planning Committee Member (2021-present).

Research Affiliate, Tennessee Education Research Alliance (2021-Present)

Early Literacy Advisory Council, Tennessee Department of Education (2020-present).

*Praxis* Early Childhood Special Education- Early Intervention Development Advisory Committee (2020-2021).

Literacy Research Association, Distinguished Scholar Lifetime Achievement Award Committee  
Member (2019-2022).

National Institute of Health, Language and Communication (LCOM) Study Section Reviewer (2019).

Spencer Foundation Large Research Grants on Education Program Reviewer (2019-2020).

Institute of Education Sciences, Low-Cost, Reading, Writing, Language, and Development Scientific Peer Review Panel. Principal Member (2019).

Institute of Education Sciences, Low Cost, Short Duration Evaluation of Education Interventions  
Research Scientific Review Panel. Principal Member (2018, 2019).

Digital Promise, Learner 4-6 Literacy Factor Map. Expert Advisor (2018).

National Assessment of Educational Progress-State Assessment Study. English Language Arts  
Review Panel (2018).

National Assessment of Educational Progress Reading Standing Committee. Member (2017-Present).

Institute of Education Sciences, Reading, Writing, and Language Development Education Research Scientific Review Panel. Principal Member (2017-2019).

Date: July 19, 2023

Contact Person and Email: Katy Challis, [katy.challis@schools.utah.gov](mailto:katy.challis@schools.utah.gov)

This data sharing agreement is for consideration during the August 2023 Law and Licensing Committee Meeting.

Institute of Education Sciences, Impact Evaluation of Academic Language Interventions.  
Expert  
Advisor (2016-present).

Digital Promise, Learner K-3 Literacy Factor Map. Expert Advisor (2016-2017).

Institute of Education Sciences, Reading, Writing, and Language Development Education  
Research Scientific Review Panel. Member (2016).

Institute of Education Sciences, Reading, Writing, and Language Development Education  
Research Scientific Review Panel. Member (2015).

Reading Partners, Curriculum Advisory Board. Expert Advisor (2013- present).

Educational Testing Services, English Language Arts Teacher Licensure Advisory Board  
(2014-2015).

Dual Language Learner Teacher Competencies Advisory Committee. Expert Advisor  
(2010-2012).

### **Associate Editor**

*Journal of Educational Psychology* (2020-present)

*AERA Open* (2016-2022)

*Educational Researcher* (2017-2019)

### **Editorial Review Board Member**

*Reading Research Quarterly* (2020-2021; 2014-2017)

*International Multilingual Research Journal* (2018-2021)

*Language, Speech, and Hearing Services in Schools* (2016-2017)

**Ad Hoc Reviewer for Peer-Reviewed Journals:** *Annals of Dyslexia, American Journal of Speech-Language Pathology, Applied Psycholinguistics, Child Development, Developmental Psychology, Developmental Science, Early Childhood Research Quarterly, Early Education & Development, Educational Psychology, Journal of Child Language, Journal of Communication Disorders, Journal of Educational Psychology, Journal of Experimental Child Psychology, Language, Culture, and Curriculum, Language Learning,*

Date: July 19, 2023

Contact Person and Email: Katy Challis, [katy.challis@schools.utah.gov](mailto:katy.challis@schools.utah.gov)

This data sharing agreement is for consideration during the August 2023 Law and Licensing Committee Meeting.



*Learning and Individual Differences, Pediatrics, Psychological Reports, Reading and Writing: An Interdisciplinary Journal, Review of Educational Research, Scientific Studies of Reading*

---

## **UNIVERSITY SERVICE**

---

### **Vanderbilt University**

- Search Committee Member for Math Disabilities Open-Rank, Tenure-Track Position, 2021-2022; 2022-23
- Search Committee Member for Director, Graduate School Admissions and Enrollment Management, 2021
- Search Committee Member for Vice Provost for Graduate Education and Dean of the Graduate School, 2020
- Arts Collections Governance Subcommittee Member, 2019-present
- Internal Advisory Board for Academic Pathways Postdoctoral Program, 2018-present
- Selection Committee Member for Provost's Graduate Fellowship for Students from Traditionally Underrepresented Backgrounds, 2018-present
- COACHE Faculty Survey Analysis Working Group, Peabody Representative, 2016
- Peabody College Faculty Council, At Large Representative for the Department of Teaching & Learning, 2016-2019 (Secretary, 2016-present)
- Faculty Lead for the Language, Literacy, and Culture Program, 2016-2017
- Committee Member for the Department of Teaching & Learning Diversity & Inclusion Committee, 2016-2017
- Search Committee Member for the Vanderbilt Kennedy Center Director, 2016
- Committee Member for the Otto Bassler Dissertation Award, 2016
- Search Committee Member for English Language Learners and Educational Linguistics Open-Rank, Tenure-Track Position, 2015-2016

### **University of California, Irvine**

- Eugene Cota-Robles Fellowship Selection Committee, 2015
- School of Education Doctoral Admissions Committee, 2014-2015
- School of Education Doctoral Admissions Committee, 2013-2014
- Fletcher Jones Fellowship Selection Committee, 2013
- Summer Undergraduate Research Fellowship Program Mentor, 2013
- Junior Faculty Mentoring Committee, 2012-2015

Date: July 19, 2023

Contact Person and Email: Katy Challis, [katy.challis@schools.utah.gov](mailto:katy.challis@schools.utah.gov)

This data sharing agreement is for consideration during the August 2023 Law and Licensing Committee Meeting.

- Chancellor's Club Review Committee, 2012

### **University of Illinois at Chicago**

- Chicago Teacher Preparation Pipeline, 2009-2012
- Fulbright Scholarship Interview Committee, 2010

---

## **PROFESSIONAL AFFILIATIONS**

---

American Educational Research Association  
International Reading Association  
Literacy Research Association  
Society for Research in Child Development  
Society for the Scientific Study of Reading  
Vanderbilt Kennedy Center

---

## **RESEARCH, CONSULTANCIES, & PREK-12 EXPERIENCE**

---

McGraw-Hill, New York, NY  
New Literacy ELA Consultant, 2022-present

Public Broadcasting Service (PBS) Kids, Arlington, VA  
Ready to Learn Literacy-ELA Framework Advisor, 2022

KidsLoop, Seoul, Korea  
Senior Advisor, 2019-2022

Word Heroes for English Language Learners, Austin, TX  
Author, 2018

Sesame Workshop, New York, NY  
Content Advisor, 2016

Harvard University, Graduate School of Education, Cambridge, MA  
Research Design, Data Analysis, and Collaborating Author, 2009-2013

Cherry Lake Publishing, Ann Arbor, MI  
Content Advisor, 2010-2012

Date: July 19, 2023

Contact Person and Email: Katy Challis, [katy.challis@schools.utah.gov](mailto:katy.challis@schools.utah.gov)

This data sharing agreement is for consideration during the August 2023 Law and Licensing Committee Meeting.

Jones International University, Centennial, CO  
Course Development, 2009

Harvard University, Graduate School of Education, Cambridge, MA  
Predicting Spanish-Speakers' Growth in Reading  
Study Coordinator, 2007-2009  
Validating Measures for Tracking Vocabulary Development of English Learners  
Study Coordinator, 2007-2009  
Developing Methods for Tracking Bilingual Children's Early Language  
Development.  
Study Coordinator, 2004-2007  
Strategic Educational Research Partnership Middle School Literacy Project  
Research Assistant, 2004-2007

New York Department of Youth & Community Development, New York, NY  
Professional Development, 2006-2008

Buckingham, Browne, & Nichols, Cambridge, MA  
Consulting Researcher, 2006

Scholastic, Inc., New York, NY  
Consulting Researcher, 2005

Soliloquy Learning, Framingham, MA  
Research Assistant, 2004

National Literacy Panel on Language Minority Children and Youth, Washington, D.C.  
Research Assistant, 2003-2004

Farragut Elementary School, Culver City, CA  
Fourth-Grade Teacher, 2002-2003  
Kindergarten Teacher, 2001-2002

Beulah Payne Elementary School, Inglewood, CA  
First-Grade Teacher, 2000-2001

Date: July 19, 2023

Contact Person and Email: Katy Challis, [katy.challis@schools.utah.gov](mailto:katy.challis@schools.utah.gov)

This data sharing agreement is for consideration during the August 2023 Law and Licensing Committee Meeting.

Edison Dual-Language Academy, Santa Monica, CA  
Long-Term Second-Grade Substitute, 2000

---

**LANGUAGES**

---

English and Spanish

DRAFT

Date: July 19, 2023

Contact Person and Email: Katy Challis, [katy.challis@schools.utah.gov](mailto:katy.challis@schools.utah.gov)

This data sharing agreement is for consideration during the August 2023 Law and Licensing Committee Meeting.

**ATTACHMENT C.5: Natalie Bohlmann, Ph.D.**

**NATALIE L. BOHLMANN**  
**4185 Cascina Way**  
**Sarasota, FL 34238**  
**nbohlmann@interactionsmatter.com**

**EDUCATION**

- 2007 University of California Berkeley, Department of Psychology  
Ph.D. Program: Developmental Psychology
- 2001 San Diego State University, Department of Psychology  
M.A. Program: Developmental Psychology
- 1993 California State University Stanislaus, College of Education  
Professional Clear Multiple Subjects Teaching Credential
- 1992 University of California, San Diego  
B.A. Double Major: Psychology & Sociology Minor: General Literature

**ACADEMIC POSITIONS**

- 2021-2022 **Full Professor, Department of Educational Theory and Practice**  
College of Education, Montana State University
- 2016-2021 **Associate Professor, Department of Educational Theory and Practice**  
College of Education, Montana State University
- 2007-2016 **Assistant Professor, Department of Educational Theory and Practice**  
College of Education, Montana State University
- 2010-2012 **Research Fellow, Center for Advanced Study of Teaching & Learning**  
Curry School of Education, University of Virginia

**RESEARCH AND TEACHING INTERESTS**

*Research.* Research focuses on teacher-child interactions in promoting self-regulatory, academic and social development in monolingual and dual language populations.

*Teaching.* Education and Psychology courses: Education Psychology, Human Development in Education, Research Design and Interpretation. Course design, instruction and evaluation of students including face-to-face, blended and online course formats.

Date: July 19, 2023

Contact Person and Email: Katy Challis, [katy.challis@schools.utah.gov](mailto:katy.challis@schools.utah.gov)

This data sharing agreement is for consideration during the August 2023 Law and Licensing Committee Meeting.

## HONORS AND AWARDS

Faculty Excellence Recipient, Montana State University (MSU) Billings, 2020  
Creative and Research Endeavors (CARE) Grant, MSU Billings, 2019  
Faculty Award for Exceptional Support of Students with Disabilities, MSU Billings, 2014  
Research and Creative Endeavor (RACE) Grant, MSU Billings, 2009  
IHD Dissertation Research Grant, University of California Berkeley, 2005  
Outstanding Graduate Student Instructor Award, University of California Berkeley, 2004  
Institute of Human Development Research Grant, University of California Berkeley, 2003  
Runner-up WAGS/UMI Distinguished Master's Thesis Award, San Diego State University, 2001

## SCHOLARSHIP

### Refereed Publications

- Palacios, N., & Bohlmann, N. (2020). Self-regulation mediates the associations between demographic characteristics and Latino children's early achievement. *Journal of Applied Developmental Psychology, 70*. <https://doi.org/10.1016/j.appdev.2020.101166>
- Bohlmann, N., Downer, J., et al. (2019). Observing children's engagement: Examining factorial validity of the inCLASS across demographic groups. *Journal of Applied Developmental Psychology, 60*, 166-176. <https://doi.org/10.1016/j.appdev.2018.08.007>
- Sabol, T., Bohlmann, N., & Downer, J. (2018). Low-income ethnically diverse children's engagement as a predictor of school readiness above preschool classroom quality. *Child Development, 89*, 556-576. <https://doi.org/10.1111/cdev.12832>
- Maier, M., Bohlmann, N., & Palacios, N. (2016). Cross-language associations in the development of preschoolers' receptive and expressive vocabulary. *Early Childhood Research Quarterly, 36*, 49-63. <https://doi.org/10.1016/j.ecresq.2015.11.006>
- Bohlmann, N., & Downer, J. (2016). Self-regulation and task engagement as predictors of emergent language and literacy skills. *Early Education & Development, 27*(1), 18-37. <https://doi.org/10.1080/10409289.2015.1046784>
- Bohlmann, N., Maier, M., & Palacios, N. (2015). Bi-directionality in self-regulation and expressive vocabulary: Comparisons between monolingual and dual language learners in preschool. *Child Development, 86*(4), 1094-1111. <https://doi.org/10.1111/cdev.12375>
- Bohlmann, N. & Weinstein, R. (2013). Classroom context, teacher expectations, and cognitive level: Predicting children's math ability judgments. *Journal of Applied Developmental Psychology, 34*, 288-298. <https://doi.org/10.1016/j.appdev.2013.06.003>

Date: July 19, 2023

Contact Person and Email: Katy Challis, [katy.challis@schools.utah.gov](mailto:katy.challis@schools.utah.gov)

This data sharing agreement is for consideration during the August 2023 Law and Licensing Committee Meeting.

Bohlmann, N. & Fenson, L. (2005). The effects of feedback on perseverative errors in preschool aged children. *Journal of Cognition and Development, 6*, 119-131. [https://doi.org/10.1207/s15327647jcd0601\\_7](https://doi.org/10.1207/s15327647jcd0601_7)

Bohlmann, N. (1998). Cooperative teaching: A model for teacher collaboration. *Teaching and Change, 5*, 199-224.

Bohlmann, N. (1997). Nonroutine math problems in a highly diverse first-grade classroom. *Teaching and Change, 4*, 123-135.

#### Manuscripts Under Review

Bohlmann, N. & Palacios, N. (2022). *Examining Child, Family, Classroom, and School Factors Associated with Latinx Children's Early Science Achievement*. Manuscript submitted for publication.

#### Books

Hecimovic, T., Bohlmann, N., & Lord, R. (2010). *Human Development in Education*. (ISBN 978-0-7575-8223-3). Dubuque, Iowa: Kendall Hunt Publishing

#### Conference Presentations & Posters

Palacios, N., Bohlmann, N., Bell, B., Oh, M. & Yue, Y. (2023, March). A Propensity Matched Comparison of Early Literacy Outcomes for Elementary-Age ELs in Different Language Programs. In N. Bohlmann (chair), *Do dual language experiences benefit the academic and literacy outcomes of Spanish speaking ELs?* Paper symposium conducted at the biennial meeting of the Society for Research in Child Development, Salt Lake City, UT.

Bohlmann, N., & Palacios, N. (2019, March). *An Ecological Perspective on Latino Children's Early Elementary Science Achievement*. Poster presented at the biennial meeting of the Society for Research in Child Development, Baltimore, MD.

Palacios, N., & Bohlmann, N. (2018, May). *Do Cognitive Flexibility, Working Memory, and Behavioral Regulation Help Us Understand the Achievement of Latino Children?* Invited paper presented at the Second Bilingual Research Conference, Children's Learning Institute, University of Texas Houston, Houston, TX.

Palacios, N. & Bohlmann, N. (2017, April). The mediating role of self-regulation: Latino children's home-language, parental foreign-born status, and early achievement. In N. Bohlmann & N. Palacios (co-chairs), *School Readiness of Latino Children: Importance of Self-Regulation for Early Achievement*. Paper symposium conducted at the biennial meeting of the Society for Research in Child Development, Austin, TX.

Bohlmann, N. & Snow, D. (2016, March). *Measures of a PDS Cohort*. Paper presented at the National Association of Professional Development Schools National Conference, Washington, DC.

Date: July 19, 2023

Contact Person and Email: Katy Challis, [katy.challis@schools.utah.gov](mailto:katy.challis@schools.utah.gov)

This data sharing agreement is for consideration during the August 2023 Law and Licensing Committee Meeting.

- Bohlmann, N., Maier, M., & Palacios, N. (2014, July). *Bidirectional Relations between Expressive Vocabulary and Self-regulation for English Monolingual and DLL preschoolers*. Poster presented at the Head Start National Research Conference, Washington DC.
- Downer, J., Bohlmann, N., Maier, M., Williford, A., & Booren, L. (2014, April). Observing preschool children's engagement with teachers, peers and tasks in a large, diverse sample [of early childhood education classrooms]. In K. Barghaus (chair), *Advancements in Assessing the Early Educational Experiences of Diverse Children and Families Living in Poverty*. Paper symposium conducted at the American Educational Research Association Annual Meeting, Philadelphia, PA.
- Bohlmann, N., Downer, J., Sabol, T. (2013, April). Contribution of engagement with teachers, peers, and tasks to variation in school readiness development during preschool and the role of instructional context. In J. T. Downer (chair), *Understanding How Children's Engagement in Different Preschool Classroom Contexts Contributes to Social and Academic Development*. Paper symposium conducted at the biennial meeting of the Society for Research in Child Development, Seattle, WA.
- Bohlmann, N., Maier, M., & Palacios, N. (2013, April). Bi-directionality in self-regulation and expressive vocabulary: Comparisons between monolingual and dual language learners in preschool. In N. Palacios (chair), *Language Development among Low-Income Language Minority Preschoolers*. Paper symposium conducted at the biennial meeting of the Society for Research in Child Development, Seattle, WA.
- Maier, M., Bohlmann, N., & Palacios, N. (2013, April). Cross-linguistic transfer in the development of preschoolers' receptive and expressive vocabulary. In N. Palacios (chair), *Language Development among Low-Income Language Minority Preschoolers*. Paper symposium at the biennial meeting of the Society for Research in Child Development, Seattle, WA.
- Downer, J., Bohlmann, N., Maier, M., Booren, L., Williford, A., & Pianta, B. (2013, April). Using the inCLASS to observe children's engagement with teachers, peers and tasks: Measurement invariance and predictive validity. In J. A. Griffin (chair), *Developing the next generation of preschool outcome measures: The Interagency School Readiness Measurement Consortium*. Poster symposium conducted at the biennial meeting of the Society for Research in Child Development, Seattle, WA.
- Cabell, S., Bohlmann, N., Booren, L., DeCoster, J., & Williford, A. (2013, April). *Variation in Children's Engagement in Conversational Exchanges with Teachers and Peers across Preschool Classroom Settings*. Poster presented at the biennial meeting of the Society for Research in Child Development, Seattle, WA.
- Bohlmann, N., Downer, J., Booren, L., Maier, M., & Williford, A. (2012, June). *Using the Individualized Classroom Assessment Scoring System (inCLASS) to measure preschool children's engagement with teachers, peers and tasks: Examining measurement invariance across gender, ethnicity, and poverty status in three samples*. Poster presented at the Head Start National Research Conference, Washington DC.

Date: July 19, 2023

Contact Person and Email: Katy Challis, [katy.challis@schools.utah.gov](mailto:katy.challis@schools.utah.gov)

This data sharing agreement is for consideration during the August 2023 Law and Licensing Committee Meeting.



- Downer, J., Vitiello, V., Williford, A., & Bohlmann, N. (2011, September). Language and literacy development in preschool: Children's engagement with teachers, peers & tasks. In M. K. Lerkkanen (chair), *Learning and Development in Early Childhood*. Paper symposium conducted at the European Association for Research on Learning and Instruction, Exeter, England.
- Bohlmann, N. Gillette, P. & Langer, J. (2010, April). *Young Children's Adding and Subtracting Objects*. Poster presented at the American Educational Research Association Annual Meeting, Denver, CO.
- Bohlmann, N. (2009, April). *Examining Teacher Differentiation and Expectancy Communication in Primary Mathematics Instruction*. Poster presented at the biennial meeting of the Society for Research in Child Development, Denver, CO.
- Bohlmann, N. (2008, March). The role of cognitive development and classroom environment in young children's self-judgments of mathematics ability. In J. C. Turner (chair), *Contemporary Considerations of Cognition, Understanding, and Identity in Mathematics*. Paper symposium presented at the American Educational Research Association Annual Meeting, NYC, NY.
- Bohlmann, N. & Langer, J. (2005, May). *Children's Understanding of Addition and Subtraction*. Poster presented at the Berkeley/Stanford/Santa Cruz Developmental Psychology talks, Berkeley, CA.
- Bohlmann, N. (2001, April). *The Effects of Feedback on Perseverative Errors in Problem Solving with 3 to 5-year-old Children*. Poster presented at the biennial meeting of the Society for Research in Child Development, Minneapolis, MN.

## TEACHING EXPERIENCE

### University Level

- 2016-2021, Associate Professor, Department of Educational Theory and Practice, MSU Billings  
 Courses: Human Growth & Development, Advanced Human Growth & Development, Educational Psychology, Critical Issues in Education
- 2012-2016, Assistant Professor, Department of Educational Theory and Practice, MSU Billings
- 2007-2010 Courses: Human Growth & Development, Educational Psychology, Graduate Research Design & Interpretation.
- Jan-Dec 2006 Part-time Faculty, Department of Educational Theory and Practice, MSU Billings  
 Courses: Human Growth & Development, Educational Psychology
- 2001-2005 Graduate Student Instructor, Psychology Department, UC Berkeley

Date: July 19, 2023

Contact Person and Email: Katy Challis, [katy.challis@schools.utah.gov](mailto:katy.challis@schools.utah.gov)

This data sharing agreement is for consideration during the August 2023 Law and Licensing Committee Meeting.

Courses: Teaching Psychology, Developmental Psychology, Data Analysis in Psychology, Introduction to Psychology.

1999- 2000 *Graduate Student Instructor*, Psychology Department, San Diego State University

Course: Data Analysis in Psychology

### K-12 Education

- 1997- 1999 *Mentor Teacher*, Third and Fourth Grade, The Children's School, La Jolla, CA,  
• Mentor in a two-teacher classroom. Rewrote and implemented fourth grade curriculum to align with State Standards. Conducted teacher research on cooperative teaching.
- 1996-1997 *Lead Teacher*, Third Grade, International School Amsterdam, Netherlands  
• Revised third grade curriculum to align with International Schools Curriculum Project. Developed an inclusion program using a co-teaching model with ESL specialist. Acted as science coordinator and wrote the lower school science curriculum.
- 1993- 1996 *First Grade*, Parklawn Elementary School, Fairfax County, Virginia,  
• Directed science and language arts inservices. District Area II First Grade Science Coordinator. Conducted teacher research on teaching problem solving to children.

### **PROFESSIONAL SERVICE**

#### Montana State University, Billings

Faculty Administration Collaborative Committee (COE faculty representative), 2018-2021  
Faculty Association (Vice President), 2020-2021  
University Academic Senate (Member), 2020-2021  
University Undergraduate Curriculum Committee (Member), 2017-2020  
University Academic Standards & Scholastic Standing Committee (Member), 2017-2019  
University Honors Council (Member), 2016-2019  
Professional Development Committee (Member), 2015-2017  
Creative and Research Endeavors Committee (Member), 2013-2017  
COE Deans Council (Member), 2019-2020  
COE Student Appeals Committee (Member), 2019-2020  
COE Program Review & Cohesion Committee (Member), 2019-2021  
COE College Curriculum Committee (Chair), 2017-2020  
COE CAEP Standard II, Clinical Partnerships Committee (Member), 2016-2019  
ETP Department Rank and Tenure Committee (Chair), 2017-2020; (Member), 2020-2021  
ETP Graduate Programs Committee (Lead), 2016-2020

Date: July 19, 2023

Contact Person and Email: Katy Challis, [katy.challis@schools.utah.gov](mailto:katy.challis@schools.utah.gov)

This data sharing agreement is for consideration during the August 2023 Law and Licensing Committee Meeting.

ETP Elementary & Secondary Education Committee (Lead), 2019-2021; (Member), 2016-2018

#### *Pre-Tenure*

COE Clinical Partnerships & Practices Committee (Chair), 2008-2010; 2012-2015

Inclusive Curricula & Program Impact Committee (Member), 2012-2015

Career Services Advisory Board (Member), 2013-2017

Professional Core Program Area Committee (Member), 2013-2015

University Student Teaching Supervisor, 2013-2015

College of Education Scholarship Committee (Member), 2014-2015

Elementary Education Committee (Member), 2012-2013

Library Committee (Member), 2009-2010

Youth Development Training Project (PI), 2009-2010

Montana 21<sup>st</sup> Century Grant (Faculty Consultant), 2007-2008

#### University of California, Berkeley

Project HELP family math nights, 2005

Child Care Consultant, Institute of Human Development, 2004-2005

#### Community

Community Club Board of Directors, Boys and Girls Club of Yellowstone Co., (Member & Executive Board), 2013-2022

Montana State Office of Public Instruction, Chapter 58 Review Committee (Member), 2014

Billings Out of School Time Task Force, United Way of Yellowstone Co., (Member), 2007-2010

#### Profession

Reviewer for the follow professional journals:

*Child Development*

*Developmental Psychology*

*Early Childhood Research Quarterly*

*Journal of Applied Developmental Psychology*

*Early Education and Development*

#### **SELECTED PROFESSIONAL WORKSHOPS**

Redirecting Children's Behavior, Instructor Training Course (Feb – March, 2023),  
International Network for Children & Families

Montana Educator Performance Appraisal System & Danielson Framework Train the  
Trainer (August, 2017), Montana Office of Public Instruction, Billings, MT

Montana Educator Performance Appraisal System Training (2013-2014 quarterly  
workshops), Montana Office of Public Instruction, Great Falls, MT

Date: July 19, 2023

Contact Person and Email: Katy Challis, [katy.challis@schools.utah.gov](mailto:katy.challis@schools.utah.gov)

This data sharing agreement is for consideration during the August 2023 Law and Licensing Committee Meeting.

Classroom Assessment Scoring System (CLASS), Elementary (PreK & K-3) Observation Training (summer & fall, 2011), Teachstone, Charlottesville, VA  
Advanced Longitudinal Data Analysis Workshop (August, 2011), Longitudinal Research Institute, University of California, Davis  
Mixed Quantitative/ Qualitative Methods Workshop (May, 2011), Tom Weisner, UCLA presented at Curry School of Education, University of Virginia  
Individualized Classroom Assessment Scoring System (inCLASS) Observation training (October, 2010), CASTL, Charlottesville, VA  
Hierarchical Linear Models, Data Analysis Training (December, 2005) Center for Statistical Consultation and Research, University of Michigan, Ann Arbor

### **PROFESSIONAL AFFILIATIONS**

American Educational Research Association  
Society for Research in Child Development  
Montessori Foundation

Date: July 19, 2023

Contact Person and Email: Katy Challis, [katy.challis@schools.utah.gov](mailto:katy.challis@schools.utah.gov)

This data sharing agreement is for consideration during the August 2023 Law and Licensing Committee Meeting.

## ATTACHMENT C.6: Gigi Luk, Ph.D.

Gigi Luk, Ph.D.  
Department of Educational and Counselling Psychology  
McGill University  
[gigi.luk@mcgill.ca](mailto:gigi.luk@mcgill.ca)

### **1. ACADEMIC APPOINTMENTS**

- 2019 – Present Associate Professor, McGill University, Montreal, Canada  
Department of Educational and Counselling Psychology  
Human Development program
- 2016 – 2018 Associate Professor of Education, Harvard University, Cambridge US  
Harvard Graduate School of Education
- 2011 – 2016 Assistant Professor of Education, Harvard University, Cambridge US  
Harvard Graduate School of Education
- 2008 – 2011 Post-doctoral Fellow, Rotman Research Institute, Toronto, Canada  
Baycrest Centre

### **2. EDUCATION**

- 2008 Ph. D. in Psychology (Developmental and Cognitive Processes)  
Faculty of Health, York University, Canada
- 2003 M. A. in Psychology (Developmental and Cognitive Processes)  
Faculty of Health, York University, Canada
- 2001 Specialized Honors B. A. in Psychology  
Faculty of Arts, York University, Canada

### **3. AWARDS AND HONORS**

- 2009 Certificate of Academic Excellence from Canadian Psychological Association
- 2007 – 2008 Ontario Graduate Scholarship
- 2006 Council of Canadian Departments of Psychology – Teaching Assistantship Award
- 2006 – 2007 Ontario Graduate Scholarship
- 2004 Council of Canadian Departments of Psychology – Teaching Assistantship Award
- 2001 – 2004 York University International Tuition Fee Scholarship
- 2001 York University Entrance Scholarship

Date: July 19, 2023

Contact Person and Email: Katy Challis, [katy.challis@schools.utah.gov](mailto:katy.challis@schools.utah.gov)

This data sharing agreement is for consideration during the August 2023 Law and Licensing Committee Meeting.

#### RESEARCH SUMMARY

My research program examines (1) the cognitive, linguistic, and neural consequences of bilingualism in children and adults; (2) how these consequences manifest in learning and academic outcomes in children who are educated in their second and developing language; and (3) the role of school and learning environment in bilingual children's development.

#### RESEARCH IMPACT SUMMARY

##### Research funding

21 intramural and extramural grants and contracts for a total of more than 2 million funding in Canadian dollars.

##### Research productivity

Google Scholar h-index: 27, i10-index: 36

56 peer-reviewed articles, chapters, commentaries, and editorial notes, 1 edited book, 87 conference presentations, and 33 invited speaker events

## **4. RESEARCH FUNDING**

### **4.1 As principal investigator or co-principal investigator**

2020-2026 Natural Sciences and Engineering Research Council of Canada. Discovery Grant: *Language and reading comprehension in bilingual children and adults. (CAD\$140,000)*

2020-2021 McGill Centre for Research on Brain, Language and Music. (Co-I with Dr. Debra Titone, Anne Beatty-Martinez & Nathan Spreng, McGill) Research Incubator Award. *Resting-state functional connectivity in bilingual adolescents and adults. (CAD\$10,000).*

Date: July 19, 2023

Contact Person and Email: Katy Challis, [katy.challis@schools.utah.gov](mailto:katy.challis@schools.utah.gov)

This data sharing agreement is for consideration during the August 2023 Law and Licensing Committee Meeting.

- 2019-2021 McGill International Institute of Education and Y. K. Pao School in Shanghai, China (Co-PI with Dr. Susan Ballinger, McGill): *Bilingual development in Bilingual Education*. (CAD\$123,702)
- 2019-2020 McGill Internal Social Sciences and Humanities Development Grant: *Enriching characterization of multilingualism through second language production*. (CAD\$7,000)
- 2018-2020 Cheng Yu Tung Award. Harvard Graduate School of Education. *Diverse language backgrounds and diverse learning abilities: When and how bilingual learners are identified with learning difficulty*. (USD\$136,000)
- 2017-2020 Bezos Family Foundation (Harvard-PI: Prof. Takao Hensch; former HGSE co-PI, HGSE co-PI: Meredith Rowe). *Relationship between music, language, and motor skills in early childhood*, Collaborative Research Agenda – Attentional Control and the Developing Brain: Underlying Mechanisms and Transformative Interventions. (USD\$1,000,000, HGSE subcontract: \$217,800)
- 2017-2019 Lemann Brazil Research Fund Grant. *Early literacy prediction and reading intervention for preschoolers from low-income families in Natal, Rio Grande do Norte, Brazil*. (USD\$150,000)
- 2017-2018 Spencer Foundation. *Measuring bilingualism in kindergarten registration in public schools*. (USD\$42,323)
- 2013-2014 Harvard Mind, Brain, Behavior Initiative Faculty Research Award. *Language and motion: Exploration of large-scale neural networks in experts*. (USD\$20,986)
- 2013-2014 National Academy of Education/Spencer Postdoctoral Fellowship. *Bilingualism and reading difficulty: An interaction between life experience and reading development*. (USD\$55,000)
- 2012-2013 Dean's Special Opportunity Fund, Harvard Graduate School of Education. *Cross-language differences in the reading brain: Training on MRI scanning and quantitative neuroimaging meta-analysis*. (USD\$5,000)
- 2011-2012 William F. Milton Fund, Harvard University. *Bilingualism and reading difficulty*. (USD\$40,000)

#### **4.2 As co-investigator**

- 2022-2027 Fonds de Recherche du Québec – Société et Culture (PI: Dr. Debra Titone, Psychology, McGill University): *Initiative Montréalaise sur le bilinguisme*. (Team award: CAD\$: 384,000)

Date: July 19, 2023

Contact Person and Email: Katy Challis, [katy.challis@schools.utah.gov](mailto:katy.challis@schools.utah.gov)

This data sharing agreement is for consideration during the August 2023 Law and Licensing Committee Meeting.

- 2022-2027 Social Sciences and Humanities Research Council of Canada Insight Grant (PI: Aparna Nadig, Communication Science and Disorders, McGill University): *Youth who are language minorities in Quebec: Using a bioecological model to examine language development, Access to Services, and Well-Being*. (CAD\$199,654)
- 2020-2022 Health Care Access for Linguistic Minorities Network (PI: Aparna Nadig, Communication Science and Disorders, McGill University): *English official language minorities in Quebec who have autism: Healthcare access and developmental outcomes*. (CAD\$40,000)
- 2020-2024 Fonds de Recherche du Québec – Société et Culture (PI: Dr. Heather Goad, Linguistics, McGill University): *Plasticité cognitive et acquisition du langage: Les effets de l'environnement linguistique*. (Team award: CAD\$319,946)
- 2020-2021 McGill Center for Research on Brain, Language and Music. Research Incubator Award. (PI: Aparna Nadig, School of Communication Sciences and Disorders, McGill University) *Bilingualism and autism: Effects on narrative skills and conversational perspective-taking in adolescents*. (CAD\$10,000)
- 2020-2021 Tennessee Education Research Alliance, Peabody Incentive Fund (PI: Jeannette Mancilla-Martinez, Vanderbilt University): *Special education representation and achievement gaps across the school years by language status*. (Team award: USD\$40,000. Subaward to McGill: USD\$5,000)
- 2018-2023 NICHD, NIH (PIs: Dr. Anna Johnson & Deborah Phillips, Georgetown University): *The role of self-regulation and classroom self-regulatory supports in early education*. (Subaward: USD\$80,772)
- 2013-2015 Bezos Family Foundation (PI: Prof. Jack Shonkoff, Harvard University): *Timing and contexts of second language exposure in young children (TiCo)*, Collaborative Research Agenda – Center on the Developing Child and University of Washington – I-LABS. (USD \$60,000)
- 2013-2014 David Rockefeller Center for Latin American Studies Faculty Research Award. (PI: Prof. Charles Nelson, Harvard University): *Executive functions and early cognitive development of low-income children in Salvador-Bahia*. (USD \$30,000)

#### **4.3 As consultant or international collaborator**

- 2021-2024 Ministry of Education, Singapore, Academic Research Fund Tier 2 (PI: Francis Wong) *Understanding bilingual dyslexia: Identifying subtypes for targeted remediation*.
- 2019-2023 Institute of Education Sciences, Education Research Grants (PI: Dr. Ana Taboada Barber, University of Maryland) *Project CLIMB: Capturing language immersion benefits*

Date: July 19, 2023

Contact Person and Email: Katy Challis, [katy.challis@schools.utah.gov](mailto:katy.challis@schools.utah.gov)

This data sharing agreement is for consideration during the August 2023 Law and Licensing Committee Meeting.



- 2020-2023 Ministry of Education, Singapore, Academic Research Fund Tier 2 (PI: Dr. Alice Chan) *Predicting reading (dis)ability: Advancing early intervention.*
- 2020-2023 Ministry of Education, Singapore, Social Science Research Thematic Grant (PI: Dr. Alice Chan). *Ready to read: Nurturing bilinguals and biliterates amidst language shift.*
- 2017 Luxembourg Fonds National de la Recherche (PI: Dr. Ariana Loff) *Oral language development and its predictors in language-minority children from low-income families.*
- 2017 Lyle Spencer Research Award (PIs: Dr. Anna Johnson and Dr. Deborah Phillips, Georgetown University, Dr. Diane Horm, University of Oklahoma, Tulsa) *Up, up and away: Malleable features of pre-K and primary classrooms and their contributions to sustained benefits for vulnerable children.*

#### **4.4 Other**

- 2020 McGill Faculty of Education Grant Submission Support Funds (CAD\$4,910.17)
- 2019 McGill Internal paper presentation grant (CAD\$1,500)

### **5. PUBLICATIONS**

#### **5.1 Peer-reviewed journal articles**

(\*present or former graduate student or post-doctoral co-author)

43. Surrain, S.\* & **Luk, G.** (Accepted) Perceived value of bilingualism among U.S. parents: The role of language experience and local multilingualism. *Translational Issues in Psychological Science.*
42. **Luk, G.** (2022). Justice and equity for whom? Reframing research on the “bilingual (dis)advantage.” *Applied Psycholinguistics*, 1–15. <https://doi.org/10.1017/S0142716422000339>
41. Rowe, M. L., Kirby, A. L.\*, Dahbi, M.\*, & **Luk, G.** (2022). Promoting language and literacy skills through music in early childhood classrooms. *The Reading Teacher.* <https://doi.org/10.1002/trtr.2155>
40. Oh, J. H. J., Bertone, A., & Luk, G. (2023). Multilingual experience and executive functions among children and adolescents in a multilingual city. *International Journal of Bilingual Education and Bilingualism*, 26(2), 158–172. <https://doi.org/10.1080/13670050.2022.2093098>
39. Kirby, A. L\*., Dahbi, M.\*, Surrain, S.\*, Rowe, M. L., & **Luk, G.** (2022). Music uses in preschool classrooms in the U.S.: A multiple-methods study. *Early Childhood Education Journal.* <https://doi.org/10.1007/s10643-022-01309-2>
38. Mancilla-Martinez, J., Oh, M. H.\*, **Luk, G.**, & Rollins, A. (2022). Language and special education status: 2009–2019 Tennessee trends. *Educational Researcher*, 0013189X221077208. <https://doi.org/10.3102/0013189X221077208>
37. Leon Guerrero, S.\*, Whitford, V.\*, Mesite, L. & **Luk, G.** (2021). Text complexity modulates cross-linguistic sentence integration in L2 reading. *Frontiers in Communication.* <https://doi.org/10.3389/fcomm.2021.651769>

Date: July 19, 2023

Contact Person and Email: Katy Challis, [katy.challis@schools.utah.gov](mailto:katy.challis@schools.utah.gov)

This data sharing agreement is for consideration during the August 2023 Law and Licensing Committee Meeting.

36. Macdonald, D.\*, **Luk, G.**, Quintin, E.-M. (2021). Early reading comprehension intervention for preschoolers with autism spectrum disorder and hyperlexia. *Journal of Autism and Developmental Disorders*. <https://doi.org/10.1007/s10803-021-05057-x>
35. Partika, A.\*, Johnson, A. D., Phillips, D. A., **Luk, G.**, Derricks, A. & The Tulsa SEED Study Team (2021). Dual language supports for dual language learners? Exploring preschool classroom instructional supports for DLLs' early learning outcomes. *Early Childhood Research Quarterly*, 56, 124-138. <https://doi.org/10.1016/j.ecresq.2021.03.011>
34. Smith, S. A.\*, Leon Guerrero, S.\*, Surrain, S.\*, & **Luk, G.** (2021). Phonetic discrimination, phonological awareness, and pre-literacy skills in Spanish-English dual language preschoolers. *Journal of Child Language*. <https://doi.org/10.1017/S0305000920000768>
33. Macdonald, D.\*, **Luk, G.**, Quintin, E.-M. (2021). Early word reading and preschoolers with ASD, both with and without hyperlexia, compared to typically developing preschoolers. *Journal of Autism and Developmental Disorders*, 51, 1598-1612. <https://doi.org/10.1007/s10803-020-04628-8>
32. **Luk, G.**, Mesite, L.\*, & Leon Guerrero, S.\* (2020). Onset age of second language acquisition and fractional anisotropy variation in multilingual young adults. *Journal of Neurolinguistics*. <https://doi.org/10.1016/j.jneuroling.2020.100937>
31. **Luk, G.**, Pliatsikas, C., & Rossi, E. (2020). Brain changes associated with language development and learning: A primer on methodology and applications. *System*, 89. <https://doi.org/10.1016/j.system.2020.102209>
30. Reilly, S.\*, Johnson, A., **Luk, G.** & Partika, A.\* (2019). Head Start classroom features and language and literacy growth among children with diverse language backgrounds. *Early Education and Development*. <https://doi.org/10.1080/10409289.2019.1661935>
29. Byers-Heinlein, K., Esposito, A. G., Winsler, A., Marian, V., Castro, D. C., & **Luk, G.** (2019). The case for measuring and reporting bilingualism in developmental research. *Collabra: Psychology*, 5(1): 37. <https://doi.org/10.1525/collabra.233>
28. Surrain, S.\* & **Luk, G.** (2019). Describing bilinguals: A systematic review of labels and descriptors used in the literature between 2005-2015. *Bilingualism: Language and Cognition*, 22, 401-415. <https://doi.org/10.1017/S1366728917000682>
27. Anderson, J. A., Chung, A. F.-Y., Bellana, B., **Luk, G.**, & Bialystok, E. (2018). Language and cognitive networks in bilinguals and monolinguals. *Neuropsychologia*, 117, 352-363. <https://doi.org/10.1016/j.neuropsychologia.2018.06.023>
26. Yamasaki, B.\* & **Luk, G.** (2018). Eligibility of special education in elementary school: The role of diverse language experiences. *Language, Speech, and Hearing Services in Schools*, 49(4), 889-901. [https://doi.org/10.1044/2018\\_LSHSS-DYSLC-18-0006](https://doi.org/10.1044/2018_LSHSS-DYSLC-18-0006)
25. **Luk, G.** & Pliatsikas, C. (2016). Converging diversity to unity: Commentary on the neuroanatomy of bilingualism. *Language, Cognition, & Neuroscience*, 31, 349-352. <https://doi.org/10.1080/23273798.2015.1119289>
24. Pliatsikas, C., & **Luk, G.** (2016). Executive control in bilinguals: A concise review on fMRI studies. *Bilingualism: Language and Cognition*, 19, 699-705. <http://dx.doi.org/10.1017/S1366728916000249>
23. Dunn, E. C., Busso, D. S.\*, Raffeld, M. R., Smoller, J. W., Nelson, C. A., Doyle, A. E., & **Luk, G.** (2016). Does developmental timing of exposure to child maltreatment predict memory performance in adulthood? Results from a large, population-based sample. *Child Abuse & Neglect*, 51, 181-191. <https://doi.org/10.1016/j.chiabu.2015.10.014>

Date: July 19, 2023

Contact Person and Email: Katy Challis, [katy.challis@schools.utah.gov](mailto:katy.challis@schools.utah.gov)

This data sharing agreement is for consideration during the August 2023 Law and Licensing Committee Meeting.

22. **Luk, G.** (2015). Who are the bilinguals (and monolinguals)? *Bilingualism: Language and Cognition*, 18, 35-36. DOI: <https://doi.org/10.1017/S1366728914000625>
21. Olsen, R. K., Pangelinan, M. M., Bogulski, C., Chakravarty, M. M., **Luk, G.**, Grady, C., & Bialystok, E. (2015). The effect of lifelong bilingualism on regional grey and white matter volume. *Brain Research*, 1612, 128-139. <http://dx.doi.org/10.1016/j.brainres.2015.02.034>
20. Pollack, C.\*, **Luk, G.**, & Christodoulou, J. (2015). A meta-analysis of functional reading systems in typically developing and struggling readers across different alphabetic languages. *Frontiers in Psychology*, 6, 191. <https://doi.org/10.3389/fpsyg.2015.00191>
19. Grady, C. **Luk, G.**, Craik, F. I. M., & Bialystok, E. (2015). Brain network activity in monolingual and bilingual older adults. *Neuropsychologia*, 66, 170-181. <https://doi.org/10.1016/j.neuropsychologia.2014.10.042>
18. Friesen, D. C., Luo, L., **Luk, G.** & Bialystok, E. (2014). Proficiency and control in verbal fluency performance across the lifespan for monolinguals and bilinguals. *Language, Cognition and Neuroscience*, 30, 238-250. <https://doi.org/10.1080/23273798.2014.918630>
17. **Luk, G.** & Bialystok, E. (2013). Bilingualism is not a categorical variable: Interaction between language proficiency and usage. *Journal of Cognitive Psychology*, 25, 605-621. <https://doi.org/10.1080/20445911.2013.795574>
16. Bialystok, E., Craik, F. I. M., & **Luk, G.** (2012). Bilingualism: Consequences for mind and brain. *Trends in Cognitive Sciences*, 16, 240-250. <https://doi.org/10.1016/j.tics.2012.3.001>
15. Bialystok, E., & **Luk, G.** (2012). Receptive vocabulary differences in monolingual and bilingual adults. *Bilingualism: Language and Cognition*, 15, 397-401. <https://doi.org/10.1017/S136672891100040X>
14. **Luk, G.**, Green, D. W., Abutalebi, J., & Grady, C. (2011). Cognitive control for language switching in bilinguals: A quantitative meta-analysis of functional neuroimaging studies. *Language and Cognitive Processes*, 27, 1479-1488. <https://doi.org/10.1080/01690965.2011.613209>
13. **Luk, G.**, Bialystok, E., Craik, F. I. M., & Grady, C. (2011). Lifelong bilingualism maintains white matter integrity in old adults. *Journal of Neuroscience*, 31, 16808-16813. <https://doi.org/10.1523/JNEUROSCI.4563-11.2011>
12. **Luk, G.**, Bialystok, E., & De Sa, E. (2011). Is there a relation between onset age of bilingualism and enhancement of cognitive control? *Bilingualism: Language and Cognition*. <https://doi.org/10.1017/S1366728911000010>
11. **Luk, G.**, Anderson, J., Craik, F., Bialystok, E., & Grady, C. (2010). Distinct neural correlates for two types of inhibition in bilinguals: Response inhibition versus interference suppression. *Brain and Cognition*, 74, 347-357. <https://doi.org/10.1016/j.bandc.2010.09.004>
10. Bialystok, E., **Luk, G.**, Peets, K. F., & Yang, S. (2010). Receptive vocabulary differences in monolingual and bilingual children. *Bilingualism: Language and Cognition*, 13, 525-531. <https://doi.org/10.1017/S1366728909990423>
9. Luo, L., **Luk, G.**, & Bialystok, E. (2010). Effect of language proficiency and executive control on verbal fluency performance in bilinguals. *Cognition*, 114, 29-41. <https://doi.org/10.1016/j.cognition.2009.08.014>
8. Emmorey, K., **Luk, G.**, Pyers, J., & Bialystok, E. (2008). The source of enhanced cognitive control in bilinguals: Evidence from bimodal bilinguals. *Psychological Science*, 19, 1201-1206. <https://doi.org/10.1111/j.1467-9280.2008.02224.x>

Date: July 19, 2023

Contact Person and Email: Katy Challis, [katy.challis@schools.utah.gov](mailto:katy.challis@schools.utah.gov)

This data sharing agreement is for consideration during the August 2023 Law and Licensing Committee Meeting.

7. Bialystok, E., Craik, F. I. M., & Luk, G. (2008). Lexical access in bilinguals: Effects of vocabulary size and executive control. *Journal of Neurolinguistics*, 21, 522-538.  
<https://doi.org/10.1016/j.jneuroling.2007.07.001>
6. Bialystok, E., Craik, F. I. M., & **Luk, G.** (2008). Cognitive control and lexical access in younger and older bilinguals. *Journal of Experimental Psychology: Learning, Memory and Cognition*, 34, 859-873.  
<https://doi.org/10.1037/0278-7393.34.4.859>
5. **Luk, G.** & Bialystok, E. (2008). Common and distinct cognitive bases for reading in English-Cantonese bilinguals. *Applied Psycholinguistics*, 29, 269-289. <https://doi.org/10.1017/S0142716407080125>
4. Bialystok, E. & **Luk, G.** (2007). The universality of symbolic representation for reading Asian and alphabetic languages. *Bilingualism: Language and Cognition*, 10, 121-129.  
<https://doi.org/10.1017/S136672890700288X>
3. **Luk, G.** & Bialystok, E. (2005). How iconic are Chinese characters? *Bilingualism: Language and Cognition*, 8, 79-83. <https://doi.org/10.1017/S1366728904002081>
2. Bialystok, E., McBride-Chang, C., & **Luk, G.** (2005). Bilingualism, language proficiency, and learning to read in two writing systems. *Journal of Educational Psychology*, 97, 580-590.  
<http://dx.doi.org/10.1037/0022-0663.97.4.580>
1. Bialystok, E., **Luk, G.**, & Kwan, E. (2005). Bilingualism, biliteracy, and learning to read: Interactions among languages and writing systems. *Scientific Studies of Reading*, 9, 43-61.  
[https://doi.org/10.1207/s1532799xssr0901\\_4](https://doi.org/10.1207/s1532799xssr0901_4)

## **5.2 Edited volume, book chapters, invited commentary, editorial note, or encyclopedia entries**

# Former postdoctoral researcher, \*graduate student co-author

15. **Luk, G.** (forthcoming). Epilogue. In G. Luk, J. A. E. Anderson, & J. G. Grundy (Eds.). *Understanding language and cognition through bilingualism: In honor of Ellen Bialystok*. John Benjamins.
14. **Luk, G.**, Anderson J. A. E., & Grundy, J. G. (forthcoming). (Eds). *Understanding language and cognition through bilingualism: In honor of Ellen Bialystok*. John Benjamins.
13. Leon Guerrero, S.\* & **Luk, G.** (forthcoming). From the Spatial Ego to Cognitive Control: Ellen Bialystok's Early Work, 1976-1988. In G. Luk, J. A. E. Anderson, & J. G. Grundy (Eds.). *Understanding language and cognition through bilingualism: In honor of Ellen Bialystok*. John Benjamins.
12. **Luk, G.** & Christodoulou, J. (forthcoming). Cognitive neuroscience and education. In K. Muis & P. Schutz (Eds.). *Handbook of Educational Psychology, 4<sup>th</sup> edition*. American Psychological Association.
11. **Luk, G.**, & Grundy, J. G. (2022). The importance of recognizing social contexts in research on bilingualism. *Bilingualism: Language and Cognition*, 1-3.  
<https://doi.org/10.1017/S1366728922000177>
10. **Luk, G.**, & Rothman, J. (2022). Experience-based individual differences modulate language, mind and brain outcomes in multilinguals. *Brain and Language*, 228, 105107.  
<https://doi.org/10.1016/j.bandl.2022.105107>
9. **Luk, G.**, Anderson, J. A. E., Grundy, J. G., Pliatsikas, C., & Rothman, J. (2021). Letter to the editors of psychological science: What have we learned about bilingualism? Regarding Nichols et al. (2020). *Psychological Science*. <https://doi.org/10.25384/SAGE.15180460.v1>

Date: July 19, 2023

Contact Person and Email: Katy Challis, [katy.challis@schools.utah.gov](mailto:katy.challis@schools.utah.gov)

This data sharing agreement is for consideration during the August 2023 Law and Licensing Committee Meeting.

8. Leon Guerrero, S., & **Luk, G.** (2021). Synergetic themes in cognitive and sociocultural bilingualism research: Moving towards a transdisciplinary approach. In L. Sánchez, E. Bauer, & Y. Wang (Eds.) *Enhancing bilingual education: A transdisciplinary lens for improving learning in bilingual contexts* (pp. 11-32). Routledge. <https://doi.org/10.4324/9781003152194-3>
7. Whitford, V.<sup>#</sup>, & **Luk, G.** (2019). Comparing executive functions in monolinguals and bilinguals: Considerations on participant characteristics and statistical assumptions in current research. In I. Sekerina, V. Valian, & L. Spradlin (Eds.) *Bilingualism, Executive Function, and Beyond: Questions and Insights* (pp. 67-79). Amsterdam, The Netherlands: John Benjamins.
6. **Luk, G.** & Kroll, J. (2019). Bilingualism and education. In J. Dunlosky & K. Rawson (Eds.) *Cambridge handbook of cognition and education* (pp. 292-319). Cambridge, Cambridge University Press. <https://doi.org/10.1017/9781108235631.013>
5. **Luk, G.** (2017). Bilingualism. In B. Hopkins, E. Geangu, & S. Linkenauer (Eds.) *The Cambridge encyclopedia of child development* (2<sup>nd</sup> ed., pp. 385-391). Cambridge, Cambridge University Press. <https://doi.org/10.1017/9781316216491.062>
4. **Luk, G.** & Christodoulou, J. A. (2016). Assessing and understanding the needs of dual-language learners. In N. Lesaux & S. Jones. (Eds.) *The leading edge of early childhood education: Linking science to policy for a new generation of pre-K* (pp. 67-90). Cambridge, Harvard Education Press.
3. Leon Guerrero, S.<sup>\*</sup>, Smith, S., & **Luk, G.** (2016). Home language usage and executive function in bilingual preschoolers. In J. W. Schwieter (Ed.) *Cognitive control and consequences of multilingualism* (pp. 351-374). Amsterdam: John Benjamins. <https://doi.org/10.1075/bpa.2.15leo>
2. **Luk, G.** (2012). Bialystok, Ellen. *The Encyclopedia of Applied Linguistics*. <https://doi.org/10.1002/9781405198431.wbeal0087>
1. **Luk, G.** & Bialystok, E. (2011). Language representation and cognitive control in bilinguals: An insight for cross-linguistic dyslexic research. In P. McCardle, J.-R. Lee, B. Miller & O. Tzeng (Eds.) *Dyslexia across languages: Orthography and the brain-gene-behavior link* (pp. 281-293). Baltimore, MD: Brookes Publishing.

### **5.3 Manuscripts under review or in advanced stage of preparation**

(\*current or former graduate student co-author, <sup>#</sup>former postdoctoral researcher)

- Oh, J.<sup>\*</sup>, Bertone, A., & **Luk, G.** (under review). Component skills of reading in multilingual children and adolescents.
- Mesite, L.<sup>\*</sup>, **Luk, G.**, & Christodoulou, J. A. (in preparation). Identifying reading disabilities in English learners: A national survey of practitioners.
- Huang, F.<sup>\*</sup>, Ballinger, S., & **Luk, G.** (in preparation). An exploratory study of mainland Chinese parents' ideology about bilingualism and bilingual education.
- Luk, G.**, Mesite, L.<sup>\*</sup>, Leon Guerrero, S.<sup>\*</sup> & Christodoulou, J. A. (in preparation). Executive functions and reading comprehension in linguistically diverse elementary students.
- Leon Guerrero, S.<sup>\*</sup> & **Luk, G.** (in preparation). Non-linear relationship between bilingual usage and executive functions.
- Hantman, R. M.<sup>\*</sup>, Choi, A.<sup>\*</sup>, Hartwick, K.<sup>\*</sup>, Nadler, Z.<sup>\*</sup>, & **Luk, G.** (under review). A systematic review of bilingual experience, labels, and descriptions in autism spectrum disorder research.
- Mancilla-Martinez, J., Oh, M. H.<sup>\*</sup>, **Luk, G.**, & Rollins, A. (under revision). *Special Education Representational Trends Vary by Language Status: Evidence of Underrepresentation in Tennessee*.

Date: July 19, 2023

Contact Person and Email: Katy Challis, [katy.challis@schools.utah.gov](mailto:katy.challis@schools.utah.gov)

This data sharing agreement is for consideration during the August 2023 Law and Licensing Committee Meeting.

- Oh, J. H. J.\*, Basma, B.\*, Bertone, A., & **Luk, G.** (under review). *Assessments of English Reading and Language Comprehension in Bilingual Children: A Systematic Review 2010-2021*.
- Feng, J.\*, Cho, S.H.\*, & **Luk, G.** (under review). *Assessing Theory of Mind in Bilinguals: A Scoping Review on Tasks and Study Designs*.
- Ozernov-Palchik, O., Pollack, C., Bonawitz, E., ... **Luk, G.**, & Nelson, C. A. (under review). Reflections on the past two decades of Mind, Brain, and Education.

## **6. Presentations**

### **6.1 Invited keynote addresses, academic conferences, and event speakers**

33. **Luk, G.** (2023, May 16). *Multilingualism as a developmental and learning experience*. Centre for Research on Bilingualism Higher Seminar Series. Stockholm University. [To be delivered online]
32. **Luk, G.** (2023, January 27). *Examining multilingualism in the intersection of psychology, neuroscience and education*. Invited speaker at the CogTalk series. Centre for Neural and Cognitive Sciences. University of Hyderabad. [To be delivered online]
31. **Luk, G.** (2023, January 11). *Are standardized assessments equitable for children with diverse language and/or learning experiences?* Bilingualism as a Human Capital. Invited panelist for the University of Florida Center for the Humanities and the Public Sphere. Gainesville, FL, U.S.
30. **Luk, G.** (2022, August 4-5). *The many faces of multilingualism in development and learning*. Plenary speaker at the 4<sup>th</sup> International Symposium on Bilingual and L2 Processing in Adults and Children, Tromsø, Norway.
29. **Luk, G.** (2022, June 1). *Embracing language diversity in schools and societies*. Plenary speaker at the Redesigning Pedagogy International Conference 2022, National Institute of Education, Singapore. Delivered online.
28. **Luk, G.** (2022, March 26). *Shifting the discourse from deficit to difference: Understanding the cognitive neuroscience of learning in multilingual learners*. Bilingualism Matters, University of South Carolina. Delivered online.
27. **Luk, G.** (2022, February 28). *Multilingualism in development and learning*. Readings In Educational Psychology Seminar Series. University of Alabama, Delivered online.
26. **Luk, G.** (2021, November 25). *Who is a bilingual?* Concordia Linguistic Student Association Speaker series, Montréal, QC, Canada.
25. **Luk, G.** (2021, November 1). *Embracing the value of language diversity through a transdisciplinary investigation of multilingualism*. University of California Irvine Education Brown Bag Lecture Series, Irvine, CA, U.S. Delivered online.
24. **Luk, G.** (2021, April 23). *Cognitive neuroscience meets education: Understanding learning in a second language*. Redesigning Pedagogy International Conference, National Institute of Education, Singapore.
23. **Luk, G.** (2021, February 8). *Shifting the discourse from deficit to difference: Understanding the cognitive neuroscience of learning in bilingual learners*. Boston University Wheelock College of Education & Human Development. Delivered online.
22. **Luk, G.** (2020, October). *Second language acquisition and learning: Insights from cognitive neuroscience*. Second Language Research Forum 2020, Vanderbilt University, Nashville, TN, U.S.

Date: July 19, 2023

Contact Person and Email: Katy Challis, [katy.challis@schools.utah.gov](mailto:katy.challis@schools.utah.gov)

This data sharing agreement is for consideration during the August 2023 Law and Licensing Committee Meeting.

21. **Luk, G.** (2020, ~~May~~, tentatively postponed to June, 2021 due to COVID-19). *Examining bilingualism and learning through structural and functional neuroimaging*. Bilingualism and the Brain. University of Tromsø – The Arctic University of Norway.
20. **Luk, G.** (2020, ~~March~~, cancelled due to COVID-19). *Shifting the discourse from deficit to difference: Understanding the cognitive neuroscience of learning in bilingual learners*. Bilingualism Matters Conference, University of South Carolina in Columbia.
19. **Luk, G.** (2020, March). *Embracing the value of language diversity through the cognitive neuroscience of bilingualism*. One Health Center of Excellence, University of Florida, Gainesville, U.S.A.
18. **Luk, G.** (2019, September). *Connecting development and learning through bilingualism and cognitive neuroscience*. Architecture and Mechanisms of Language Processing. Moscow, Russia.
17. **Luk, G.** (2019, May). *Cognitive neuroscience meets education: Understanding learning in a second language*. Journée ISC-École de langues, UQÀM, Montreal, Canada
16. **Luk, G.** (2019, March). *Bilingualism and reading difficulty: An educational challenge meets cognitive neuroscience*. Montreal Bilingual Brain Initiative Symposium, Montreal, Canada
15. **Luk, G.** (2018, November). *Beyond group differences: Using functional connectivity to understand learning in bilinguals*. International Symposium of Bilingualism and Cognition, Goa, India (delivered online).
14. **Luk, G.** (2018, January). *Recognizing the value of language diversity in education through cognitive neuroscience*. University of California, Riverside, Riverside, CA, USA.
13. **Luk, G.** (2017, December). *Young children's linguistic talent: What adults can do to cultivate bilingualism, development, and learning?* International Conference on Bilingualism: Language & Heritage. Chinese University of Hong Kong, Hong Kong, China.
12. **Luk, G.** (2017, October). *Who is a bilingual (or a monolingual)? Insights from research and education*. Invited speaker at the Boston University Speech, Language, and Hearing Colloquium series. Boston University, Boston, Massachusetts, U.S.
11. **Luk, G.** (2017, August). *Structural and functional plasticity associated with learning in bilinguals*. EuroSLA Language Learning Roundtable. University of Reading, Reading, UK.
10. **Luk, G.** (2016, November). *The science of bilingualism and its implications on development and learning*. Education, Culture, Cognition and Society, Université du Luxembourg, Luxembourg.
9. **Luk, G.** (2016, November). *The science of bilingualism: An experience that shapes our mind and brain*. English Language Institute, University of Jeddah, Jeddah, Saudi Arabia.
8. **Luk, G.** (2015, December). *Bilingualism as a transdisciplinary field: What are the next questions?* Special Distinguished Language Science Colloquium, Center for Language Science, Penn State University, State College, PA, USA.
7. **Luk, G.** (2015, May). *Bilingualism as a life experience: Language usage, cognition and neural networks*. Symposium on Bilingualism, Montreal Neurological Institute, McGill University, Montreal, Canada
6. **Luk, G.** (2014, August). *Influence of bilingualism on cognition*. Global Management and Education, Faculdade de Educação Superior do Paraná, Curitiba, Brazil.
5. **Luk, G.** (2014, June). *Bilingualism as a life experience: Consequences on the mind and brain*. Faculty of Education, The University of Hong Kong, China.
4. **Luk, G.** (2014, March). *Bilingualism as a life experience: Consequences on the mind and brain*. Linguistic Symposium on Bilingualism. Middlebury College, VT, USA.
3. **Luk, G.** (2013, August). *Reconceptualizing bilingualism as a life experience*. Keynote speaker at the Neurobilingualism workshop, Groningen, Netherlands.

Date: July 19, 2023

Contact Person and Email: Katy Challis, [katy.challis@schools.utah.gov](mailto:katy.challis@schools.utah.gov)

This data sharing agreement is for consideration during the August 2023 Law and Licensing Committee Meeting.

2. **Luk, G.** (2013, August). *Language and cognition: The case of bilingualism*. Invited speaker at the Universidade Federal da Bahia, Salvador, Bahia, Brazil.
1. **Luk, G.** (2013, August). *Bilingualism*. Invited speaker at the Early Childhood Development Policy Workshop, São Paulo, Brazil.

## **6.2 Refereed conference presentations**

(\*graduate student co-authors; #postdoctoral researcher co-author)

87. **Luk, G.**, Partika, A.\*, Johnson, A., Martin, A., & Horm, D. (2023, March 23-25). *Considering language and literacy outcomes in children with diverse language experiences*. [Flash talk presentation]. Society for Research in Child Development (SRCD) Biennial Meeting. Salt Lake City, UT, U.S.
86. **Luk, G.**, Partika, A.\*, & Johnson, A. (2023, March 23-25). *Disentangling COVID-19 learning loss from schooling loss*. [Flash talk presentation]. Society for Research in Child Development (SRCD) Biennial Meeting. Salt Lake City, UT, U.S.
85. Feng, J.\*, Oh, J.\*, Hartwick, H.\*, Schellenberg, L.\*, & **Luk, G.** (2023, March 23-25). *Social inference ability predicts reading comprehension in multilingual adolescents but not in children* [Poster presentation]. Society for Research in Child Development (SRCD) Biennial Meeting, Salt Lake City, UT, U.S.
84. Oh, H.J.J.\*, Hartwick, K.\*, Feng, J.\*, L. Schellenberg\*, & **Luk, G.** (2023, March 23-25) *Developmental consideration for simple view of reading in bilingual children and adolescents*. [Flash talk presentation]. Society for Research in Child Development (SRCD) Biennial Meeting. Salt Lake City, UT, U.S.
83. Feng, J. X.\*, Zeel, S.\*, & **Luk, G.** (2022, July 18-20). *Testing an age-appropriate theory of mind assessment for multilingual adults*. Poster presented for the Canadian Society for Brain, Behaviour, and Cognitive Science (CSBBCS), Halifax, N.S., Canada.
82. ~~**Luk, G.** (2022, May 20-22). *Characterizing multilingualism as an interactional experience in children and adults*. Société Québécoise Pour La Recherche en Psychologie (SQRP). St. Sauveur, QC, Canada [cancelled due to severe storm and power outage on site]~~
81. Macdonald, D.\*, **Luk, G.**, & Quintin, E.M. (2021, November 18-20). *A parent-supported, tablet-based reading comprehension intervention application for preschoolers with hyperlexia* [Oral presentation]. American Speech and Hearing Association (ASHA) Convention, Washington, DC, United States.
80. Wei, R.\*, **Luk, G.**, Rowe, M. (2021, November 4-7). *Relations between parental education and real-time sentence processing efficiency among Chinese preschoolers*. [Poster Presentation]. The 46<sup>th</sup> Boston University Conference on Language Development (BUCLD). <https://www.bu.edu/buclid/>
79. Schellenberg, L.\*, Hartwick, K.\*, & **Luk, G.** (2021, October 25-26). *Language and reading comprehension in multilingual adults*. [Poster presentation]. Bilingualism Matters Research Symposium 2021, Edinburgh, Scotland. [Online].
78. Oh, H.J.J.\*, Hartwick, K.\*, Feng, J.\*, Choi, S.\*, & **Luk, G.** (2021, October 25-26). *Association between parents' judgement and objective proficiency measures in multilingual children and adolescents*. [Poster presentation]. Bilingualism Matters Research Symposium 2021, Edinburgh, Scotland. [Online].
77. Hartwick, K.\*, Oh, J.\*, Feng, J.\*, & **Luk, G.** (2021, October 25-26). *The role of memory for speech in language and reading comprehension in multilingual children and adolescents*. [Poster presentation]. Bilingualism Matters Research Symposium, Edinburgh, Scotland [Online]. <https://www.bilingualism-matters.org/>

Date: July 19, 2023

Contact Person and Email: Katy Challis, [katy.challis@schools.utah.gov](mailto:katy.challis@schools.utah.gov)

This data sharing agreement is for consideration during the August 2023 Law and Licensing Committee Meeting.



76. Feng, J.\*, Oh, J.\*, Hartwick, K.\*, & **Luk, G.** (2021, October 25-26). *Inference-making and reading comprehension in multilingual children and adolescents*. [Poster presentation]. Bilingualism Matters Research Symposium 2021.  
[Online]. <https://www.bilingualism-matters.org/events/bilingualism-matters-research-symposium-2021>
75. Leon Guerrero, S.\*, Smith, S.# & **Luk, G.** (2021, July 15-23). Co-development of English and Spanish language proficiency in bilingual preschoolers. Poster presented at the International Association for the Study of Child Language 15th Congress, online.
74. Surrain, S.\*, Rowe, M. & **Luk, G.** (2021, July 15-23). ***Dual language learners in transition from home to school: Understanding apparent “delays” in the context of parent input and child usage*** [Paper presentation]. The International Association for the Study of Child Language, online. <https://iascl2021.com/>
73. Leon Guerrero, S.\*, Whitford, V.#, Mesite, L.\* & **Luk, G.** (2021, July 13-16). Cross-linguistic syntactic skill modulates the relationship between text complexity and reading comprehension in bilingual middle-schoolers. Paper presented at the Society for the Scientific Study of Reading, online.
72. Macdonald, D.\*, **Luk, G.**, & Quintin, E.M. (2021, July 13-16). *A pilot study examining emergent literacy and nonword reading of preschoolers with autism spectrum disorder and hyperlexia* [EPoster presentation]. Twenty-Eighth Annual Society for the Scientific Study of Reading (SSSR) 2021 Virtual Meeting.
71. Leon Guerrero, S.\*, Mesite, L.\* & **Luk, G.** (2021, July 10-14). Functional connectivity during a naturalistic language comprehension paradigm in English monolingual and Spanish-English bilingual adolescents. Paper presented at the International Symposium on Bilingualism, online.
70. Leon Guerrero, S.\*, Smith, S.# & **Luk, G.** (2021, July 10-14). Multidialectal and multilingual experience modulate ERP responses in English sentence processing. Paper presented at the International Symposium on Bilingualism, online.
69. Schellenberg, L.\*, Hartwick, K.\*, & **Luk, G.** (2021, July 10-14). *Onset age of active bilingualism and linguistic features in speech production among multilingual young adults*. [Poster presentation]. International Symposium on Bilingualism 13, Warsaw, Poland.  
[Online]. <https://isb13.wls.uw.edu.pl/programme>
68. Feng, J.\*, Hartwick, K.\*, Montreuil, T., & **Luk, G.** (2021, July 10-14). *Relationship between language use experience and emotional regulation among multilingual adults*. [Poster presentation]. International Symposium of Bilingualism 13, Warsaw, Poland [Online]. <https://isb13.wls.uw.edu.pl/programme>
67. Surrain, S.\* & **Luk, G.** (2021, July 10-14). ***Child-initiated codeswitches in parent-child interactions before and after the transition to preschool*** [Paper presentation]. The International Symposium on Bilingualism, Warsaw, Poland. <https://isb13.wls.uw.edu.pl/>
66. Macdonald, D.\*, **Luk, G.**, & Quintin, E.M. (2021, May 3-7). *Early reading comprehension intervention for preschoolers with ASD and hyperlexia* [EPoster presentation]. International Society for Autism Research (INSAR) 2021 Virtual Meeting.
65. Leon Guerrero, S.\*, Mesite, L.\*, Whitford, V.# & **Luk, G.** (2021, April 8-12). The role of vocabulary type and crosslinguistic component skills in dual language learners' expository reading. Paper presented at the American Educational Research Association Annual Meeting, online.
64. **Luk, G.** (2021, April 7-9). *Music in American preschool classrooms* [Round Table Moderator]. Society for Research in Child Development Virtual Biennial Meeting. <https://www.srkd.org/event/srkd-2021-biennial-meeting>

Date: July 19, 2023

Contact Person and Email: Katy Challis, [katy.challis@schools.utah.gov](mailto:katy.challis@schools.utah.gov)

This data sharing agreement is for consideration during the August 2023 Law and Licensing Committee Meeting.

63. Oh, H.J.J.\* , Bertone, A., & **Luk, G.** (2021, April 7-9). *Contextual bilingual experience and executive functions among bilingual children and adolescents in a multilingual city.* [Poster presentation]. Society for Research in Child Development 2021 Virtual Biennial Meeting [Online]. <https://www.srcd.org/event/srcd-2021-biennial-meeting>
62. Wei, R.\* , Surrain, S.\* , **Luk, G.**, Rowe, M. (2021, April 7-9). *Exploring relations between toddlers' motor skills and language development.* [Individual Flash Talk Paper]. Society for Research in Child Development Virtual Biennial Meeting. <https://www.srcd.org/event/srcd-2021-biennial-meeting>
61. Surrain, S.\* , Rowe, M. & **Luk, G.** (2020, cancelled due to COVID-19). *Dual language learners from home to school: Understanding apparent "delay" in the context of parent input and child usage.* Paper accepted to present at the topic "Are bilinguals delayed in both languages? Current brain and behavioral perspectives." at the International Association for the Study of Child Language. Philadelphia, PA, U.S.A.
60. Leon Guerrero, S.\* & **Luk, G.** (2020, cancelled due to COVID-19) *Co-development of English and Spanish language proficiency in bilingual preschoolers.* Poster accepted at the International Association for the Study of Child Language. Philadelphia, PA, U.S.A.
59. Surrain, S.\* , Rowe, M., & **Luk, G.** (2020). *Features of parental input that predict home language skills in 3- and 4-year-old Spanish-speaking dual language learners.* Bilingualism Matters Research Symposium, online.
58. Oh, H.J.J.\* , **Luk, G.**, & Bertone, A. (2020). *Bilingual experience and executive function of children and adolescents.* Poster presented at the National Association of School Psychologists (NASP), Baltimore, MD.
57. Smith, S.# , Leon Guerrero, S.\* , Surrain, S.\* , & **Luk, G.** (2019). *Developing sensitivity to English phonemes among heterogeneous dual language learners in preschool.* Paper presented at the 26<sup>th</sup> annual meeting of Society for the Scientific Study of Reading, July 19, Toronto, Canada.
56. Leon Guerrero, S.\* , Mesite, L.\* , Whitford, V.# , & **Luk, G.** (2019). *Language background and eye movement measures of natural reading predict text comprehension in bilingual Spanish-English middle-schoolers.* Paper presented at the 26<sup>th</sup> annual meeting of Society for the Scientific Study of Reading, July 19, Toronto, Canada.
55. **Luk, G.** (2019). *Heterogeneity within Spanish-English bilingual children in the U.S.: Implications for Literacy.* Invited discussant at a paper symposium at the 26<sup>th</sup> annual meeting of Society for the Scientific Study of Reading, July 19, Toronto, Canada.
54. **Luk, G.** (2019). *Innovative approaches using resting-state functional connectivity to understand bilingualism and cognition.* Chair at a paper symposium, the 12<sup>th</sup> International Symposium of Bilingualism, June 24, Edmonton, Canada.
53. **Luk, G.**, Leon Guerrero, S.\* , Mesite, L.\* , & Whitford, V.# (2019). *Differential correlations between onset age of second language acquisition and neural networks in bilinguals: A resting-state approach using fMRI.* Paper presented at the 12<sup>th</sup> International Symposium of Bilingualism, June 24, Edmonton, Canada.
52. Leon Guerrero, S.\* , **Luk, G.**, Mesite, L.\* , & Whitford, V.# (2019). *Control networks in intensive bilingual second language acquisition.* Paper presented at the 12<sup>th</sup> International Symposium of Bilingualism, June 24, Edmonton, Canada.
51. Surrain, S.\* & **Luk, G.** (2019). *"Spanish at home, English at school": Perceptions of bilingualism and home language usage among Spanish-speaking parents of preschoolers in the U.S.* Paper presented at the

Date: July 19, 2023

Contact Person and Email: Katy Challis, [katy.challis@schools.utah.gov](mailto:katy.challis@schools.utah.gov)

This data sharing agreement is for consideration during the August 2023 Law and Licensing Committee Meeting.

- 12<sup>th</sup> International Symposium of Bilingualism, June 25, Edmonton, Canada.
50. Surrain, S.\* & **Luk, G.** (2019). *Introducing a novel tool capturing parents' perceived social value of bilingualism*. Paper presented at the 12<sup>th</sup> International Symposium of Bilingualism, June 28, Edmonton, Canada.
  49. **Luk, G.** (2019). *Social language ecology in dual language learners in the U.S.* Chair at a paper symposium, Society for Research in Child Development Biennial Conference, March 22, Baltimore, MD.
  48. **Luk, G.** (2019). *Classroom language use and learning outcomes in dual language learners in the U.S.* Chair at a paper symposium, Society for Research in Child Development Biennial Conference, March 23, Baltimore, MD.
  47. **Luk, G.** (2019). *The bilingual advantage meets big data: Results of three large-sample studies in children*. Discussant at a paper symposium, Society for Research in Child Development Biennial Conference, March 23, Baltimore, MD.
  46. **Luk, G.** (2019). *Describing and quantifying "Bilingualism" Part 3: The need for consistency and accuracy for research and education*. Discussant at an exchange symposium, Society for Research in Child Development Biennial Conference, March 21, Baltimore, MD.
  45. Surrain, S.\* & **Luk, G.** (2018). *Parents' perceptions of bilingualism: The role of language experience and local language diversity*. Paper presented at the American Educational Research Association Annual Meeting, April 13-17, New York City, U.S.
  44. Mesite, L.\*, Guerrero, S. L.\*, Whitford, V.#, **Luk, G.** (2018). *Differences in resting-state functional connectivity between early and late bilinguals*. Poster presented at the 25<sup>th</sup> Cognitive Neuroscience Society Annual Meeting, March 24-27, Boston, U.S.
  43. Whitford, V.#, Guerrero, S. L.\*, Woxholdt, V.\*, Ianello, C.\*, Mesite, L.\*, & **Luk, G.** (2017). *Lexical and morpho-syntactic complexity of verbal free-recall relate to individual differences in oral language and working memory ability among bilinguals*. Poster presented at the 24<sup>th</sup> Annual Society for the Scientific Study of Reading (SSSR) Meeting, July 10-12, Halifax, Nova Scotia, Canada.
  42. Mesite, L.\*, Guerrero, S. L.\*, Woxholdt, V.#, Whitford, V.#, & **Luk, G.** (2017). *White matter differences reflect second language history among bilinguals*. Poster presented at the 24<sup>th</sup> Annual Society for the Scientific Study of Reading Conference, July 10-12, Halifax, Nova Scotia, Canada.
  41. Whitford, V.#, & **Luk, G.** (2017). *The complexity of bilingualism in U.S. education: Embedded heterogeneity in English-proficient students*. June 10-13, Symposium talk given at the 11<sup>th</sup> International Symposium on Bilingualism, Limerick, Ireland.
  40. Surrain, S.\*, Aguilar, G.\*, Chen, A.\*, Maghooli, D.\*, Shin, S.\*, **Luk, G.** (2017, June). **Language diversity in the United States and its relationship with perceived value of bilingualism**. June 10-13, Paper presented at the International Symposium on Bilingualism, Limerick, Ireland.
  39. **Luk, G.** (2017). *Describing and Quantifying "Bilingualism" Part 2: The need for consistency and accuracy for research and education*. Roundtable panel discussion at the Society for Research in Child Development Biennial Conference, April 8, Austin, TX.
  38. Woxholdt, V. G.\*, Surrain\*, S., Howard, S.\* & **Luk, G.** (2017). *Labeling bilinguals: A systematic review of participant profiles in research involving bilingual children*. Poster presented at the Society for Research in Child Development Biennial Conference, April 6, Austin, TX.
  37. Surrain, S.\*, Aguilar, G.\*, Chen, A.\*, Maghooli, D.\*, Shin, S. Y.\*, & **Luk, G.** (2017). *Examining the perceived social value of bilingualism in parents of young children*. Poster presented at the Society for Research in Child Development Biennial Conference, April 8, Austin, TX.
  36. Patil, P.\*, Queiros, F. C., Bick, J., Porto, J., deLucena, R., **Luk, G.**, & Nelson, C. A. (2017). *Brazil youth*

Date: July 19, 2023

Contact Person and Email: Katy Challis, [katy.challis@schools.utah.gov](mailto:katy.challis@schools.utah.gov)

This data sharing agreement is for consideration during the August 2023 Law and Licensing Committee Meeting.

- exposed to extreme poverty: Differential outcomes of executive functions.* Poster presented at the Society for Research in Child Development Biennial Conference, April 8, Austin, TX.
35. **Luk, G.** (2016). *Connecting research to practice: The case of bilingualism.* Paper presented at the International Mind Brain and Education conference. September 16, Toronto, Canada.
  34. **Luk, G.** (2016). *Language backgrounds and English proficiency in linguistically- and socially-diverse children.* Paper presented at the Society of Scientific Studies of Reading. July 13-16, Porto, Portugal.
  33. Surrain, S.\*, Aguilar, G.\*, Chen, A.\*, Maghooli, D.\*, Shin, S. Y.\*, & **Luk, G.** (2016). *Social perception of bilingualism and early language development.* Poster presented at the Society of Scientific Studies of Reading. July 13-16, Porto, Portugal.
  32. **Luk, G.** (2016). *Enhancing kindergarten readiness: Targeting executive functions, social environments, and cognitive processes.* Symposium discussant at the American Educational Research Association. April 8-12, Washington, DC.
  31. Guerrero, S. L.\*, Smith, S.#, & **Luk, G.** (2016). *Preschool executive functions support early literacy at kindergarten entry.* Paper presented at the American Educational Research Association. April 8-12, Washington, DC.
  30. Smith, S.#, Guerrero, S. L.\*, **Luk, G.** (2016). *Exploring preschoolers' sensitivity to familiar and unfamiliar phonemes.* Poster accepted to present at American Association for Applied Linguistics. April 9-12, 2016. Orlando, FL.
  29. Guerrero, S. L.\*, Smith, S. A.#, Mesite, L.\*, Surrain, S.\*, & **Luk, G.** (2015). *Dimensions matter: The relationship of home language with development of executive functions in young bilinguals.* Paper presented at the ninth biennial meeting of the Cognitive Developmental Society October 9-10, Columbus, OH.
  28. Montroni, E.\*, Guerrero, S. L.\*, Butera, C.\*, Haynes, C., & **Luk, G.** (2015). *Adapted trails-making task: A developmentally sensitive measure for children with diverse language experiences.* Poster presented at the ninth biennial meeting of the Cognitive Developmental Society October 9-10, Columbus, OH.
  27. **Luk, G.** (2015). *The cognitive neuroscience of bilingualism: What are the next questions?* Paper presented at the preconference of the ninth biennial meeting of the Cognitive Development Society. October 8, Columbus, OH.
  26. Smith, S. A.#, Guerrero, S. L.\*, **Luk, G.** (2015). *Phoneme judgment in heterogeneous Spanish-English bilingual preschoolers.* Poster presented at the 22<sup>nd</sup> Annual Meeting of Society for the Scientific Studies of Reading. July 15-18, The Big Island, HI.
  25. **Luk, G.**, Mesite, L.\*, Leon Guerrero, S.\*, & Christodoulou, J. (2015). *Reading outcomes in children with diverse language backgrounds.* Accepted to present at the International Bilingualism Symposium 10, May 20-24, New Brunswick, NJ.
  24. **Luk, G.**, Guerrero, S. L.\*, & Smith, S.# (2015). *Assessing bilingual children's language and cognition in their dominant language.* Symposium paper presented at the American Education Research Association. April 16-19, Chicago, IL.
  23. Surrain, S.\*, **Luk, G.**, Leon Guerrero, S.\* (2015). *Mixed dominance bilinguals on the Spanish-English continuum in Head Start classrooms.* Paper accepted to present at the American Education Research Association. April 16-19, Chicago, IL.

Date: July 19, 2023

Contact Person and Email: Katy Challis, [katy.challis@schools.utah.gov](mailto:katy.challis@schools.utah.gov)

This data sharing agreement is for consideration during the August 2023 Law and Licensing Committee Meeting.

22. Guerrero, S.L.\* , Smith, S.#, Surrain, S.\* , & **Luk, G.** (2015). *Age and attentional control in Spanish-English bilingual preschoolers*. Poster accepted to present at the American Education Research Association. April 16-19, Chicago, IL.
21. Chung, A. F. Y.\* , Mesite, L.\* , Bellana, B.\* , **Luk, G.**, Bialystok, E. (2015). *White matter differences in monolingual and bilingual young adults*. Poster to be presented at the annual meeting of Cognitive Neuroscience Society, March 28-31, San Francisco, CA.
20. Busso, D.\* , Dunn, E., **Luk, G.** (2015). *The effect of type, timing and frequency of childhood maltreatment on adult working memory*. Poster accepted to present at the Society for Research in Child Development. March 19-21, Philadelphia, PA.
19. Smith, S.# , Leon Guerrero, S.\* , Surrain, S.\* , **Luk, G.** (2015). *Phoneme judgment in heterogeneous Spanish-English bilingual preschoolers*. Poster accepted to present at the Society for Research in Child Development. March 19-21, Philadelphia, PA.
18. Esposito, A., **Luk, G.**, Li, P., Tong, X., & Náñez, J. (2015). *Describing and quantifying “bilingualism”: The need for consistency and accuracy for research and education*. Conversation roundtable accepted to present at the Society for Research in Child Development. March 19-21, Philadelphia, PA.
17. Olsen, R. K., Zhu, J., **Luk, G.**, Grady, C., Craik, F. & Bialystok, E. (2013, May). *Lifelong bilingualism is associated with larger grey and white matter volumes in the temporal lobe*. Canadian Association for Neuroscience. May 21-24, Toronto, ON.
16. Pollack, C.\* , Christodoulou, J., & **Luk, G.** (2013, April). *Meta-analysis of functional reading systems in readers with and without dyslexia in different languages*. Poster presented at the twentieth annual meeting of the Cognitive Neuroscience Society, San Francisco, CA.
15. Gray, T.\* , Glynn, P., **Luk, G.**, & Kiran, S. (2013, April). *Gray matter volume differences between Spanish-English and Hindi-English bilinguals*. Poster presented at 20<sup>th</sup> annual Cognitive Neuroscience Society Meeting, San Francisco, CA.
14. **Luk, G.** (2013, April). *Influence of bilingual experience on cognition and the brain*. Paper presented at the American Educational Research Association, April 27-May 1, San Francisco, CA.
13. **Luk, G.**, Ng, C., Bialystok, E., Craik, F. I. M., & Grady, C. (2011, June). *Common and distinct resting-state functional connectivity in monolingual and bilingual older adults*. Poster to be presented at the 17<sup>th</sup> Annual Meeting of the Organization for Human Brain Mapping, Québec City, Canada.
12. **Luk, G.**, Bialystok, E., Craik, F. I. M., & Grady, C. (2011, April). *Experience-induced changes in brain structures and functions: Influence of lifelong bilingualism*. Poster presented at the 18<sup>th</sup> Annual meeting of the Cognitive Neuroscience Society, San Francisco, CA.
11. **Luk, G.**, Ng, C., & Grady, C. (2010, September). *Resting-state connectivity differences in monolingual and bilingual older adults*. Poster presented at the 2<sup>nd</sup> International Conference on Resting-State Functional Brain Connectivity, Milwaukee, WI.

Date: July 19, 2023

Contact Person and Email: Katy Challis, [katy.challis@schools.utah.gov](mailto:katy.challis@schools.utah.gov)

This data sharing agreement is for consideration during the August 2023 Law and Licensing Committee Meeting.

10. **Luk, G.**, Anderson, J., Bialystok, E., Craik, F., & Grady, C. (2010, April). *Distinct neural correlates for monolinguals and bilinguals for efficient cognitive control*. Poster presented at the 17<sup>th</sup> Cognitive Neuroscience Society, Montreal, Canada.
9. **Luk, G.**, Anderson, J., Bialystok, E., Craik, F., & Grady, C. (2009, October). *Distinct neural correlates for cognitive control and motor inhibition in bilinguals*. Poster presented at the Society of Neuroscience, Chicago, IL.
8. **Luk, G.** & Bialystok, E. (2008, October). *The anatomy of the bilingual advantage in executive functions: Levels of functional use and proficiency*. Poster presented at the International Conference on Models of Interaction in Bilinguals, Bangor, Wales, United Kingdom.
7. **Luk, G.**, Pyers, J., Emmorey, K., & Bialystok, E. (2007, November). *The source of enhanced cognitive control in bilinguals: Evidence from bimodal-bilinguals*. Poster session at the 48<sup>th</sup> annual meeting of the Psychonomic Society, Long Beach, CA.
6. **Luk, G.**, & Bialystok, E. (2007, May). *Examining the bilingual (dis)advantage on the verbal fluency task*. Poster session at the 6<sup>th</sup> International Symposium on Bilingualism, Hamburg, Germany.
5. DePape, A.-M., & **Luk, G.** (2007, March). *Influence of bilingualism on developing attentional control: Evidence from a modified flanker task*. Poster session at the biennial meeting of the Society for Research in Child Development, Boston, MA.
4. **Luk, G.** & Bialystok, E. (2005, April). *Written symbols as representation: What do preliterate children know about print?* Poster session presented at the biennial meeting of the Society for Research in Child Development, Atlanta, GA.
3. **Luk, G.** & Bialystok, E. (2005, April). *Divergent processes in phonological awareness and reading: Evidence from Cantonese-English bilinguals*. Poster session presented at the biennial meeting of the Society for Research in Child Development, Atlanta, GA.
2. **Luk, G.** & Bialystok, E. (2003, October). *Exploring the latent factors behind cross-linguistic transfer: cognitive abilities*. Poster session presented at the biennial meeting of the Cognitive Development Society, Park City, UT.
1. **Luk, G.** & Bialystok, E. (2003, April). *Bilingualism, biliteracy and reading: Effect of writing system on learning to read*. Poster session presented at the biennial meeting of the Society for Research in Child Development, Tampa, FL.

Date: July 19, 2023

Contact Person and Email: Katy Challis, [katy.challis@schools.utah.gov](mailto:katy.challis@schools.utah.gov)

This data sharing agreement is for consideration during the August 2023 Law and Licensing Committee Meeting.

### **6.3 Invited colloquia/department talks/class lectures:**

16. **Luk, G.** (2011, December). *Experience-induced changes in the brain: Influence of lifelong bilingualism*. Invited speaker at the Saxe Lab at Massachusetts Institute of Technology.
15. **Luk, G.** (2011, November). *Bilingualism: Language, cognition and brain*. Invited speaker at the Harvard Graduate School of Education, Cognitive Development, Education and the Brain: Theory and Practice lecture.
14. **Luk, G.** (2011, November). *What do we measure in cognitive neuroscience?* Invited speaker at the Harvard Graduate School of Education, Introduction to Educational Neuroscience lecture.
13. **Luk, G.** (2010, November). *Experience-induced changes in brain structures and functions: Influence of lifelong bilingualism*. Invited speaker at the Rotman Rounds, Rotman Research Institute at Baycrest, Toronto, ON.
12. **Luk, G.** & Grady, C. (2010, November). *Experience-induced changes in brain structures: Influence of lifelong bilingualism*. Poster presented at the Canada Research Chairs celebration, Toronto, Canada.
11. **Luk, G.** (2010, November). *Experience-induced changes in brain structures and functions: Influence of lifelong bilingualism*. Rotman Rounds, Rotman Research Institute, Toronto, Canada.
10. **Luk, G.** (2011, March). *Neural consequences of bilingualism as a life experience*. Invited speaker at the Grand Rounds, St. Michael's Hospital, Toronto, ON.
9. **Luk, G.** (2011, January). *Cognitive and neural consequences of bilingualism*. Invited speaker at the Glendon Linguistic Club, York University, Toronto, ON.
8. **Luk, G.** (2010, November). *Experience-induced changes in brain structures: Influence of lifelong bilingualism*. Invited speaker at the Department of Psychology at the Ryerson University, Toronto, ON.
7. **Luk, G.** (2010, April). *Bilingual consequences on language and executive control*. Invited speaker at the Center for Language Science at the Pennsylvania State University, State College, PA.
6. **Luk, G.** (2010, January). *Language representation and cognitive control in bilinguals: An insight for cross-linguistic dyslexic research*. Invited speaker at the Extraordinary Brain Symposium, organized by the Dyslexia Foundation, Taipei, Taiwan.
5. **Luk, G.** (2010, January). *Bilingual consequences on language and executive functions*. Invited speaker at the Department of Psychology, Chinese University of Hong Kong, Hong Kong.
4. **Luk, G.** (2009, October). *Bilingual consequences on executive functions: From behavior to neural networks*. Talk given at the Department of Communication Sciences and Disorders, Northwestern University, Evanston, IL.
3. **Luk, G.** (2007, May). *Examining the Bilingual (dis)advantage on the verbal fluency task*. Paper presented at the Psychology Graduate Students' Association Conference, York University, Toronto, Canada.

Date: July 19, 2023

Contact Person and Email: Katy Challis, [katy.challis@schools.utah.gov](mailto:katy.challis@schools.utah.gov)

This data sharing agreement is for consideration during the August 2023 Law and Licensing Committee Meeting.

2. DePape, A-M., & **Luk, G.** (2006, May). *Investigating Response Inhibition and Distraction Suppression: The Chevron Flanker Task*. Paper presented at the fourteenth in-house conference of the Department of Psychology, York University, Toronto, Canada.
1. **Luk, G.** (2004, April). *Bilingualism and Reading: Do reading and phonological awareness in two languages develop similarly or differently?* Paper presented at the twelfth in-house conference of the Department of Psychology, York University, Toronto, Canada.

DRAFT

Date: July 19, 2023

Contact Person and Email: Katy Challis, [katy.challis@schools.utah.gov](mailto:katy.challis@schools.utah.gov)

This data sharing agreement is for consideration during the August 2023 Law and Licensing Committee Meeting.



## **7. MEMBERSHIP ASSOCIATIONS**

Society for Research in Child Development  
Society for the Scientific Study of Reading  
The Canadian Society for Brain, Behaviour, and Cognitive Science

### **TEACHING & MENTORING SUMMARY**

Teaching and mentoring are cornerstones of my contribution to the academic community. I focus on providing intellectual and professional support for emerging researchers and for those who seek research knowledge to support their educational practice.

### **TEACHING & MENTORING IMPACT SUMMARY**

#### **Courses Taught**

14 different courses at the undergraduate and graduate levels across 4 institutions

#### **Postdoctoral and Graduate Mentorship**

2 postdoctoral researchers, 12 doctoral candidates, 1 MA thesis candidate

## **8. TEACHING**

### **8.1 Course Instructor**

#### ***Department of Educational and Counselling Psychology, McGill University***

EDPE699 – Special Activities (Graduate) Winter 2023  
EDPE502 – Theories of Human Development (Graduate) Fall 2019/20  
EDSP702 – Selected Topics: Bilingualism: Language and Cognition (Graduate) Winter 2019  
EDPE605 – Research Methods (Graduate) Winter 2019/20/21/22  
EDPE713 – Language Acquisition Issues 5 (Graduate) Winter 2022

#### ***Harvard Graduate School of Education, Harvard University***

H140 - Empirical Research in Psychology and Cognitive Neuroscience (Graduate) Fall 2014/15/17/18  
H112 - Cognitive Neuroscience and Education (Graduate) Spring 2012/14/15/16/17/18  
H118 - Bilingualism: Language, Cognition & Brain (Graduate) Spring 2012/14/15/16/17/18

#### ***York University***

PSYC3290 - Psycholinguistics (Undergraduate) Winter 2008/2011  
PSYC3410 - Educational Psychology (Undergraduate) Winter 2011  
PSYC3640 - Psychological Studies of Language (Undergraduate) Fall 2007  
PSYC2021/2022 - Statistical Methods I & II (Undergraduate) Winter 2007  
Data Analysis Using SAS for Windows (Graduate & Undergraduate) 2004-2008

Date: July 19, 2023

Contact Person and Email: Katy Challis, [katy.challis@schools.utah.gov](mailto:katy.challis@schools.utah.gov)

This data sharing agreement is for consideration during the August 2023 Law and Licensing Committee Meeting.

## **Ryerson University**

CQMS 202 - Business Statistics II (Undergraduate) Spring/Fall 2010

### **8.2 Graduate & postdoctoral mentorship/supervision**

#### **Postdoctoral fellow supervision**

- 2016 – 2017 Veronica Whitford (co-mentor with Dr. John Gabrieli at MIT, currently Assistant Professor in University of New Brunswick)
- 2013 – 2014 Sara Smith (currently Assistant Professor in University of South Florida)

#### **Doctoral candidate supervision**

##### McGill University

Role: Primary advisor

- 2022 – present Sohyun Cho (Ph.D.) *Bilingualism and Academic Emotions*
- 2020 – present Justin Feng (Ph.D.) *Bilingualism and Empathy*
- 2019 – present Julie Oh (Ph.D.) *Bilingual Language and Literacy Development in Elementary School Children*
- 2021 – 2022 Katie Hartwick (Ph.D.) *Bilingualism and Learning Disabilities in Higher Education*

Role: Co-advisor or committee member

- 2020 – present Lauren Schellenberg, Department of Integrated Studies in Education
- 2020 – present Badriah Basma, Department of Educational and Counselling Psychology
- 2020 – 2022 Charlotte Rimmer, Department of Educational and Counselling Psychology
- 2019 – 2022 Jason Ringo, Department of Educational and Counselling Psychology
- 2019 – 2021 Dianne MacDonald, Department of Educational and Counselling Psychology
- 2019 – 2021 Mehrgol Tiv, Psychology

##### Harvard Graduate School of Education

(\* co-advised with another faculty member)

- 2014 – 2021 Sibylla Leon Guerrero (Ph.D.) *Syntactic Processing and Academic Language in Language Minority Speakers*
- 2014 – 2021 Sarah Surrain (Ph.D.)  
*Dual Language Learners in Transition from Home to School: The Role of Parental Attitudes and Home Language Practices in Bilingual Development*
- 2014 – 2019 April Choi\* (Ph.D.)  
*Early Behavioral and Environmental Predictors of Language Skills in Infants at High and Low Risk for Autism Spectrum Disorder*
- 2013 – 2020 Laura Mesite (Ed.D.)  
*Distinguishing Difficulty from Disability: Next Steps in Improving the Identification of Reading Disabilities in English Learners*
- 2013 – 2016 Daniel Busso\* (Ed.D.)  
*Neurobiological Processes of Adolescent Risk and Resilience: Implications for Policy and Prevention Science*
- 2011 – 2016 Courtney Pollack\* (Ed.D.)

Date: July 19, 2023

Contact Person and Email: Katy Challis, [katy.challis@schools.utah.gov](mailto:katy.challis@schools.utah.gov)

This data sharing agreement is for consideration during the August 2023 Law and Licensing Committee Meeting.

*More than Just Symbols: The Mental and Neural Representations of Magnitude in Mathematics.*

DRAFT

Date: July 19, 2023

Contact Person and Email: Katy Challis, [katy.challis@schools.utah.gov](mailto:katy.challis@schools.utah.gov)

This data sharing agreement is for consideration during the August 2023 Law and Licensing Committee Meeting.

## **Master's candidate supervision:**

### McGill University

Role: Primary advisor

2019 – 2020 Felicia Huang, Department of Educational and Counselling Psychology

Role: Thesis reader

2022 Mira Kaedbey, Department of Educational and Counselling Psychology

2020 Lilliana Laricca, Department of Educational and Counselling Psychology

2019 Julie Oh, Department of Educational and Counselling Psychology

2019 Jessica Wang, Department of Educational and Counselling Psychology

2019 Paul-Noel Rousseau, Integrated Program in Neuroscience

2019 Rebecca Pearse, Integrated Program of Neuroscience

Role: Special activity supervisor

2022 Michelle Jang, Department of Educational and Counselling Psychology

2021 Yuennie Wong, Department of Educational and Counselling Psychology

2021 Zoe Nadler, Department of Educational and Counselling Psychology

2020 Giovanna Casale, Department of Educational and Counselling Psychology

2020 Hanyuan Zhang, Department of Educational and Counselling Psychology

2020 Katie Hartwick, Department of Educational and Counselling Psychology

### Harvard Graduate School of Education

Master's students at HGSE do not need to complete a thesis. I am an academic advisor for 10-15 Master's students every year. The following students are those opted to work in my lab

2017 – 2018 Marion Geiger (Ed.M.)

Evgeniya Efernova (Ed.M.)

Amanda Lubniewski (Ed.M.)

Sara Katz (Ed.M.)

Hannah Pereira (Ed.M.)

Audra Irvine (Ed. M.)

2016 – 2017 Carolynn Ianello (Ed.M.)

Jodi DeVries (Ed.M.)

2015 – 2016 Jordan Freeman (Ed.M.)

Nicole Ashby (Ed.M.)

2014 – 2015 Christina Butera (Ed.M.)

2013 – 2014 Heather Francis (Ed.M.)

Pratima Patil (Ed.M.)

Zoe Yang (Ed.M.)

2012 – 2013 Kelly Marchisio (Ed.M.)

## **Undergraduate supervision**

### McGill University

2021-2022 Dan Chen (Psychology)

2021 Zeel Solanki (Psychology)

Date: July 19, 2023

Contact Person and Email: Katy Challis, [katy.challis@schools.utah.gov](mailto:katy.challis@schools.utah.gov)

This data sharing agreement is for consideration during the August 2023 Law and Licensing Committee Meeting.

2020 Claire Suisman (Psychology)  
2020 Justine Lacoste (Psychology)

Harvard College

2017 Nancy Yi Fan (Harvard College, Linguistics)  
2017 Micah Gellman (Harvard College, Molecular and Cellular Biology)

**SERVICE SUMMARY**

In my career, I have actively engaged in providing service to the academic profession, to my institutions, and to the general public. I see providing service as a return to the community that has invested in shaping who I am. My service to the public is a way to mobilize knowledge and be inspired by practical issues to enrich my scientific research.

**SERVICE IMPACT SUMMARY**

Service to the profession

- Serve on 4 editorial boards, and review for a broad range of journals
- Serve in Canadian and non-Canadian grant review panels

Service to the department/institution

- Served on various committees at the department and university levels
- Serve as Graduate Program Director for two programs

Service to the public

Co-chair a flagship child development conference, 19 public engagement national and international talks and 10 directly interviewed media presence

**9. SERVICE**

**9.1 Service to Profession**

**Editorship, Editorial Boards, Ad hoc Review**

Associate editorship

2023 – 2026 Incoming Associate Editor for *Child Development*

Date: July 19, 2023

Contact Person and Email: Katy Challis, [katy.challis@schools.utah.gov](mailto:katy.challis@schools.utah.gov)

This data sharing agreement is for consideration during the August 2023 Law and Licensing Committee Meeting.

2016 – 2021 Associate Editor for *Bilingualism: Language and Cognition*

#### Editorial boards

2020 – present *Journal of Educational Psychology*  
2016 – present *International Journal of Behavioral Development*  
2015 – present *Studies in Bilingualism*  
2014 – present *AERA Open*  
2011 – 2016 *Bilingualism: Language and Cognition*

#### Special Issue Guest editorship

2023 Co-edit with Dr. W. Quin Yow (Singapore University of Technology & Design)  
Special issue in *Cognitive Development: Social and Cultural Contexts where Multilingualism interacts with Development*  
2022 Co-edit with Dr. Jason Rothman (UiT The Arctic University of Norway)  
Special issue in *Brain & Language: Experience-based Individual Differences Associated with Multilingualism in the Mind and Brain*  
2020 Co-edit with Dr. Alena Esposito (Clark University)  
Mini-series in *Bilingualism: Language and Cognition: Tools for Documenting Bilingual Experience*

#### Ad hoc journal reviews

*Bilingualism: Language and Cognition, Applied Psycholinguistics, Reading in a Foreign Language, Journal of Research in Reading, Developmental Psychology, Journal of Educational Psychology, Psychology and Aging, Frontiers in Cognition, Journal of the International Neuropsychological Society, Cognitive Linguistics, Developmental Science, Child Development, International Journal of Bilingualism and Bilingual Education, Neuropsychology, Neuropsychologia, Proceedings of the National Academy of Sciences, Journal of Learning Disabilities, Cognition, NeuroImage, Learning and Individual Differences, Journal of Neurolinguistics, Journal of Communication Disorders, Journal of Cognitive Psychology, American Educational Research Journal – Teaching, Learning and Human Development, Journal of Cognitive Neuroscience, Annals of New York Academy of Sciences, Psychological Science, Cerebral Cortex, Psychological Bulletin, Cognitive Development, Psychological Bulletin, Scientific Studies of Reading, Translational Issues in Psychological Science*

### **Grants and Conference Review**

#### Research Grant Review

2018 – present Education Panel Chairperson, Research Grants Council, Hong Kong  
2017 – present Collaborative Research Fund, Research Grants Council, Hong Kong  
2020 Society for Research in Child Development, US  
2019 Social Sciences and Humanities Research Council, Canada  
2019 UiT The Arctic University of Tromsø, Tromsø, Norway  
2018 National Academy of Education, US  
2018 Swiss National Science Foundation  
2017 National Sciences and Engineering Research Council of Canada  
2017 Spencer Foundation, US

Date: July 19, 2023

Contact Person and Email: Katy Challis, [katy.challis@schools.utah.gov](mailto:katy.challis@schools.utah.gov)

This data sharing agreement is for consideration during the August 2023 Law and Licensing Committee Meeting.

2017	William T. Grant Foundation, US
2016, 2021	Panel review for National Science Foundation, US
2014	Mind/Brain/Behavior Student research award, Harvard University, US
2014	Economic and Social Research Council, UK
2013 – 2018	Education Panel, Research Grants Council, Hong Kong
2011 – 2019	National Science Foundation, US
2010 – 2011	Internal grant review, Rotman Research Institute at Baycrest, Canada

### Conference Review

American Education Research Association (AERA)  
 International Symposium of Bilingualism (ISB)  
 Society for Research in Child Development (SRCD)

### **Conference Organization**

2019-2025	Program committee for the Biennial Conference for the Society for Research in Child Development (SRCD)
2021-2023	Co-chair program committee for the Biennial Conference for the Society for Research in Child Development (SRCD)

### **External Thesis and Dissertation Reader**

2022	Saskia Nijmeijer (Ph.D. Biomedical Sciences of Cells and Systems, Universitair Medisch Centrum Groningen, The Netherlands)
2020	Gabriel Ong (Ph.D. Medicine, Dentistry, & Health Sciences, University of Melbourne, Melbourne, Australia)
2019	Julian Siebert (Master's, Psychology, University of Cape Town, South Africa)
2018	Keerthi Ramanujan (Ph.D., Education, The University of Hong Kong, China)
2017	Matteo Canini (Ph. D., Cognitive Neuroscience, San Raffaele University, Italy)
2017	Srishti Nayak (Ph. D., Psychology, Boston University, U.S.A.)
2017	Daphna Shahar-Yames (Ph. D., Psychology, University of Haifa, Israel)
2017	Clara Gek Hoon Chan (Ph. D., Psychology, Nanyang Technological University, Singapore)
2016	Emilia Montroni (Master's, Speech-Language Pathology, MGH-IHP, U.S.A.)

## **9.2 University Service**

### McGill

2019 – present	Research Ethics Board 3
2019	Advisory Committee for the Possible Extension of the Trenholme Dean of Libraries

### Harvard

Date: July 19, 2023

Contact Person and Email: Katy Challis, [katy.challis@schools.utah.gov](mailto:katy.challis@schools.utah.gov)

This data sharing agreement is for consideration during the August 2023 Law and Licensing Committee Meeting.

2017 – 2018 Committee on the Use of Human Subjects in Research, Harvard University  
 2017 – 2018 DRCLAS Brazil Studies Faculty Advisory Committee, Harvard University  
 2012 – 2015 Committee on the Use of Human Subjects in Research, Harvard University

Baycrest / Toronto

2010 – 2011 Rotman Rounds Coordinator, Rotman Research Institute at Baycrest  
 2009 – 2010 Research Ethics Board committee, Rotman Research Institute, Baycrest

**9.3 Departmental Service**

Department of Educational & Counselling Psychology, McGill University

2021 – 2023 Graduate Program Director, M.Ed. Concentration in Educational Psychology  
 2021 – 2023 Graduate Program Director, Human Development Program  
 2021 – 2023 Chair, Fellowship Award Committee  
 2019 – present Reviewer, Human Development Conference  
 2019 – 2020 Member, Fellowship Award Committee  
 2019 Faculty Search Committee - Department Committee member - Assistant Professor in School/Applied Child Psychology and MEd Concentrations in Educational Psychology

Harvard Graduate School of Education (HGSE), Harvard University

2016 – 2018 Committee on Degree, HGSE  
 2015 – 2017 Faculty search committee on Science of Learning, HGSE  
 2014 – 2016 Ph.D. program steering committee  
 2014 – 2015 Faculty search committee on Neuroscience and Education, HGSE  
 2013 – 2014 Gutman Librarian Search committee, HGSE  
 2012 – 2018 Admission committee for Ed. M. in Mind, Brain, Education, HGSE  
 2011 – 2013 Committee on Degree, HGSE

**9.4 Service to Public**

**Consulting for Public Services**

2020 COVID-19 Inequities and Reading,  
 Invited panelist in the public forum, National Academy of Education, U.S.  
 2020 Addressing Inequitable Reading Loss in the Midst of COVID-19  
 Invited scholar for roundtable discussion, National Academy of Education, U.S.  
 2017 – 2018 Research Advisory Council on Multilingual Learners  
 Massachusetts Department of Elementary and Secondary Education, U.S.

**Public engagement**

Date: July 19, 2023

Contact Person and Email: Katy Challis, [katy.challis@schools.utah.gov](mailto:katy.challis@schools.utah.gov)

This data sharing agreement is for consideration during the August 2023 Law and Licensing Committee Meeting.



19. **Luk, G.** & Titone, D. (2022, May, online). Bilingualism and the brain. *McGill Mini-Science Series*.
18. **Luk, G.** (2020, July, online). Panelist for a professional development session for the *MultiMind Meeting*.
17. **Luk, G.** & Titone, D. (~~2020, March~~, cancelled due to COVID-19). The bilingual brain. *Mini-Science 2020: The Brain – Frontiers in Neuroscience*.
16. **Luk, G.** (2020, March). *Why women cannot have it all?* Sharing Human Experience (S.H.E.) Talks. One Health Center of Excellence, University of Florida, Gainesville, U.S.
15. **Luk, G.** (2019, October). *Language development and bilingualism*. Narnia CEP, Montreal, Canada.
14. **Luk, G.** (2019, September). *The neuroscience of early childhood development*. Narnia CEP, Montreal, Canada.
13. **Luk, G.** (2019, April). *The science of bilingualism: Implications for your child's development, learning and education*. Effective Parenting Series, McGill University, Montreal, Canada.
12. **Luk, G.** (2018, October). *The neuroscience of early childhood development*. Early Childhood Development Agency. Keynote speaker. Singapore.
11. **Luk, G.** (2018, June). *Cultivating language propensity in children: Being a bilingual in the 21<sup>st</sup> century*. Hong Kong University, Hong Kong.
10. **Luk, G.** (2018, June). *Neural networks associated with learning in bilinguals*. Nanyang Technological University, Singapore.
9. **Luk, G.** (2018, March). *Language and cognitive development of children in Brazil: Salvador and Natal*. Brazil Studies Program Seminar Series, Cambridge, MA
8. **Luk, G.** (2018, January). *Recognizing the value of language diversity in education through cognitive neuroscience*. University of California Riverside, Riverside, US.
7. **Luk, G.** (2017, October). *The science of bilingualism: Implications for development, learning, and education*. Invited speaker at the International School of Denver, Denver, Colorado, U.S.
6. **Luk, G.** (2016, November). *Mending the tower of Babel through the science of bilingualism*. CaféSci Boston, Cambridge, MA.
5. **Luk, G.** (2016, April). Panel discussion for *Catalogue (First Edition)* featuring Jill Johnson and Christopher Roman. Harvard Dance Center, Cambridge, MA.
4. **Luk, G.** (2016, April). *Music and the bilingual brain*. Collaboration with Project LENS to promote music and research. Fitzgerald Theatre, Cambridge Rindge and Latin School, Cambridge, MA.
3. **Luk, G.** (2016, February). *Knowledge & application: The curious case of bilingualism*. Harvard Lectures that Last. Memorial Church, Cambridge, MA.
2. **Luk, G.** (2013, May). *Bilingualism and brain plasticity: Implications for lifespan development*. Invited panel at the Parents' League, New York, NY.
1. **Luk, G.** (2012, December). *Bilingualism and brain plasticity: Implications for lifespan development*. Invited speaker at the Cambridge Montessori School, Cambridge, MA.

### **Media**

2022 May                      Boston Globe. *After mastering English, bilingual students ace tests, including the MCAS*.  
Interviewed and quoted by Jenna Russell

Date: July 19, 2023

Contact Person and Email: Katy Challis, [katy.challis@schools.utah.gov](mailto:katy.challis@schools.utah.gov)

This data sharing agreement is for consideration during the August 2023 Law and Licensing Committee Meeting.

- <https://www.bostonglobe.com/2022/05/28/metro/after-mastering-english-bilingual-students-ace-tests-including-mcas/>
- 2019 May ScienceNews. *Being bilingual is great. But it may not boost some brain functions.*
- <https://www.sciencenews.org/article/being-bilingual-may-not-boost-some-brain-functions>
- 2019 March CBC Radio All in a Weekend Montreal with Sonali Karnick, Montreal, Canada  
<https://www.cbc.ca/player/play/1468412995540>
- 2019 March CJAD 800 with Andrew Carter, Montreal, Canada
- 2018 October *Growing Healthy Brains*, Beanstalk Magazine, Early Childhood Development Agency, Singapore  
[https://www.ecda.gov.sg/growatbeanstalk/Documents/Beanstalk%20Magazine/Beantalk%20Issue%2021%20\(Oct-Dec%2018\)/2-7-Focus.pdf](https://www.ecda.gov.sg/growatbeanstalk/Documents/Beanstalk%20Magazine/Beantalk%20Issue%2021%20(Oct-Dec%2018)/2-7-Focus.pdf)
- 2017 *MayThe Making of Associate Professor Gigi Luk* Ed. Harvard Ed. Magazine. U.S.  
<https://www.gse.harvard.edu/news/ed/17/05/making-associate-professor-gigi-luk>
- 2016 November. *6 Potential Brain Benefits of Bilingual Education*, NPR Ed., U.S.
- 2016 October An interview with Dr. Gigi Luk, International School of Denver, U.S.
- 2016 February *Lecture That Lasts*, Harvard University, U.S.
- 2012 July *Research shows listening to different musical genres leaves lasting impact on brain*, Public Radio International  
<https://www.pri.org/stories/2012-07-19/research-shows-listening-different-musical-genres-leaves-lasting-impact-brain>

Date: July 19, 2023

Contact Person and Email: Katy Challis, [katy.challis@schools.utah.gov](mailto:katy.challis@schools.utah.gov)

This data sharing agreement is for consideration during the August 2023 Law and Licensing Committee Meeting.