

Kyle DeMeo Cook, Ph.D.

(she/her)

EDUCATION

- 2017 **Ph.D. in Applied Developmental & Educational Psychology**
Boston College, *Chestnut Hill, MA*
- 2008 **M.Ed. in Educational Research, Measurement and Evaluation**
Boston College, *Chestnut Hill, MA*
- 2007 **B.A. in Human Development** (*summa cum laude*)
Concentration in Community, Advocacy and Social Policy
Boston College, *Chestnut Hill, MA*

PROFESSIONAL POSITIONS

- 2022-present **Boston University, Center on the Ecology of Early Development, Boston, MA**
Research Assistant Professor, Ed Leadership & Policy Studies (2023-present)
Senior Research Scientist (2022-2023)
- 2019- 2022 **St. John's University, School of Education, Queens, NY**
Assistant Professor
- 2009-2019 **Education Development Center, Waltham, MA**
Senior Research Associate (2018-2019), Research Associate II (2017-2018),
Consulting Research Associate (2012-2017), Research Associate I (2011-2012),
Research Assistant II (2009-2011)
- 2006–2009 **Strategies for Children/Early Education for All Campaign, Boston, MA**
Early Childhood Field Director (2008-2009), Research & Policy Consultant
(2007-2008), Policy Intern (2006-2007)

RESEARCH FUNDING

External Funding

- 2022-2024 **U.S. Department of Health and Human Services, Administration for Children and Families, Office of Planning, Research & Evaluation**
Secondary Analysis of Data Grant
How do Early Head Start Educational Services Benefit Children from Low-Income Families? **Role: Principal Investigator**, Awarded to Boston University to study educational services children and families receive in Early Head Start (Total \$100,000).
- 2023-2024 **Massachusetts Department of Elementary and Secondary Education (DESE) State Contract**
Playful Learning Institute, PK-3, Evaluation, **Role: Project Director** (PI: Dr. Stacy Ehrlich, Co-PI Dr. Stephanie Curenton), Contract awarded to NORC at the University of Chicago, with subcontract to Boston University, to evaluate an 18 month Playful Learning Institute, Preschool through 3rd grade across the state of

Massachusetts that will provide district, school leaders and educators with the skills and tools needed to deliver playful learning across the course of the day that supports deep dives into content and creates equitable access to learning. (Total \$250,000).

- 2019-2023 **U.S. Department of Health and Human Services, Administration for Children and Families, Office of Planning, Research & Evaluation Research Contract**
Understanding Children's Transitions from Head Start to Kindergarten.
Role: Co-Principal Investigator/ Task Lead/ Consultant, (PI: Dr. Stacy Ehrlich), Contract awarded to NORC at the University of Chicago to study the transition to kindergarten for low-income children and families in Head Start including: qualitative case studies, review of literature, quantitative secondary data analyses of large-scale datasets, analysis of policy documents, development of a theory of change, measure development, and design development for future national studies. (Total \$2.6 million)
- 2020-2022 **U.S. Department of Health and Human Services, Administration for Children and Families, Office of Planning, Research & Evaluation Secondary Analysis of Data Grant**
Early Experiences of Ecological Risk and Children's Development: Understanding the Moderating Role of Early Head Start on Children and Families. **Role: Co- Principal Investigator**, (PI: Dr. Caitlin Lombardi), Awarded to University of Connecticut with sub-award to St. John's University. (Total \$105,000)
- 2020-2021 **American Educational Research Association (AERA) Education Research Service Program Grant**
Increasing Access for All: Examining What Families Need to Make Decisions About Early Education. **Role: Principal Investigator**, Grant awarded to St. John's University for mixed methods study in partnership with Somerville Public Schools/Somerville Partnership for Young Children in Somerville, Massachusetts. (Total \$4,930)
- 2016-2018 **U.S. Department of Health and Human Services, Administration for Children and Families, Office of Planning, Research & Evaluation Early Care and Education Research Scholar Dissertation Grant**
Transitioning Across Systems: Head Start & Elementary School Coordination Efforts to Enhance Low-Income Children's Academic & Social Success in Kindergarten.
Role: Head Start Research Scholar, dissertation grant awarded to Boston College for multi-method dissertation research, including secondary data analysis and interviews with Head Start directors. (Total \$50,000)
- Internal Funding*
- 2022-2023 **St. John's University SEED Grant Award**
Students' Perceptions on Mixed Methods Research. **Role: Co- Investigator**, (PI: Dr. Olivia Stewart) funded to examine student perceptions of mixed methods

research to inform future research and improvement in research methods courses.
(Total \$4,000)

2020

St. John's University

Summer Support of Research Award

Examining Relationships Between PreK and Elementary Schools to Better Support Children in Vermont. **Role: Principal Investigator**, funded to work with Vermont's Agency of Education to analyze PreK survey data and plan a future study. (Total \$10,000)

PEER-REVIEWED JOURNAL ARTICLES

Cook, K.D., Fisk, E., Lombardi, C.M., & Ferreira van Leer, K. (2023). Caring for Whole Families: Provider-Parent Relationships in Early Head Start. *Early Childhood Education Journal (ECEJ)*. <https://doi.org/10.1007/s10643-023-01491-x>

Lombardi, C.M., **Cook, K.D.**, & Fisk, E. (2023). Early experiences of ecological resources and risks: Understanding the moderating role of Early Head Start for children and families. *Early Childhood Research Quarterly*, 64, 216-228. <https://doi.org/10.1016/j.ecresq.2023.04.001>

Cook, K.D., Ferreira van Leer, K., & Lombardi, C.M. (2023). Exploring predictors and outcomes of racial/ethnic match between children and providers in Early Head Start. *Early Childhood Research Quarterly*, 62, 275-286. <https://doi.org/10.1016/j.ecresq.2022.09.002>

Cook, K.D., Ferreira van Leer, K., Gandhi, J., Ayala, C. & Kuh, L.P. (2022). Managing disruptions in early care & education: Lessons from COVID-19. *Early Childhood Education Journal (ECEJ)*. [10.1007/s10643-022-01430-2](https://doi.org/10.1007/s10643-022-01430-2)

Cook, K.D., & Catanzaro, B.A. (2022). "Constantly working on my attitude towards statistics!" Education doctoral students' experiences with and motivations for learning statistics. *Innovative Higher Education*. <https://doi.org/10.1007/s10755-022-09621-w>

Lombardi, C. M., Fisk, E., & **Cook, K. D.** (2021). Do child care characteristics during toddlerhood explain income-based gaps in reading and math skills at preschool? The role of caregiver reading with children. *Children and Youth Services Review*, 131, 106285. <https://doi.org/10.1016/j.chilyouth.2021.106285>

Cook, K. D., & Coley, R. L. (2020). Using Multiple Methods to Describe Supports for the Transition from Head Start to Kindergarten. *Early Childhood Education Journal*, 49 425-438. <https://doi.org/10.1007/s10643-020-01085-x>

Cook, K.D. & Coley, R.L. (2019). Transitioning across systems: Coordination between Head Start and elementary schools to enhance children's success in kindergarten. *Early Education and Development*. Special Issue: Early Care and Education Collaboration. <https://doi.org/10.1080/10409289.2019.1656318>

Cook, K. D., Coley, R. L., & Zimmermann, K. (2019). Who benefits? Head start directors' views of coordination with elementary schools to support the transition to kindergarten. *Children and Youth Services Review*, 100, 393-404. <https://doi.org/10.1016/j.chilyouth.2019.03.021>

- Cook, K.D.,** Dearing, E., & Zachrisson, H.D. (2018). Is parent-teacher cooperation in the first year of school associated with children's academic and behavioral functioning? *International Journal of Early Childhood*. <https://doi.org/10.1007/s13158-018-0222-z>
- Cook, K. D.,** & Coley, R. L. (2017). The use of school transition practices and children's social adjustment and academic outcomes in kindergarten. *Journal of Educational Psychology*, 109(2), 166-177. <http://dx.doi.org/10.1037/edu0000139>
- Cook, K. D.,** Dearing, E., & Zachrisson, H. D. (2017). Information sharing between teachers and early education programs during school entry in Norway: Associations with children's school adjustment and success in the first year. *International Journal of Child Care and Education Policy*, 11(1), 14. <https://doi.org/10.1186/s40723-017-0039-5>
- Coley, R. L., Votruba-Drzal, E., Collins, M. & **Cook, K. D** (2016). Comparing public, private, and informal preschool programs in a national sample of low-income children. *Early Childhood Research Quarterly*, 36, 91-105. DOI: 10.1016/j.ecresq.2015.11.002

UNDER REVIEW: PEER-REVIEWED JOURNAL ARTICLES

- Cook, K.D.,** Ehrlich Loewe, S., Kabourek, S., Francis, J., Schaper, A., Thomson, D., Halle, T., & Kauerz, K. (conditional accept). *How do Combinations of Transition Activities Available to Children and Families Predict Successful Kindergarten Transitions?*
- Aquino, K.A., & **Cook, K.D.** (revise & resubmit). *Differences in Student and Institutional Characteristics by Perceived Mental Health Status.*
- Fisk, E., Lombardi, C.M, **Cook, K.D.,** & Chazan Cohen, R. (under review). *(In)equities in the availability of services through Early Head Start during pregnancy.*
- Aquino, K.A., & **Cook, K.D.** (under review). *The Self-(un)Identification Process: Disability Self-Disclosure for Students in Higher Education.*
- Stewart, O.G., **Cook, K.D.,** & Sore, I. (under review). *Educational doctoral students' perceptions on mixed methods research: value, rigor, and feasibility.*
- Williams-Sanchez, V., & **Cook, K.D.** (under review). *The Reading Builds Empathy Survey: Picture books and empathy development.*

PUBLISHED FEDERALLY-COMMISSIONED REPORTS & BRIEFS

- Ehrlich Loewe, S.B., **Cook, K.D.,** Francis, J., Kabourek, S., Halle, T., & Barrows, M. (2022). *Studying combinations of kindergarten transition activities available to children and families*, OPRE Report #2022-269, Washington, DC: Office of Planning, Research, and Evaluation, Administration for Children and Families, U.S. Department of Health and Human Services. <https://www.acf.hhs.gov/opre/report/studying-combinations-kindergarten-transition-activities-available-children-and>
- Cook, K.D.,** Barrows, M.R., Ehrlich Loewe, S., Lin, V-K, & du Toit, N. (2022). *Facilitating Kindergarten Transitions: The Role of Memoranda of Understanding (MOUs) between Head Start and Local Education Agencies*, OPRE Report # 2022-235, Washington, DC: Office of

Planning, Research, and Evaluation, Administration for Children and Families, U.S. Department of Health and Human Services. <https://www.acf.hhs.gov/opre/report/facilitating-kindergarten-transitions-role-memoranda-understanding-mous-between-head>

Ehrlich Loewe, S. B., Kabourek, S., Schaper, A., **Cook, K.D.**, Padilla, C., Barrows, M.A., Amadon, S., Halle, T., Kauerz, K., Carrazza, C., Streett, G., Her, S., & Venkataraman, L. (2022). *Design Options for a Head Start to Kindergarten Transitions Descriptive Study*, OPRE Report [2022-203], Washington, DC: Office of Planning, Research, and Evaluation, Administration for Children and Families, U.S. Department of Health and Human Services. <https://www.acf.hhs.gov/opre/report/design-options-head-start-kindergarten-transitions-descriptive-study>

Lin, V., Alvira-Hammond, M., **Cook, K. D.**, Ehrlich Loewe, S. B., Halle, T. Barrows, M. R., du Toit, N. (2022). *Supporting Transitions in Migrant and Seasonal Head Start*, OPRE Report # 2022-229, Washington, DC: Office of Planning, Research, and Evaluation, Administration for Children and Families, U.S. Department of Health and Human Services. <https://www.acf.hhs.gov/opre/report/supporting-transitions-migrant-and-seasonal-head-start>

Ehrlich, S. B., **Cook, K. D.**, Thomson, D., Kauerz, K., Barrows, M., Halle, T., Gordon, M., Soli, M., Schaper, A., Her, S., & Guerra, G. (2021). *Understanding cross-systems transitions from Head Start to kindergarten: A review of the knowledge base and a theory of change*, OPRE Report # 2021-128, Washington, DC: Office of Planning, Research and Evaluation, Administration for Children and Families, U.S. Department of Health and Human Services. <https://www.acf.hhs.gov/opre/report/understanding-cross-systems-transitions-head-start-kindergarten-review-knowledge-base>

Cook, K. D., Irwin, C.W., & Gallo, A. (2020). *Enrollment in universal prekindergarten in Vermont in 2016/17* (REL 2019). Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Northeast and Islands. Retrieved from <http://ies.ed.gov/ncee/edlabs>

Shields, K. A., **Cook, K. D.**, & Greller, S. (2016). *Kindergarten entry assessments in public schools: How they are used and their correlation with spring kindergarten student assessment scores*. Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance. Regional Educational Laboratory Northeast & Islands. Retrieved from <http://ies.ed.gov/ncee/edlabs>

Irwin, C. W., O'Dwyer, L., & **Cook, K.D.** (2014). *Early childhood educator and administrator surveys on the use of assessments and standards in early childhood settings*. (REL 2014- 019). Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Northeast & Islands. Retrieved from <http://ies.ed.gov/ncee/edlabs>

BLOG POSTS

Thomson, D., Halle, T., Ehrlich, S., **Cook, K.D.**, Kauerz, K. & Barrows, M. (2022, August 18). *Children's Transitions to Kindergarten May Benefit from Effective Coordination Across Early Childhood and K-12 Systems*. Child Trends Blog. <https://www.childtrends.org/blog/childrens-transitions-to-kindergarten-may-benefit-from-effective-coordination-across-early-childhood-and-k-12-systems>

- Cook, K.D.** & George-Puskar, A. (2021, August 11). *Getting Ready for Back to School Transitions! Ideas for Teachers to Connect with Families*. New York Early Childhood Professional Development Institute Blog, City University of New York (CUNY).
<https://earlychildhoodny.org/blog/getting-ready-for-back-to-school-transitions-ideas-for-teachers-to-connect-with-families/>
- Cook, K.D.** (2020, August 5). *Supporting Families During School Transitions: A Parent and Research Perspective*. New York Early Childhood Professional Development Institute Blog, City University of New York (CUNY).<https://earlychildhoodny.org/blog/supporting-families-during-school-transitions-a-parent-and-research-perspective/>
- Cook, K.D.,** & Shakman, K. (2018, June 1). *Four Questions to Ask About Your Data: An Example from a Data Coaching Project with Boston Public Schools*. US Department of Education, Institute for Education Sciences (IES) Regional Educational Laboratory Blog.
<https://ies.ed.gov/ncee/edlabs/regions/northeast/Blog/Post/8>

CONFERENCE PRESENTATIONS

- Aquino, K. C., & **Cook, K. D.** (2023, April). *The continued self-(un)identification: Disability and mental health self-disclosure for students in higher education*. Paper accepted for the 2023 American Educational Research Association Conference, Chicago, IL.
- Stewart., O. & **Cook, K. D.** (2023, April). *Doctoral Students' Perceptions on Mixed Methods Research: Value, Rigor, and Feasibility*. Roundtable accepted for the 2023 American Educational Research Association Conference, Chicago, IL.
- Ehrlich Loewe, S., Gordon, M., Hafford, C., Edgin, M., Halle, T., Carrazza, C., Olmore, S., & **Cook, K.D.** (2023, March). *Exploring how systems-level coordination and alignment can support Head Start to kindergarten transitions*. Accepted Paper Session at Society for Research on Child Development (SRCD) Annual Conference. Salt Lake City, UT.
- Fisk, E., Lombardi, C., **Cook, K.D.**, Chazan Cohen, R. (2022, November). *(In)Equities in the availability of services through Early Head Start during pregnancy*. Paper Session at Applied Public Policy and Management (APPAM) Conference. Washington, DC.
- Cook, K.D.**, Ehrlich, S., Kaboruek, S., Francis, J., & Hedberg, E. (2021, April). *How do combinations of transition activities experienced by children and families predict successful kindergarten transitions?* Paper Session at the American Educational Research Association (AERA) Annual Meeting 2021. April 11, 2021. Held Virtually.
- Cook, K.D.**, Irwin, C. W., Gallo, A., Cho, T., Kelley, D., & Geller, W. (2020, June). *Enrollment rates of children in universal prekindergarten programs in Vermont in the first year of statewide implementation*. In K. Rogers (Discussant), *Using partnerships to improve prekindergarten implementation and legislation in Vermont*. Panel presentation at the National Research Conference on Early Childhood 2020: Arlington, VA. (Conference Cancelled)
- Cook, K.D** & Coley, R.L. (2020, June). *Head Start center-level Transition & Coordination Practices: A nationally representative description*. In **Early Care and Education Collaboration Research: Innovative Methodological Approaches and Findings** poster symposium at the National Research Conference on Early Childhood 2020: Arlington, VA. (Conference Cancelled)

- Irwin, C. W., **Cook, K.D.**, & Gallo, A. (2020, April). *State-funded prekindergarten in Vermont: The landscape of enrollment during the first year of implementation*. Paper session at the American Educational Research Association 2020 Annual Meeting: San Francisco, CA. (Conference Cancelled).
- Geller, W., Irwin, C.W., **Cook, K.D.**, & Mattison, H. (2019, July). *Making the Data Work: Evaluating Vermont's Universal Prekindergarten Legislation*. Annual National Center for Education Statistics (NCES) STATS-DC Conference. Washington, DC.
- Cook, K.D.** (2019). *Examining the benefits of Head Start efforts to coordinate with elementary schools around the transition to kindergarten*. Paper presentation at the Child Care and Early Education Policy Research Consortium Annual Meeting. April 17, 2019. Washington, DC.
- Cook, K.D.** & Irwin, C. (2019). *Building Vermont's universal prek research partnership*. In the paper session, Capacity building in research-policy partnerships: Lessons from the field. Child Care and Early Education Policy Research Consortium Annual Meeting. April 17, 2019. Washington, DC.
- Cook, K.D.** & Coley, R.L. (2018). *Head Start and elementary schools: A look at coordination across systems in a national sample*. Poster presentation at National Research Conference on Early Childhood, June 25-27. Arlington, VA.
- Cook, K.D.**, Coley, R.L., & Zimmermann, K. (2018). *Transitioning across systems: Head Start director's views of coordination efforts with elementary schools to enhance low-income children's success in kindergarten*. Poster presentation at National Research Conference on Early Childhood, June 25-27. Arlington, VA.
- Cook, K.D.**, Dearing, E., & Zachrisson, H.D. (2018). *Is parent-teacher cooperation in the first year of school associated with children's functioning?* Roundtable Paper Session for AERA 2018 Conference. April 12-16, 2018. New York, NY.
- Cook, K.D.** & Coley, R.L. (2018). *Transitioning across systems: Head Start coordination with elementary schools to enhance children's success in kindergarten*. Paper Session for AERA 2018 Conference. April 12-16, 2018. New York, NY.
- Shields, K., **Cook, K.D.**, & Greller, S. (2017). *Using the early childhood longitudinal study to inform state kindergarten entry assessment policies*. Presentation at National Center for Education Statistics STATS-DC Conference, July 2017, Washington DC.
- Shields, K., **Cook, K.D.**, Greller, S., & Irwin, C.W. (2017). *Building a research base to guide kindergarten entry assessment policy: Findings from a national sample and future directions*. Paper presentation for the Society for Research on Child Development (SRCD) Biennial Meeting, April 2017, Austin, TX.
- Cook, K.D.**, Dearing, E., & Zachrisson, H.D. (2016). *Connections across systems: Elementary teacher outreach to early education programs during the transition to school and associations with children's initial school adjustment and success in the first year*. Poster presentation at the Association for Public Policy Analysis and Management (APPAM) conference, November 2-4, 2016, Washington, DC.
- Cook, K.D.**, Coley, R.L. (2016). *The transition to kindergarten: School transition practices and children's adjustment to school*. Poster for the Administration for Children and Families, National Research Conference on Early Childhood, July 2016, Washington, DC.

- Coley, R.L., **Cook, K.D.** (2016). *The role of peer resources and skills in pre-k classrooms*. Paper presentation for the Association for Public Policy Analysis and Management (APPAM) International Conference, June 2016, London, England.
- Cook, K.D.** (2016, March). *School transition practices and children's social and academic adjustment in kindergarten*. Paper selected by faculty review panel, presented at the Boston College Lynch School of Education's Graduate Research Symposium, Chestnut Hill, MA.
- Coley, R. L., Kull, M. A., & **Cook, K. D.** (2015, November). *Peer effects in pre-k classrooms: Implications for targeted vs. universal pre-k programs*. Paper presented at the Association for Public Policy Analysis and Management (APPAM) Conference, Miami, FL.
- Coley, R. L., Votruba-Drzal, E., Collins, M., **Cook, K. D.**, & Miller, P. (July, 2014). *Contrasting different models of preschool programs for low-income children*. Paper presented at the Annual Head Start Research Conference, Washington, D.C.
- Irwin, C. W., **Cook, K.D** & O'Dwyer, L. (2014, March). *A collaborative process for developing surveys: New surveys of early educators*. Paper presented at the Eastern Psychological Association 2014 Annual Convention: Boston, MA.
- Torres, A.S., **Cook, K.D.**, Shakman, K., & Carey, R. (2013, April). *Lessons learned from year 1 of creating collaborative education research alliances in the northeast*. Paper presented at Northeast Education Research Organization (NERRO) Conference, April 2013: Portsmouth, NH.
- Shakman, K., Riordan, J., Sanchez, M.T., **DeMeo Cook, K.**, Fournier, R., & Brett, J. (2012, April). *An examination of state-level performance-based teacher evaluation systems*. Paper presented at the annual meeting of the American Educational Research Association (AERA), Vancouver, Canada.
- Riordan, J., O'Dwyer, L., Avery, M-P., & **DeMeo Cook, K.** (2012, April). *An examination of the relationship between state requirements for high school diploma programs and student achievement in Rhode Island*. Paper presented at the annual meeting of the American Educational Research Association (AERA), Vancouver, Canada.

INVITED TALKS, WORKSHOPS & PANELS

- Ehrlich, S. L. & **Cook, K.D.** (2023, April). *Understanding Children's Transitions from Head Start to Kindergarten*. Presentation of research adaptations due to COVID-19 in a closed session "Child Care and Early Education Research Methods During the COVID-19 Pandemic" organized by Child Trends and funded by the Administration for Children & Families.
- Cook, K.D.** & Ehrlich, S.L. (2023, March). *Findings from the Understanding Children's Transitions from Head Start to Kindergarten Project* presented during their daily "9:30 Call," a daily check-in for the early education and care community in Massachusetts. Strategies for Children.
- Cook, K.D.**, Moran, S., Nazaire, O., & Curenton, S.M. (2023, February). *Evaluation of a Free Universal Preschool Program Using a Racial Equity Framework*. [Invited Presentation]. Boston University Institute for Early Childhood Well-Being, Research in Progress Meeting. Boston, MA.

- Cook, K.D.** (2021, March). *Research on Preschool-to-Kindergarten Transitions*. Invited Presentation to the Investing in Children Coalition, Yakima Valley, Washington. Virtual Presentation.
- Cook, K.D.** (2020, November). *Early Care and Education and K-12 Collaboration Invited Session*. Invited Session Organizer and Invited Panelist. National Research Conference on Early Childhood (NRCEC), November 30, 2020. Held Virtually.
- Cook, K.D.** (2019, June). *Designing a Logic Model for the Long Island PreK Initiative Regional Technical Assistance Center*. Workshop at Nassau BOCES. June 19, 2019.
- Cook, K. D., & Irwin, C. W.** (2019, April). *Enrollment in Universal Prekindergarten in Vermont in 2016/17*. Invited presentation to the State of Vermont Legislature House and Senate Education Committees. Montpelier, VT.
- Cook, K.D.** (2019, March). *Mixing methods when studying early education: Addressing advantages and tensions from research questions to dissemination*. Panelist at Society for Research in Child Development Biennial Meeting Roundtable. March 23, 2019. Baltimore: Maryland.
- Cook, K.D.** (Moderator & Planner) (2019, March). *Financing Early Educator Preparation, Support and Compensation a Conversation About State Action Steps*. Webinar by the Regional Educational Laboratory Northeast and Islands under contract from the US Department of Education, Institute of Education Sciences (IES).
- Cook, K.D.** (2018, May). *How do Head Start programs coordinate with elementary schools around the transition to kindergarten?* Massachusetts Head Start Association Monthly meeting. Invited presenter. May 22, 2018.
- Cook, K.D., Irwin, C., Bourassa, J., & Riordan, J.,** (2013, November). *Form an early childhood education research agenda: Identifying researchable questions to create an actionable program of research*. Workshop at NAEYC Annual Conference, November 21, 2014, Washington, DC.

HONORS & AWARDS

2020 & 2021	St. John's University Faculty Recognition Award
2020	New York City Early Childhood Research Network Early Career Scholar Award
2007 & 2008	Boston College Graduate School of Education Dean's Award
2007	Boston College School of Education Award: Outstanding Academic Achievement

COLLEGE TEACHING CERTIFICATES

2021	Inclusive Teaching Institute Certificate: St. John's University
2019	Advanced Online Teaching Certificate: St. John's University
2019	Online Teaching Essentials Certificate: St. John's University
2016	Apprenticeship in College Teaching Certificate: Boston College

TEACHING EXPERIENCE

2019- 2022	St. John's University <i>Instructor for Graduate Level Courses:</i> Mixed Methods Research & Analysis Advanced Educational Research & Data Analysis (Quantitative)
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Qualitative Research Methods & Analyses
 Perspectives in Literacy Research (Introduction to Ed Research Methods)
 Dissertation Seminar

2019 **Adelphi University**
Instructor for Undergraduate Level Course:
 Psychological Research Methods

2015-2016 **Boston College**
Instructor for Undergraduate Level Courses:
 Child Growth & Development
 Research Methods in Education & Psychology

2007 **Boston College**
Teaching Assistant for Undergraduate Course:
 Introduction to Feminisms

2003, 2005 **Kiddie Academy Child Care Learning Centers**
Assistant Teacher for Summer Early Education & Care Program:
 Infant through kindergarten classrooms

PROFESSIONAL SERVICE

2023-Present **Editorial Board Member**
Applied Developmental Science
 Education, Learning, and Development in Childhood focal area

2016- Present **Ad Hoc Journal Article Reviewer**
AERA Open; Applied Developmental Science; Child Development; Child Development Perspectives; Developmental Science; Early Childhood Research Quarterly, Early Education and Development, Early Childhood Education Journal, Infant and Child Development; International Journal of Early Years Education; Journal of Children and Poverty.

2019- Present **Invited Grant Panel Reviewer**
 Spencer Foundation (2022)
 US Department of Health & Human Services, Administration for Children and Families, Office of Planning, Research & Evaluation
 Head Start Graduate Research Scholars Grant Reviewer (2021)
 Child Care Research Partnership Grant Reviewer (2019)

2016- Present **Conference Proposal Reviewer**
 Society for Research on Educational Effectiveness (SREE) (2023)
 American Educational Research Association (AERA) (2020)
 National Research Conference on Early Childhood (NRCEC) (2016, 2018)

2018- 2020 **Child Care and Early Education Policy Research Consortium (CCEEPRC)**
 Steering Committee Member & Topic Lead (2019-2020)
 Session Planning Participant (2018-2020)

2013-2016 **University-Based Child & Family Policy Consortium**
 Webinar Planning Committee (2014- 2016)

Co-facilitator of Special webinar series on International Child Policy with Dr. Joan Lombardi (2013-2014).

2018

Expert Government Consultation

Provided expert consultation to the US Department of Health and Human Services, Administration for Children and Families to support development of survey measures on the transition to kindergarten for national data collection (Head Start FACES study) (July 2018)

COMMUNITY SERVICE

2019-2020

Long Island Explorium Children’s Museum, Port Jefferson, NY

Elected Board Member

Pro Bono Evaluator (Rain Garden Project)

2013-2015

The Children’s Center of Brookline, Brookline, MA

Elected Board Member

2008-2013

Hattie B. Cooper Community Center, Early Childhood Program,
Roxbury, MA

Elected Board Member (2009-2013); Vice Chair (2012-2013)

Pro Bono Evaluator (Strategic Planning/Community Needs Assessment) (2008)

2009-2010

Massachusetts Association for the Education of Young Children
(MASSAEYC)

Elected Board Member

MEDIA COVERAGE OF RESEARCH

“Advancing Equity in Early Childhood Education.” *Boston University, Wheelock College of Education and Human Development News*, March 28, 2023. <https://www.bu.edu/wheelock/advancing-equity-in-early-childhood-education/>

“Research on how best to transition from Head Start to kindergarten.” *Eye on Early Education*, January 12, 2023 blog by Alyssa Haywoode on research from the Understanding Children’s Transitions from Head Start to Kindergarten (HS2K) project. <https://eyeonearlyeducation.org/2023/01/12/research-on-how-best-to-transition-from-head-start-to-kindergarten/>

“Universal Pre-K in Vermont: Access, Quality & Choice” *New America Education Policy Blog* by Elise Franchino, February 10, 2020. <https://www.newamerica.org/education-policy/edcentral/universal-pre-k-vermont/>

“Improving Universal Pre-K in Vermont. Is Vermont’s Universal Pre-K Program Reaching all Children?” *EDC Newsroom*, October 15, 2019. Vermont research study featured. https://www.edc.org/improving-universal-pre-k-vermont?utm_source=edc&utm_medium=staff&utm_content=vermont&utm_campaign=project

“Researchers look at how Head Start aligns with elementary schools” *Eye on Early Education*, April 30, 2019. Dissertation research featured on blog by Alyssa Haywoode

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PROFESSIONAL MEMBERSHIPS & AFFILIATIONS

American Educational Research Association (AERA)
Association for Public Policy Analysis & Management (APPAM)
Child Care and Early Education Policy Research Consortium (CCEEPRC)
National Network of Education Research-Practice Partnerships (NNERPP)
Society for Research on Child Development (SRCD)
Society for Research on Educational Effectiveness (SREE)