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Sarah Surrain

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University of Texas Health Science Center at Houston
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Academic Positions

2023–present NIH/NIDCD Postdoctoral Research Fellow (K99DC021040), University of Texas Health Science Center at Houston; Mentors: Susan Landry, Anny Castilla-Earls, and Virginia Marchman

2021–2023 IES Postdoctoral Research Fellow, Training Program in Early Interventions Within Research-Practice Partnerships (R324B200018), University of Texas Health Science Center at Houston; Mentors: Susan Landry and Tricia Zucker

Languages English and Spanish (oral, reading, and written native-level fluency)

Education

Ph.D. Harvard University
Human Development, Learning and Teaching, May 2021
Dissertation: *Dual Language Learners in Transition from Home to School: The Role of Parental Attitudes and Home Language Practices in Bilingual Development*
Committee: Meredith Rowe & Gigi Luk (advisors), Catherine Snow, Stephanie Curenton

Ed.M. Harvard Graduate School of Education
Language and Literacy, May 2014

B.A. Kalamazoo College, semester abroad at Universidad San Francisco de Quito, Ecuador
Theatre Arts, June 2001, Magna Cum Laude, Departmental Honors

Honors and Awards

2023 UTHealth President's Award for Excellence in Postdoctoral Research, 1st place
2022 UTHealth Postdoc Travel Award
2022 IES Cluster Randomized Trials Summer Training Institute, Selected Applicant
2020 National Academy of Education/Spencer Dissertation Fellowship
2020 Harvard Graduate Student Council Summer Research Grant
2019 Cervantes Institute Research Grant
2019 Harvard Graduate School of Education Travel Grant
2019 Harvard Graduate School of Arts and Sciences Merit Fellowship
2019 George W. Goethals Teaching Award (Psychology Dept. at Harvard University)
2016 & 2017 Jeanne Chall Reading Lab Doctoral Research Travel Grant
2016 Harvard Summer School Tuition Fellowship
2014 Education Pioneers Summer Fellowship
2013-2014 Urban Scholars Full Tuition Scholarship (Harvard Graduate School of Education)

Grants Awarded

2023-2028 *Identifying Caregiver Behaviors that Promote Spanish Development in Preschool-aged Emergent Bilinguals at Risk for Developmental Language Disorder*
National Institutes of Health/NIDCD K99DC021040.
Total award: $1,008,360 (K99: $261,360, R00: $747,000)
Role: Principal Investigator

2020-2025 *Effects of Home and Classroom Practices on Language, Cognitive, and Social Development of Young Spanish-Speaking English Learners*
Institute of Education Sciences R305A200251. Total award: $3,299,993
Principal Investigator: Tricia Zucker (Maria Carlo, co-Principal Investigator)
Role: Co-Investigator

2022-2023 *Identifying Key Parenting Behaviors for Dual Language Learners' Spanish Development*
Pilot Research Grant, Department of Pediatrics, UTHealth. Total award: $10,000
Role: Co-Principal Investigator with Kelly Vaughn

Publications
(*co-author was a research assistant under my mentorship at the time of study/publication)

Bambha, V. P., **Surrain, S.,** Zucker, T. A., Ahmed, Y., & Leyva, D. (2024). The intersection of parent questions, child skills, and activity context in informal science, technology, engineering, and math learning. *Journal of Experimental Child Psychology*, *246*, 106000. https://doi.org/10.1016/j.jecp.2024.106000

Luo, R., Song, L., Davis-Hilton, A., & **Surrain, S**. (2023 Online). Parental beliefs and Knowledge about Dual Language Learning and Education (KnDLLE) predict children's English and Spanish experiences at home. *Early Childhood Education Journal.* https://doi.org/10.1007/s10643-023-01594-5

Surrain, S., Mesa, M. P., Assel, M. A., & Zucker, T. A. (2023). Does assessor masking affect kindergarteners' performance on oral language measures? A COVID-19-era experiment with children from diverse home language backgrounds. *Language, Speech, and Hearing Services in Schools,* 1323-1332. https://doi.org/10.1044/2023_LSHSS-22-00197

Surrain, S. & Luk, G. (2023). The perceived value of bilingualism among U.S. parents: The role of language experience and local multilingualism. *Translational Issues in Psychological Science*, *9*(4), 460–471. https://doi.org/10.1037/tps0000352

Zucker, T. A., Yeomans-Maldonado, G., **Surrain, S.** & Landry, S. H. (2023). Together we can do so much: Aligned school and home efforts using an MTSS Framework. In S. Q. Cabell, S. B. Neuman, & N. Patton Terry (Eds.), *Handbook on the science of early literacy,* 269-282. Guilford Press.

Surrain, S. Curenton, S. M., & *Jarquín Tapia, C. (2022). Fostering dual language learners' participation in classroom conversations through code-switching in whole group and small group settings. *Early Education and Development, 23*(4), 885-909. https://doi.org/10.1080/10409289.2022.2073749

*Jarquín Tapia, C., **Surrain, S**., & Curenton, S. M. (2022). The importance of dyadic classroom conversations for dual language learners. *The Reading Teacher, 75*(6), 777-781. https://doi.org/10.1002/trtr.2089

Kirby, A., 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, 51,* 515–529. https://doi.org/10.1007/s10643-022-01309-2

Surrain, S. (2021). 'Spanish at home, English at school': How perceptions of bilingualism shape family language policies among Spanish-speaking parents of preschoolers. *International Journal of Bilingual Education and Bilingualism, 24*(8), 1163-1177. https://doi.org/10.1080/13670050.2018.1546666

Smith, S. A., Leon Guerrero, S., **Surrain, S.** & Luk, G. (2021). Phonemic discrimination, phonological awareness, and pre-literacy skills in Spanish-English dual language preschoolers. *Journal of Child Language, 49*(1), 80 – 113. https://doi.org/10.1017/S0305000920000768

Hanno, E. & **Surrain, S.** (2019). The direct and indirect relations between self-regulation and language development among monolinguals and dual language learners. *Clinical Child and Family Psychology Review, 22*(1), 75–89. https://doi.org/10.1007/s10567-019-00283-3

Surrain, S. & Luk, G. (2019). Describing bilinguals: A systematic review of labels and descriptions used in the literature between 2005–2015. *Bilingualism: Language and Cognition, 22*(2), 401–415. https://doi.org/10.1017/S1366728917000682

Surrain, S., Duhaylongsod, L., Selman, R. L., & Snow, C. E. (2019). Using narrative thinking in argumentative writing. In E. Veneziano & A. Nicolopoulou (Eds.), *Narrative, literacy and other skills: Studies in intervention* (pp. 151–170). John Benjamins, Philadelphia, PA.

Manuscripts Submitted and in Progress

Curenton, S. M., Ibekwe-Okafor, N., Harris, K., & **Surrain, S.** (forthcoming). How racism influences quality and access in early care and education. In L. Cohen-Vogel, J. Scott & P. Youngs (Eds.), *AERA Handbook of education policy research, 2nd edition.*

Surrain, S., Landry, S., Zucker, T. A., & Oh, Y. (resubmission under review). Exploring differential impacts of a parent intervention on reading and toy play across ethnic and linguistic groups.

Surrain, S. (in preparation). Continuity and stability in bilingual parent-child interactions spanning the transition to preschool.

Surrain, S., *García Alayón, Y., *Izaguirre, K., *Rosales, K., & Vaughn, K. A. (in preparation). Home language environments and expressive vocabulary skills in emergent bilingual preschoolers.

Ahmed, Y., Assel, M., Mesa, M. P., **Surrain, S.,** Zucker, T. A., Bhavsar, V., del Valle Martínez, E., & Crawford, A. (in preparation). Psychometric properties of the Dyslexia Referral Checklist (DRC) for English and Spanish-speaking children.

Ramírez, A. C., Gasquoine, P. G., Weimer, A. A., González-Núñez, G., Maldonado-Coronado, J.R., **Surrain, S.,** González-Barrero, A. M., & Montiel-Nava, C. (in preparation). A community-based participatory research approach to evaluating perceptions of bilingualism among Latino parents of autistic children.

Surrain, S. & Luk, G. (preprint). The perceptions of bilingualism scales: development and validation using item response theory. *PsyArXiv.* https://doi.org/10.31234/osf.io/s32zb

Selected Conference Presentations

Surrain, S., Landry, S., Zucker, T. A., & Oh, Y. (2024, July 15-19). *Effects of Play and Learning Strategies for Spanish-dominant Latine Families in Reading and Free Play Contexts* [Paper presentation]. The International Association for the Study of Child Language, Prague, Czechia. https://iascl2024.com/program/schedule/

*Tobón, D., **Surrain, S.**, *Rosales, K., *Izaguirre, K., & Zucker, T. A. (2024, May 29) *Which parents complete parent intervention programs?* [Poster presentation]. Global Implementation Science Conference, Houston, TX. https://globalimplementation.org/2024-conference-agenda/

Surrain, S., Landry, S., Zucker, T. A., & Oh, Y. (2024, March 22). *Who benefits the most from parent-coaching programs? An examination Play and Learning Strategies effects across families from different ethnic and linguistic backgrounds* [Paper presentation]. The 2024 Texas Early Childhood Summit, College Station, TX. https://texasaeyc.org/event/brazos-valleys-annual-early-childhood-conference/

*Izaguirre, K., *García Alayón, Y., *Rosales, K., **Surrain, S.**, & Vaughn, K. A. (2024, March 22). *Spanish Conversations and English Media: How Do Emergent Bilingual Preschoolers Learn Language at Home?* [Poster presentation]. The 2024 Texas Early Childhood Summit, College Station, TX. https://texasaeyc.org/event/brazos-valleys-annual-early-childhood-conference/

Surrain, S. (2023, June 26-30). *'Yo sé español, mom': Children's reactions to parents' discourse strategies in bilingual parent-child conversations* [Paper presentation]. The International Symposium on Bilingualism, Sydney, Australia. https://www.isb14.com/program

Surrain, S. (2023, April 13-16). *Trajectories of child language use with Spanish-speaking caregivers spanning the first two years of school* [Paper presentation]. Annual meeting of the American Educational Research Association, Chicago, IL. https://www.aera.net/Events-Meetings/Annual-Meeting/2023-Annual-Meeting

Surrain, S. (2023, March 23-25). *'Si le entiendo, le respondo': Parents' practices to support bilingual development during the transition to school* [Paper presentation]. The Society for Research in Child Development Biennial Meeting, Salt Lake City, UT. https://www.srcd.org/event/srcd-2023-biennial-meeting

Surrain, S., Landry, S., & Zucker, T. (2022, September 21-24). *Play and Learning Strategies (PALS) for Spanish-speaking Latine families: Walking the line between standardization and adaptation in developing culturally and linguistically responsive parent-coaching interventions* [Panel presentation]. The Society for Research on Educational Effectiveness, Arlington, Virginia. https://sree.confex.com/sree/2022/meetingapp.cgi

Surrain, S. & Luk, G. (2022, August 4-5). *Continuity and stability in emergent bilinguals' language development and code-switching practices spanning school entry* [Poster presentation]. Fourth International Symposium on Bilingual and L2 Processing in Adults and Children, Tromsø, Norway. https://www.isbpac.org/program/

Surrain, S. (2022, June 16-17). *Bilingual development during the pandemic: Were sibling effects amplified by COVID-19 confinement?* [Paper presentation]. The Fourth International Conference on Heritage/Community Languages, online. https://international.ucla.edu/nhlrc/events

Surrain, S. & Luk, G. (2021, July 10-14). *Child-initiated code-switches 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/

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/

Surrain, S. (2021, April 8-12). *The role of parent-child interactions in dual language learners' home language development* [Poster presentation]. Annual meeting of the American Educational Research Association, online. https://convention2.allacademic.com/one/aera/aera21/

Surrain, S., Curenton, S. & Jarquín Tapia, C. (2021, April 7-9). *Fostering dual language learners' classroom conversations: Home language use and code-switching across instructional contexts* [Paper presentation]. The Society for Research in Child Development Virtual Biennial Meeting, online. https://www.srcd.org/event/srcd-2021-biennial-meeting/

Surrain, S. (2021, April 7-9). *Caregiver-child interactions in language-minority families: What can we learn from studies across three continents?* [Conversation Roundtable Panelist]. The Society for Research in Child Development Virtual Biennial Meeting. https://www.srcd.org/event/srcd-2021-biennial-meeting/

Surrain, S., Curenton, S. & Jarquín Tapia, C. (2020, November 30 – December 3). *Describing bilingual preschool teachers' language practices with their dual language learner students: Micro-level analysis of code-switching between Spanish and English across small group and whole group settings* [Poster presentation]. The National Research Conference on Early Childhood hosted by the Administration for Children and Families in Washington, DC, online. http://nrcec.net/downloads/VirtualNRCEC2020-full-agenda-11-25-20.pdf

Surrain, S., McAfee, A., Rowe, M. & Luk, G. (2020, October 22-23). *Parental responses to child code-switching in 3 and 4-year-old Spanish-speaking dual language learners* [Poster presentation]. Many Paths to Language Workshop hosted by the Max Planck Institute in Nijmegen, the Netherlands, online. https://www.mpi.nl/events/many-paths-language-mpal

Surrain, S., Rowe, M., & Luk, G. (2020, September 22). *Features of parental input that predict home language skills in 3- and 4-year-old Spanish-speaking dual language learners* [Paper presentation]. Bilingualism Matters Research Symposium hosted by the University of Edinburgh, Scotland, online. http://www.bilingualism-matters.ppls.ed.ac.uk/bilingualism-matters-research-symposium-2020/

Surrain, S. & Luk, G. (2019, June 23-28). *Introducing a novel tool capturing parents' perceived social value of bilingualism* [Paper presentation]. The International Symposium on Bilingualism, Edmonton, Canada. https://sites.psych.ualberta.ca/ISB12/

Surrain, S., Esposito, A. & Luk, G. (2019, March 21-23). *Who chooses dual-language education? The role of perceptions of bilingualism and caregiver background in a rural school district* [Paper presentation]. The Society for Research in Child Development, Baltimore, MD. https://www.srcd.org/event/srcd-2019-biennial-meeting

Surrain, S. & Luk, G. (2018, April 13-17). *Parents' perceptions of bilingualism: The role of language experience and local language diversity* [Paper presentation]. Annual meeting of the American Educational Research Association, New York, NY. https://www.aera.net/Events-Meetings/Annual-Meeting/2018-Annual-Meeting-General-Information

Aguilar, G. & **Surrain, S.** (2017, July 12-15). *The effects of native language instruction on the language and literacy achievement of PreK-6th grade language minority students* [Poster presentation]. The Society for the Scientific Study of Reading, Halifax, Nova Scotia, Canada. https://www.triplesr.org/twenty-fourth-annual-sssr-meeting

Surrain, S., Aguilar, G., Chen, A., Maghooli, D., Shin, S., & Luk, G. (2017, June 11-15). *Language diversity in the United States and its relationship with perceived value of bilingualism* [Paper

presentation]. The International Symposium on Bilingualism, Limerick, Ireland. https://isb11dotcom.wordpress.com/

Surrain, S., Aguilar, G., Chen, A., Maghooli, D., Shin, S., & Luk, G. (2017, April 6-8). *How do parents of toddlers exposed to Spanish and English perceive the value of bilingualism?* [Poster presentation]. The Society for Research in Child Development, Austin, TX. https://www.srcd.org/event/srcd-2017-biennial-meeting

Surrain, S., Aguilar, G., Chen, A., Maghooli, D., Shin, S. & Luk, G. (2016, July 13-17). *Social perceptions of bilingualism and their impact on early language development* [Poster presentation]. The Society for the Scientific Study of Reading, Porto, Portugal. https://www.triplesr.org/twenty-third-annual-meeting

Surrain, S., Leon Guerrero, S., Smith, S. A., & Luk, G. (2015, April 16-20). *Mixed dominance bilinguals on the Spanish-English continuum in Head Start classrooms* [Paper presentation]. Annual meeting of the American Educational Research Association, Chicago, IL. https://www.aera.net/Events-Meetings/Annual-Meeting/Previous-Annual-Meetings/2015-Annual-Meeting

Invited and Practitioner/Community Presentations

- Texas School Ready Early Childhood Summer Institute in Waco, TX, *¿Qué hago si mi hijo me responde en inglés? Helping families support their child's bilingual development at home,* Practitioner Workshop, June 2024
- Texas Association for Bilingual Education (TABE) 51st Annual Conference in McAllen, TX, *How Can Early Childhood Home and Classroom Practices Develop Bilingualism for Students who Demonstrate Limited Vocabularies in Spanish and/or English at the Beginning of PreK?* Practitioner Workshop, October 2023
- Texas School Ready Early Childhood Summer Institute in Houston, TX, *Teaching Together: Family Engagement that Empowers Diverse Learners,* Practitioner Workshop co-led with Keisey Fumero, June 2023
- University of California, Irvine, Department of Language Science, *Dual language learners in transition from home to school: The role of parental attitudes and home language practices in bilingual development,* Bilingualism, Mind and Brain (BMB) Lab presentation, March 2021
- University of Florida, Department of Linguistics, *Conducting research on child language development in-person and online,* guest lecture, October 2020
- University of California, Irvine, Department of Language Science, *Remotely collecting data from bilingual adults and families during the COVID-19 outbreak,* lab presentation, May 2020
- Harvard Graduate School of Education, *The transition to preschool for Spanish-speaking dual language learners: Exploring contextual factors that promote bilingual development,* doctoral colloquium, November 2019
- Parent Child Plus of Massachusetts, *Supporting bilingual development in young children,* workshop for home visitors, October 2019
- Somerville Public Schools, *Languages for literacy,* parent workshop, December 2018
- Tufts University, *Community forum on childhood trauma: Helping children who have been separated from their families at the border*, invited panelist, July 2018
- The Center on the Developing Child at Harvard University, *Parents' perceptions of bilingualism: The role of language experience and local language diversity,* invited speaker, April 2018

- Communities United (Non-profit Head Start Grantee), *Educators, families and researchers: Forging partnerships for enhanced early childhood education*, invited keynote speaker, April 2016
- Randolph Public Schools, *Celebrating many cultures through many languages*, invited speaker, April 2016

Other Research Experience

2020 - 2021 **Research Consultant**, Center on the Ecology of Early Development, Boston University, to Stephanie Curenton, Ph.D.
2017 - 2021 **Research Assistant,** Language and Music Project, Harvard University, to Meredith Rowe, Ed.D.
2016 – 2018 **Research Assistant**, The Learning for All Project, to Sarah Dryden-Peterson, Ed.D. and Paola Uccelli, Ed.D.
2013 - 2016 **Research Assistant**, The Timing and Context of Linguistic Sensitivity in Young Children Project, Harvard University, to Gigi Luk, Ph.D.
2014 - 2015 **Assistant Data Analyst**, Catalyzing Comprehension through Discussion and Debate, to Catherine Snow, Ph.D.
2014 **Education Pioneers Summer Fellow**, Dual Language Learners in Early Childhood Classrooms: Current Practices in DCPS and Recommendations for Improvement, to Lori Chabay, Ph.D.

Teaching Experience

Pediatrics Resident Rotation Lecturer, the University of Texas Health Science Center at Houston
Fall 2024 *Identifying and Treating Language Disorders in Linguistically Diverse Children: The Importance of Family-Clinician Partnerships* (new monthly lecture series)

Faculty Instructor, Harvard Graduate School of Education
Spring 2020 *Supporting Emergent Bilinguals in Early Childhood*
(new course co-designed and co-taught with Gladys Aguilar)

Instructor, Harvard College
Spring 2019 *Contemporary Issues in Psychology: Intensive Cross-level Analyses*
Spring 2018 Independent study advisor to Samantha Berman, undergraduate linguistics concentrator

Teaching Fellow, Harvard Graduate School of Education
Fall 2018 *From Language to Literacy.* Meredith Rowe
Spring 2018 *Applied Data Analysis.* Andrew Ho
Fall 2017 *Multimodal Learning Analytics.* Bertrand Schneider
Spring 2016 *Bilingualism: Language and Cognition.* Gigi Luk
Spring 2015 *Bilingualism: Language, Cognition, and the Brain.* Gigi Luk
Fall 2014 *Empirical Methods: Introduction to Statistics for Research.* Terrence Tivnan.

Teaching Assistant, Massachusetts General Hospital Institute of Health Professions

Spring, 2015 *Diagnostic Methods and Clinical Processes in Reading and Writing Disorders.* Joanna Christodoulou

Workshop Facilitator, Professional Education at the Harvard Graduate School of Education
June, 2018 *The Science of Early Learning & Adversity* (June 2018)
Dec, 2017 *Promoting Young Children's Language, Literacy and Social Emotional Competencies*

Curriculum Developer, Professional Education at the Harvard Graduate School of Education
Spring 2017 *Learning through Discussion and Disagreement (Online Workshop)*

Spanish Program Co-author, Manager and Literacy Coach, Reading In Motion, Chicago, IL
2006 – 2013 Co-authored Spanish literacy curriculum for K-1st grade bilingual classrooms; led 3-day summer institutes and supported teachers throughout the school year to ensure rigorous implementation and strong student reading outcomes; grew the Spanish program from 7 classrooms in 3 schools in 2008 to 45 classrooms in 12 schools in 2012, with results consistently above 80% at grade level in reading.

2006 – 2007 **Spanish Teacher**, grades PK-K, Frances Xavier Warde School, Chicago, IL

2002 - 2005 **Spanish Teacher**, grades 1-12, The Chicago Waldorf School, Chicago, IL

Mentoring Experience

2016 – 2021, Harvard University
Valerie Woxholdt, Graduate Research Assistant, currently a Ph.D. Candidate at Temple University
Amanda Lubniewski, Graduate Research Assistant, currently a Senior Proctor at Harvard University
Ali McAfee, Graduate Research Assistant, currently a Career Coach & Adjunct Lecturer at SMU Cox
Julie Cusano, Graduate Research Assistant, currently a Kindergarten teacher in Manchester, NH

2019 – 2021, Boston University
Cecilia Jarquín Tapia, Undergraduate Research Assistant, UROP recipient, currently a Research Associate at Institute for Community Health

2021 – present, University of Texas Health Science Center at Houston
Damaris Banegas, Research Assistant, currently a master's student at Teacher's College, Columbia University
Kevin Rosales, Research Assistant, currently applying to doctoral programs
Kimberli Izaguirre, Research Assistant, currently applying to medical schools
Yarián García Alayón, Research Assistant
Diana Tobón, Research Assistant
Johana Serrano Pérez, Research Assistant
Fernanda Michelle Balaguer Toscano, Research Assistant
Carmen Yáñez, Undergraduate Research Assistant
Jaquelyne Bardales, Undergraduate Research Assistant, currently applying to the Peace Corps

Professional Affiliations

- Member, *American Speech-Language Hearing Association* (ASHA), 2023-present
- Member, *American Psychological Association* (APA), 2023-present
- Member, *Society for Research on Educational Effectiveness* (SREE), 2022-present
- Member, *International Association for the Study of Child Language* (IASCL), 2019-present
- Member, *Society for Research in Child Development* (SRCD), 2017-present
- Member, *Day-long Audio Recordings of Children's Linguistic Environments* (DARCLE) 2016-present
- Member, *American Educational Research Association* (AERA), 2014-present
- Member, *Society for the Scientific Study of Reading* (SSSR), 2014-present

Editorial Reviews

- Special Issue Co-Editor, *Journal of Multilingual Theories and Practices*, 2024
- Ad hoc reviewer
    - *Child Development,* 2023, 2024
    - *Applied Developmental Science,* 2024
    - *Journal of Child Language,* 2023
    - *Developmental Psychology,* 2023, 2024
    - *Learning Environments Research,* 2023
    - *Teachers College Record*, 2023
    - *Journal of Family Psychology*, 2023
    - *Journal of Applied Developmental Psychology,* 2022
    - *Frontiers in Psychology*, 2022
    - *Applied Psycholinguistics*, 2022
    - *Early Education and Development*, 2022, 2023
    - *Journal of Educational Psychology*, 2022
    - *Developmental Science*, 2022
    - *Language Awareness*, 2021

Service and Citizenship

- Co-Chair, *Research Improvement and Innovation Committee*, UTHealth, 2023-
- Publications and Communications Subcommittee member, *SRCD Latinx Caucus*, 2023-present
- Co-Organizer, *DARCLE New Investigators Group,* 2022- 2024
- Chair of Proposals*, HGSE Student Research Conference*, 2018-2019; discussant, 2020
- Co-Chair*, HGSE Research Doctoral Advisory Committee*, 2017-2018; member, 2016
- Doctoral Student Facilitator*, Seminar Series at the Center on the Developing Child*, 2016-2019
- Interdisciplinary Students Representative*, Harvard Graduate School Council*, 2015-2016
- Member, *HGSE Language and Literacy Advisory Board*, 2013-2014

Certifications and Training

Responsible Conduct in Research Course (UTHealth, 2023)
Research Training Institute on Cluster-Randomized Trials (Northwestern University, 2022)
What Works Clearinghouse (WWC) Group Design Standards
Standards for Excellence in Education Research (SEER) Principles
Raising a Resilient Scientist NIH training
Play and Learning Strategies (PALS) parent coach training
Upper Elementary CLASS Observer

CITI Research with Human Subjects

Programming languages and software
Python, Stata, R, REDCap, Qualtrics, NVivo, Atlas.ti, CLAN, Rapidminer

References available upon request