

Christine Pajunar Li-Grining

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Education:

- 2005 Ph.D., Human Development and Social Policy
School of Education and Social Policy, Northwestern University
Dissertation title: “Social Foundations of Early School Success Among Low-Income Children: The Role of Self-Regulation & Home, Classroom, & Policy Contexts”
- 2003 M.A., Human Development and Social Policy
School of Education and Social Policy, Northwestern University
- 2000 M.Ed., Early Childhood Development
Loyola University Chicago and Erikson Institute
- 1996 B.A., Sociology
University of Chicago

Professional Positions:

- 2014- *Associate Professor*, Department of Psychology, Loyola University Chicago, Chicago, IL.
- 2007-14 *Assistant Professor*, Department of Psychology, Loyola University Chicago, Chicago, IL.
- 2006-07 *American Psychological Association (APA) Postdoctoral Fellow*, Harris School of Public Policy, University of Chicago, Chicago, IL. C. Cybele Raver, Principal Investigator of the Chicago School Readiness Project and Director of the Center for Human Potential and Public Policy.
- 2005-07 *Post-Doctoral Research Associate*, Harris School of Public Policy, University of Chicago, Chicago, IL. C. Cybele Raver, Principal Investigator, Chicago School Readiness Project and Director, Center for Human Potential and Public Policy.

- 1999-2005 **Graduate Research Assistant**, Three-City Study: Welfare, Children, and Families, Institute for Policy Research, Northwestern University, Evanston, IL. P. Lindsay Chase-Lansdale, Co-Principal Investigator.
- 1999 **Research Assistant**, Harris School of Public Policy, University of Chicago, Chicago, IL. P. Lindsay Chase-Lansdale and Rachel A. Gordon.
- 1998-99 **Research Assistant**, Alfred P. Sloan Center on Parents, Children and Work, University of Chicago and NORC, Chicago, IL. Principal Investigators: Barbara Schneider and Linda J. Waite.
- 1998-99 **Assistant Nursery School Teacher**, University of Chicago Laboratory Schools, Chicago, IL.
- 1997-98 **Program Specialist**, Office of the Deputy Secretary, U.S. Department of Education, Washington, DC.
- 1996-97 **Administrative and Research Assistant**, University of Chicago and NORC, Chicago, IL. Linda J. Waite, Research Associate, Population Research Center and Director, Center on Aging.

Grants & Awards:

- 2015 National Institute of Child Health and Human Development (NICHD; R01; \$3,628,623; 01/23/2015-01/22/2020). “Type, timing, & turbulence of poverty-related risk: Long-term evidence from CSRP.” (Loyola budget: \$692,051). Role: Co-Principal Investigator with Cybele Raver.
- 2011 Loyola Undergraduate Research Opportunities Program (LUROP) Distinguished Mentor Award. \$750.
- 2011 Grant Application Incentive Program, Department of Psychology, Loyola University Chicago. \$1,000.
- 2010 Research Support Grant, Loyola University Chicago. “Seeds for School Success Project.” \$4,000.
- 2010 Summer Stipend Research Award, Loyola University Chicago. “Self-Regulation in Early and Middle Childhood.” \$6,000.
- 2009 National Institute of Child Health and Human Development (NICHD; R01 HD046160-08A2; \$3,169,953), awarded (8/1/09-7/31/14). “Testing CSRP's impact on low-income children's outcomes in 3rd-5th grade: A 5-year follow-up.” (Loyola budget: \$251,661). Role: Co-Investigator. Cybele Raver, Principal Investigator.

- 2009 Summer Stipend Research Award, Loyola University Chicago. "Emotion Socialization and Children's Self-Regulation in Context." \$6,000.
- 2009 Funding for research with undergraduate student, Christina Amaro, as part of the 2009-2010 Loyola Undergraduate Research Opportunities Program (LUROP) Provost Fellowship Program, for "Enhancing Preschoolers' Academic Skills: The Role of Emotion Regulation." \$900.
- 2009 Spencer Foundation (Grant # 200900166; \$662,575), awarded (1/1/09 to 12/31/10). "Early Investments in Non-cognitive Skills: Testing the Impact of CSRP on Low-income Children's Educational Outcomes in 3rd Grade." (Loyola budget: \$40,017). Role: Co-Investigator. Cybele Raver, Principal Investigator.
- 2007 National Institute for Child Health and Human Development (NICHD; R01 HD046160-01; \$3,300,000), awarded (2003-2008). "Emotions Matter: Classroom-based Integrated Intervention." (Loyola budget: \$16,290). Role: Co-Investigator. Cybele Raver, Principal Investigator.
- 2007 Spencer Foundation, Exemplary Dissertation Award
- 2006-07 American Psychological Association (APA) Minority Fellowship Program, (MFP) Mental Health & Substance Abuse Services Postdoctoral Fellowship
- 2006 American Educational Research Association (AERA), Early Education and Child Development Special Interest Group (SIG), Outstanding Dissertation Award
- 2004-05 Spencer Foundation, Dissertation Fellowship
- 2004-05 Northwestern University, Dissertation Year Fellowship

Publications*:

Li-Grining, C. P., & Durlak, J. (2014). The design and implementation of early childhood intervention programs: Informing efforts to address risk and promote resilience. *Journal for Prevention and Intervention in the Community*, 42(4), 243-247. doi: 10.1080/10852352.2014.943640

Li-Grining, C. P., Raver, C. C., Jones-Lewis, D., Madison-Boyd, S., & Lennon, J. (2014). Targeting classrooms' emotional climate and preschoolers' socioemotional adjustment: Implementation of the Chicago School Readiness Project. *Journal for Prevention and Intervention in the Community*, 42(4), 264-281. doi: 10.1080/10852352.2014.943639

Li-Grining, C. P., Lennon, J., Marcus, M., Flores, V., & Haas, K. (2013). The development of self-regulatory skills and school readiness. In M. Boivin & K. Bierman (Eds.), *Promoting school readiness and early learning: The implications of developmental research for practice*. New York, NY: Guilford.

Li-Grining, C. P. (2012). The role of cultural factors in the development of Latino preschoolers' self-regulation. *Child Development Perspectives*, 6(3): 210–217. doi: 10.1111/j.1750-8606.2012.00255.x

Raver, C. C., Blair, C., & Li-Grining, C. P. (2012). Extending models of emotional self-regulation to classroom settings: Implications for professional development. In C. Howse, B. K. Hamre, & R. C. Pianta (Eds.), *Effective early childhood professional development* (pp. 113-130). Baltimore: Brookes.

Zhai, F., Raver, C. C., & Li-Grining, C. P. (2011). Can classroom-based interventions reduce teachers' job stress? Evidence from a cluster-randomized controlled trial in Head Start settings. *Early Childhood Research Quarterly*, 26(4), 442-452. doi:10.1016/j.ecresq.2011.03.003

Raver, C. C., Jones, S. M., Li-Grining, C. P., Zhai, F., Bub, K., & Pressler, E. (2011). CSRP's impact on low-income preschoolers' pre-academic skills: Self-regulation as a mediating mechanism. *Child Development*, 82(1), 362–378. doi: 10.1111/j.1467-8624.2010.01561.x

Li-Grining, C. P., Raver, C. C., Champion, K. M., Sardin, L., Metzger, M. W., & Jones, S. M. (2010). Understanding and improving classroom emotional climate and behavioral management in the “real world”: The role of Head Start teachers’ psychosocial stressors. *Early Education and Development*, 21(1), 65–94. doi: 10.1080/10409280902783509

Li-Grining, C. P., Votruba-Drzal, E., Maldonado, C., & Haas, K. (2010). Children’s early approaches to learning and academic trajectories through fifth grade. *Developmental Psychology*, 46(5), 1062–1077. doi: 10.1037/a0020066

Votruba-Drzal, E., Coley, R., Maldonado, C., Li-Grining, C. P., & Chase-Lansdale, P. L. (2010). Child care and the development of behavior problems among economically disadvantaged children in middle childhood. *Child Development*, 81(5), 1460–1475. doi: 10.1111/j.1467-8624.2010.01485

Zhai, F., Raver, C. C., Jones, S. M., Li-Grining, C. P., Pressler, E., & Gao, Q. (2010). Dosage effects on school readiness: Evidence from a randomized classroom-based intervention. *Social Service Review*, 84(4), 615–655. doi: 10.1086/657988

Raver, C. C., Jones, S. M., Li-Grining, C. P., & Zhai, F. (2009). Reducing young children’s risk of behavioral difficulty in Head Start: Benefits of a classroom-based approach. *NHSA Dialog Briefs*, 12(1), 1–7.

Raver, C. C., Jones, S. M., Li-Grining, C. P., Zhai, F., Metzger, M., & Solomon, B. (2009). Targeting children's behavior problems in preschool classrooms: A cluster-randomized controlled trial. *Journal of Consulting and Clinical Psychology*, 77(2), 302–316. doi: 10.1037/a0015302

Votruba-Drzal, E., Li-Grining, C. P., & Maldonado, C. (2008). A developmental perspective on full- versus part-day kindergarten and children’s academic trajectories through fifth grade. *Child Development*, 79(4), 957–978. doi: 10.1111/j.1467-8624.2008.01170

Raver, C. C., Jones, S. M., Li-Grining, C. P., Metzger, M. W., Smallwood, K., Sardin, L., & Young, T. (2008). Improving preschool classroom processes: Preliminary findings from a randomized trial implemented in Head Start settings. *Early Childhood Research Quarterly*, 23(1), 10–26. doi: 10.1016/j.ecresq.2007.09.001

Dorner, L. M., Orellana, M. F., & Li-Grining, C. P. (2007). "I helped my mom" and it helped me: Translating the skills of language brokers into improved standardized test scores. *American Journal of Education*, 113(3), 451–478. doi: 10.1086/512740

Coley, R. L., Bachman, H. J., Votruba-Drzal, E., Lohman, B. J., & Li-Grining, C. P. (2007). Maternal welfare and employment experiences and adolescent well-being: Do mothers' human capital characteristics matter? *Children and Youth Services Review*, 29(2), 193–215. doi: 10.1016/j.childyouth.2006.07.004

Li-Grining, C. P. (2007). Effortful control among low-income preschoolers in three cities: Stability, change, and individual differences. *Developmental Psychology*, 43(1), 208–221. doi: 10.1037/0012-1649.43.1.208

Coley, R. L., Li-Grining, C. P., & Chase-Lansdale, P. L. (2006). Low-income families' child care experiences: Meeting the needs of children and families. In N. Cabrera, R. Hutchins, & H. E. Peters (Eds.), *From welfare to childcare: What happens to young children when mothers exchange welfare for work?* (pp. 149–170). Mahway, NJ: Lawrence Erlbaum Associates.

Li-Grining, C. P., Votruba-Drzal, E., Bachman, H. J., & Chase-Lansdale, P. L. (2006). Are certain preschoolers at risk in the era of welfare reform? The moderating role of children's temperament. *Children and Youth Services Review*, 28(9), 1102–1123. doi: 10.1016/j.childyouth.2005.10.016

Li-Grining, C. P. & Coley, R. L. (2006). Child care experiences in low-income communities: Developmental quality and maternal views. *Early Childhood Research Quarterly*, 21(2), 125–141. doi: 10.1016/j.ecresq.2006.04.001

Coley, R. L., Chase-Lansdale, P. L., & Li-Grining, C. P. (2001). Child care in the era of welfare reform: Quality, choices, and preferences. Policy Brief 01–04. Johns Hopkins University, Baltimore, MD.

Smith, M. S., Stevenson, D. L., & Li, C. P. (1998). Voluntary national tests would improve education. *Educational Leadership*, 55(6), 42–44.

Smith, M. S., Stevenson, D. L., & Li, C. P. (1998). Voluntary national tests: Helping schools improve instruction and learning in reading and mathematics. *The Phi Delta Kappan*, 8(3), 213–218.

Manuscripts submitted for review*:

Flores, V., Li-Grining, C. P., Davidson, D., & Bryant, F. B. Fathers' early engagement and preschoolers' language and emergent literacy skills: Evidence from the ECLS-B.

Li-Grining, C. P., & Raver, C. C. (to be revised and resubmitted). Understanding preschoolers' academic competence: Evidence from the Chicago School Readiness Project.

Li-Grining, C. P., Henry, P., Governale, A., Stockdale, L. S., Cunningham, A., Haas, K., Lennon, J., Flores, V., & Marcus, M. (accepted with revisions). Effortful control and academic achievement: associations across early and middle childhood among low-income children. *Early Education and Development*.

Raschke, V., Davidson, D., & Li-Grining, C. P. (revised and resubmitted). Executive functions as predictors of syntactic awareness in monolingual (English) and bilingual (English-Spanish) language brokers and non-brokers.

Manuscripts in preparation*:

Li-Grining, C. P., Friedman-Krauss, A., & Raver, C. C. Academic impacts of the Chicago School Readiness Project: Testing for evidence in elementary school.

Invited Presentations:

Li-Grining, C. P. (2014, July). Latino Preschoolers' Self-Regulation: Situating Developmental and Intervention Models in Cultural Context. In E. Dropkin (Chair), *Executive Function and Early Childhood Education: Unpacking Definitions, Improving Skills, and Understanding the Role of Culture*. Paper presented at Head Start's 12th National Research Conference on Early Childhood. Washington, DC.

Li-Grining, C. P. (2012, October). What is human development and social policy? Human Development and Social Policy Proseminar. Northwestern University. Evanston, IL.

Li-Grining, C. P. (2012, February). Preschoolers' executive functioning, school readiness, and academic skills. Ounce of Prevention Fund Winter Educational Seminar, Chicago, IL.

Li-Grining, C. P. (2011, December). Preschoolers' executive functioning, school readiness, and academic skills. Innovation in Action Series at the Ounce of Prevention Fund, Chicago, IL.

Li-Grining, C. P. (2011, November). Understanding the development of self-regulation among preschool-aged Latino children. Developmental Psychology Lecture Series, Department of Applied Psychology, New York University, New York, NY.

Li-Grining, C. P. (2011, November). Longitudinal data quality workshop, Institute of Human Development and Social Change. New York University, New York, NY.

Li-Grining, C. P. (2011, September). Preschoolers' executive functioning, school readiness, and academic skills. Ounce of Prevention Fund Board of Directors, Chicago, IL.

Li-Grining, C. P. (2011, April). School readiness and academic competence during preschool: Evidence from CSRP. University of Illinois at Chicago, Department of Psychology, Chicago, IL.

Li-Grining, C. P., Smith-Donald, R., & Raver, C. C. (2009, December). Predicting preschoolers' academic skills: Integrating direct assessments and survey research. Rush NeuroBehavioral Center, Skokie, IL.

Li-Grining, C. P., Smith-Donald, R., & Raver, C. C. (2009, February). Predicting preschoolers' academic skills: Integrating direct assessments and survey research. Child Clinical Brown Bag, Department of Psychology, Northern Illinois University, DeKalb, IL.

Li-Grining, C. P. (2006, January). Effortful control among low-income preschoolers in three cities: Stability, change, and individual differences. Child and Family Health Section at Evanston Northwestern Healthcare Research Institute, Brown Bag Lunchtime Speaker Series, Evanston, IL.

Selected Conference Presentations*:

Flores, V., Li-Grining, C. P., Rainey, V., Gamez, P., Morrison, R., Silton, R., Gjorgieva, E., & Sticca, R. (2015, March). Lost in Translation: Does Language Brokering Pose a Risk to Executive Functions and Academic Achievement? Poster accepted for presentation at the Biennial Meeting of the Society for Research in Child Development, Philadelphia, PA.

Plata, T., Votruba-Drzal, E., Maldonado, C., & Li-Grining, C. P. (2015, March). Academic Skills Among Preschoolers in Colombia: Testing the Protective Role of Self-Regulation. In R. McKinnon (Chair), *Self-Regulation and the Development of Early Academic Skills: Associations with Children's Sensorimotor and Socio-emotional Characteristics*. Paper submitted for presentation at the Biennial Meeting of the Society for Research in Child Development, Philadelphia, PA.

Li-Grining, C. P. & Raver, C. C. (2014, May). Implementation of a Multi-Component, Multi-Tiered Early Childhood Intervention Program: Identifying Barriers and Supports. In M. Conroy & K. Sutherland (Co-Chairs), *The Intersection of Implementation Science and Evidence-based Prevention Programs Targeting Young Children with Problem Behavior*. Paper presented at the Annual Meeting of the Society for Prevention Research, Washington, DC.

Henry, P., Governale, A., Wolff, L., Campbell, T., Max, K., & Li-Grining, C. P. (2014, May). The Role of Father-Child Relationships in the Development of Low-Income Adolescents and Emerging Adults. Poster to be presented at the Annual Meeting of the Midwestern Psychological Association, Chicago, IL.

Wolff, L., Campbell, T., Max, K., Henry, P., & Li-Grining, C. P. (2014, April). Parenting Practices and Development Among Low-Income Adolescents and Emerging Adults. Poster presented at the Society for Research in Child Development (SRCD) Special Topic Meeting: Strengthening Connections Among Child and Family Research, Policy and Practice, Alexandria, VA.

Governale, A., Wolff, L., Max, K., Campbell, T., Henry, P., & Li-Grining, C. P. (2014, March). Extracurricular Activity, Peer Victimization and School Connectedness: What Counts for Low-Income, Ethnically Diverse Adolescents? Poster presented at the Biennial Meeting of the Society for Research on Adolescence, Austin, TX.

Li-Grining, C. P. (2013, April). Discussant in R. Razza & A. Martin (Co-Chairs), *Understanding the Predictors and Consequences of Early Self-Regulation: The Critical Role of Moderators*. Paper symposium held at the Biennial Meeting of the Society for Research in Child Development, Seattle, WA.

Flores, V., Li-Grining, C. P., Davidson, D., & Bryant, F. B. (2013, April). Fathers' Early Engagement and Preschoolers' Language and Emergent Literacy Skills: Evidence from the ECLS-B. Poster presented at the Biennial Meeting of the Society for Research in Child Development, Seattle, WA.

Governale, A., Pekoc, S., Cunningham, A., Haas, K., Flores, V., Kopcienski, J., & Li-Grining, C. P. (2013, April). Linkages Between Preschoolers' Socioemotional Adjustment and Academic Success: Evidence from Head Start Programs Across the U.S. Poster presented at the Biennial Meeting of the Society for Research in Child Development, Seattle, WA.

Flores, V., Lennon, J., Haas, K., Marcus, M., Flores, D., & Li-Grining, C. P. (2012, June). Head Start children's social skills and academic success during the preschool year. Poster presented at the Head Start's 11th National Research Conference, Washington, DC.

Lennon, J., Flores, V., Haas, K., Marcus, M., Mir, S., & Li-Grining, C. P. (2012, June). Head Start children's social skills: Risk and protective factors in the home environment. Poster presented at the Head Start's 11th National Research Conference, Washington, DC.

Flores, V., Lennon, J., Haas, K., Marcus, M., Pekoc, S., & Li-Grining, C. P. (2012, February). Academic success and the role of social skills among Hispanic preschool-aged children: Evidence from the ECLS-B. Poster presented at the Society for Research in Child Development Themed Meeting: Positive Development of Minority Children, Tampa, FL.

Flores, V., & Li-Grining, C. P. (2012, February). Fathers' early engagement and preschoolers' language and emergent literacy skills: Examining patterns by Hispanic heritage. Poster presented at the Society for Research in Child Development Themed Meeting: Positive Development of Minority Children, Tampa, FL.

Haas, K., Flores, V., Lennon, J., Marcus, M., Duncan, J., & Li-Grining, C. P. (2012, February). Ethnic minority preschoolers' social skills and academic success in Head Start programs. Poster presented at the SRCD Themed Meeting: Positive Development of Minority Children, Tampa, FL.

Li-Grining, C. P. (2012, February). Discussant in J. Liew (Chair), *The Protective or Promotive Role of Self-Regulation in Low-SES Spanish-Speaking and Chinese Immigrant Youth's Schooling Outcomes*. Paper symposium held at the Society for Research in Child Development Themed Meeting: Positive Development of Minority Children, Tampa, FL.

Smagur, K., Marcus, M., Lennon, J., & Li-Grining, C. P. (2011, May). The EmPort Assessment: Measuring preschoolers' emotion regulation in field-based settings. Poster presented at the Annual Meeting of the Midwestern Psychological Association, Chicago, IL.

Li-Grining, C. P., Raver, C. C., & Pess, R. (2011, April). Academic impacts of the Chicago School Readiness Project: Testing for evidence in elementary school. In K. Bub & E. O'Connor (Co-Chairs), *Classroom supports for children at risk: Short- and long-term effects of early intervention programs*. Paper presented at the Society for Research in Child Development Biennial Meeting, Montreal, QC, Canada.

Li-Grining, C. P., & Votruba-Drzal, E. (2011, April). Preschoolers' self-regulation and school success: Concurrent and longitudinal linkages. In M. Castle & E. Votruba-Drzal (Co-Chairs), *Behavior problems and early learning contexts*. Paper presented at the Society for Research in Child Development Biennial Meeting, Montreal, QC, Canada.

Lennon, J. M., Li-Grining, C. P., Raver, C. C., & Pess, R. (2011, March). Academic impacts of the Chicago School Readiness Project: Testing for evidence in elementary school. Poster presented at the Spring Conference of the Society for Research on Educational Effectiveness, Washington, DC.

Haas, K. B., Marcus, M., Amaro, C., Mir, S., Li-Grining, C. P., Votruba-Drzal, E., & Chase-Lansdale, L. (2010, June). Low-income children's self-regulation in early and middle childhood: Risk factors and promotion processes in home and child care settings. Poster presented at the Head Start's 10th National Research Conference, Washington, DC.

Haas, K. B., Marcus, M., Amaro, C., Mir, S., Li-Grining, C. P., Votruba-Drzal, E., & Chase-Lansdale, L. (2010, June). Preschoolers' self-regulation and school success: Concurrent and longitudinal linkages. Poster presented at the Head Start's 10th National Research Conference, Washington, DC.

Flores, V., Battaglia, T., Li-Grining, C. P., Votruba-Drzal, E., & Chase-Lansdale, L. (2010, May). Preschoolers' self-regulation and school success: Concurrent and longitudinal linkages. Poster presented at the Annual Meeting of the Midwestern Psychological Association, Chicago, IL.

Haas, K. B., Duncan, J., Li-Grining, C. P., Raver, C. C., Morrison, F. (2010, May). Understanding the socialization of children's self-regulation across multiple contexts. Paper presented at the Annual Meeting of the Midwestern Psychological Association, Chicago, IL.

Li-Grining, C. P., Limlingan, M. C., Votruba-Drzal, E., & Chase-Lansdale, L. (2010, May). Low-income children's self-regulation: Risk factors and promotion processes. Paper presented at the Annual Meeting of the Midwestern Psychological Association, Chicago, IL.

Salkas, K., Li-Grining, C. P., & Raver, C. C. (2010, May). Preschoolers' behavior problems, family demographics and classroom contexts: A comparison between CSRP and FACES. Poster presented at the Annual Meeting of the Midwestern Psychological Association, Chicago, IL.

Li-Grining, C. P. & Haas, K. (2010, March). Academic outcomes of the Chicago School Readiness Project in first grade: Do children's approaches to learning mediate treatment effects on academic skills? In C. C. Raver (Chair), *The children of the CSRP go to school: Their social-emotional and academic well-being in kindergarten*. Paper presented at the Spring Conference of the Society for Research on Educational Effectiveness, Washington, DC.

Zhai, F., Li-Grining, C., Zadzora, K., & Raver, C. C. (2009, November). Can classroom-based interventions reduce teachers' job stress: Evidence from a cluster-randomized controlled trial in Head Start settings. In K. Magnuson (Chair), *Shedding light inside the black box of Head Start*. Paper presented at the 31st Annual Association for Public Policy Analysis and Management Research Conference, Washington D.C.

Li-Grining, C. P. & Haas, K. (2009, May). Impacts of the Chicago School Readiness Project: Do children's approaches to learning mediate treatment effects on academic skills? In S. Jones (Chair), *The children of the CSRP go to school: Their social-emotional and academic well-being in kindergarten*. Paper presented at the 17th Annual Meeting of the Society for Prevention Research, Washington, DC.

Haas, K. B., Marcus, M., Amaro, C., & Li-Grining, C. P. (2009, May). Mothers' role strain and low-income children's behavior problems. Poster presented at the Annual Meeting of the Midwestern Psychological Association, Chicago, IL.

Li-Grining, C. P., Smith-Donald, R., Haas, K. B., Marcus, M., Amaro, C., & Raver, C. C. (2009, May). Predicting preschoolers' academic skills: Integrating direct assessments and survey research. Paper presented at the Annual Meeting of the Midwestern Psychological Association, Chicago, IL.

Zhai, F., Raver, C. C., Jones, S. M., Li-Grining, C. P., Pressler, E., Gao, Q., & Jones-Lewis, D. (2009, April). Dosage effects of classroom-based intervention on school readiness: Evidence from a randomized experiment in Head Start settings. Paper presented at the Population Association of America Annual Meeting, Detroit, MI.

Bub, K., Raver, C. C., Jones, S. M., Li-Grining, C. P., Zhai, F., & Pressler, E. (2009, April). CSRP's impact on preschoolers' pre-academic skills: Self-regulation and teacher-student relationships as two mediating mechanisms. In L. H. Supplee (Chair), *Mediating mechanisms? Building knowledge of young children's social-emotional development from three preschool efficacy trials*. Paper presented at the Society for Research in Child Development Biennial Meeting, Denver, CO.

Haas, K., Li-Grining, C. P., Smith-Donald, R., Raver, C. C., Marcus, M. (2009, April). Predicting early academic skills: The case for direct assessment behavioral measures in large-sample research. Poster presented at the Biennial Meeting of the Society for Research in Child Development, Denver, CO.

Haas, K., Marcus, M., & Li-Grining, C. P. (2009, April). Mothers' role strain and its association with low-income preschoolers' self regulation. Poster presented at the Biennial Meeting of the Society for Research in Child Development, Denver, CO.

Li-Grining, C. P., Votruba-Drzal, E., Maldonado, C., & Haas, K. (2009, April). Children's early approaches to learning and long-term academic trajectories. In C. P. Li-Grining (Chair), *Does children's self-regulation matter? The roles of children's attention, behavioral, and emotion regulation in academic skills*. Paper presented at the Society for Research in Child Development Biennial Meeting, Denver, CO.

Votruba-Drzal, E., Levine Coley, R., Maldonado-Carreño, C., Li-Grining, C. P., & Chase-Lansdale, P. L. (2009, April). Child care and the socioemotional development of economically disadvantaged children in middle childhood. In E. Votruba-Drzal (Chair), *Everyday child care experiences of economically disadvantaged preschoolers: Descriptions and implications*. Paper presented at the Society for Research in Child Development Biennial Meeting, Denver, CO.

Zhai, F., Raver, C. C., Jones, S. M., Li-Grining, C. P., Pressler, E., Gao, Q., & Jones-Lewis, D. (2009, April). Dosage effects of classroom-based intervention on school readiness: Evidence from a randomized experiment in Head Start settings. In M. T. Owen (Chair), *Social-emotional skills and academic achievement: Longitudinal and intervention evidence for linkages*. Paper presented at the Society for Research in Child Development Biennial Meeting, Denver, CO.

Pressler, E., Haas, K., DeHoyos, C., Metzger, M., Li-Grining, C. P., & Raver, C. C. (2008, June). Peer interaction, disconnection, and disruption in the Chicago School Readiness Project. Poster presented at the Head Start's 9th National Research Conference, Washington, DC.

Raver, C. C., Jones, S. M., & Li-Grining, C. P. (2008, May). Impacts of the Chicago School Readiness Project on classrooms and children. Paper presented at the Annual Meeting of the Society for Prevention Research, San Francisco, CA.

Haas, K., Li-Grining, C. P., Votruba-Drzal, E., & Maldonado, C. (2008, May). Academic trajectories across middle childhood: The role of children's learning-related skills at kindergarten entry. Paper presented at the Annual Meeting of the Midwestern Psychological Association, Chicago, IL.

Li-Grining, C. P., Votruba-Drzal, E., Maldonado, C., & Haas, K. (2008, March). Self-regulation and school success: Continuities across early and middle childhood. Paper presented at the Annual Meeting of the American Educational Research Association, New York, NY.

Li-Grining, C. P., Raver, C. C., & Jones, S. M. (2007, December). The impact of the Chicago School Readiness Project on teachers' personal and work-related stressors. Results presented at New York University, New York, NY.

Votruba-Drzal, E., Coley, R., Maldonado, C., Li-Grining, C. P., & Chase-Lansdale, P. L. (2007, November). Child care arrangements and the development of economically disadvantaged children in middle childhood. Paper presented at the Association for Public Policy Analysis and Management Fall Conference, Washington, DC.

Li-Grining, C. P., Raver, C. C., Smallwood, K. M., Sardin, L., Metzger, M. W., & Jones, S. M. (2007, September). Classroom quality and teacher support in Head Start classrooms: The role of teachers' psychosocial stressors. Results presented at the Interagency School Readiness Consortium Conference, Washington, DC.

Li-Grining, C. P., Raver, C. C., Smallwood, K. M., Sardin, L., Metzger, M. W., & Jones, S. M. (2007, May). Implementation of the Chicago School Readiness Project: Teachers' psychosocial stressors as predictors of dosage and fidelity. In C. P. Li-Grining (Chair), *Implementing classroom-based interventions in the "real world": The roles of teacher, classroom, and school*

characteristics. Paper presented at the Annual Meeting of the Society for Prevention Research, Washington, DC.

Li-Grining, C. P., Votruba-Drzal, E., & Maldonado, C. (2007, April). Navigating the transition to school: How learning-related social skills relate to academic trajectories. In K. M. Sheridan, (Chair), *Connections between early environments and developmental and educational outcomes*. Paper presented at the Annual Meeting of the American Educational Research Association, Chicago, IL

Li-Grining, C. P. (2007, April). Effortful control among low-income preschoolers in three cities: Stability, change, and individual differences. In C. P. Li-Grining, (Chair), *Views from the field: Studying young children's self-regulation in socioeconomic and educational contexts*. Paper presented at the Biennial Meeting of the Society for Research in Child Development, Boston, MA.

Li-Grining, C. P., Madison-Boyd, S., Jones-Lewis, D., Smallwood, K. M., Sardin, L., Metzger, M. W., Jones, S. M., & Raver, C. C. (2007, April). Implementing a classroom-based intervention in the "real world": The role of teachers' psychosocial stressors. In C. P. Li-Grining (Chair), *Getting schools ready for children: Observing and stimulating change in early childhood classroom quality*. Paper presented at the Biennial Meeting of the Society for Research in Child Development, Boston, MA.

Raver, C. C., & Li-Grining, C. P. (2007, April). Using experiments in classroom settings to answer developmental questions: Impacts of the Chicago School Readiness Project. In P. Morris (Chair). Paper presented at the Biennial Meeting of the Society for Research in Child Development, Boston, MA.

Raver, C. C., Smith-Donald, R., Li-Grining, C. P., Smallwood, K. M., & Jones, S. M. (2007, April). Poverty-related risk, family strengths, and preschoolers' self-regulation: Findings from the Chicago School Readiness Project. In L. Lengua (Chair). Paper presented at the Biennial Meeting of the Society for Research in Child Development, Boston, MA.

Li-Grining, C. P., Votruba-Drzal, E., Bachman, H. J., & Chase-Lansdale, P. L. (2005, April). Welfare reform and the well-being of preschoolers: Placing effortful control and negative emotionality in socioeconomic context. In C. P. Li-Grining & P. L. Chase-Lansdale (Co-Chairs), *Casting a developmental lens on work and welfare: The role of individual differences among children and families*. Paper presented at the Biennial Meeting of the Society for Research in Child Development, Atlanta, GA.

Li-Grining, C. P., Votruba-Drzal, E., Bachman, H. J., & Chase-Lansdale, P. L. (2005, February). Welfare reform and preschoolers: Are certain children at risk? Paper presented at the Institute of Government and Public Affairs Policy Research Seminar Series, University of Illinois at Chicago, Chicago, IL.

*Names of Loyola affiliated graduate, post-baccalaureate, and undergraduate research assistants are underlined.

Dissertation, Master's, & Undergraduate Students:

Dissertation

Kelly Haas (chair)
Valerie Flores (chair)
Caitlin Roache (member)
Molly Pachan (member)
Rebecca Wasserman Leib (member)
Bonnie Essner (member)
Erin Wilkerson (member)
Vanessa Raschke Rainey (member)
Nancy Wyss (member)
Edin Randall (member)
Maria Guzman (member)
Tina Ross Holbein (member)
Nikki Arola (member)
Kathryn O'Toole (member)
Edna Romero (member)
Tiffany Burkhardt (member, Loyola/Erikson Institute)

Master's Thesis

Kelly Haas (chair)
Valerie Flores (chair; Honorable Mention, Ford Foundation Pre-Doctoral Fellowship)
Patrick Henry (chair)
Amy Governale (co-chair)
Tina Ross (member)
Lea Travers (member)

Undergraduate Honors

Kristin Salkas
Maria Marcus
Rachel Neso

Provost Fellowship

Sophia Mir
Donna Flores
Sarah Pekoc
Christina Amaro (2 academic years)
Zainub Ashrafi

Mulcahy Scholars Program

Sophia Mir (2 academic years)

Independent Study

Sophia Mir (2 semesters)
Jessie Duncan (2 semesters)

Christina Amaro
Sarah Pekoc (2 semesters)
Julia Kopcienski
Rwaida Izar
Thomas Campbell (2 semesters)
Kayla Max
Nikki Delatolas
Sabreen Onallah
Danielle Kellogg

Courses Taught:

Undergraduate

Developmental Psychology (PSYC 273)
Statistics (PSYC 304)
Psychological Perspectives on the Experience of Globalization (PSYC 100)

Graduate

Child Development and Social Policy (PSYC 545)
Children in Immigrant Families (PSYC 545)

Professional Organizations:

2011	Society for Research on Educational Effectiveness
2008-2011	Midwestern Psychological Association
2006-2010, 2014	Society for Prevention Research
2004-	American Psychological Association (APA) Division 7 Developmental Psychology, 2011-
2002-2010	American Educational Research Association
1999-	Society for Research in Child Development

Professional Activities:

Early Childhood Committee, School District 97, Oak Park, IL
Member, 2011
Early Childhood Task Force, School District 97, Oak Park, IL
Chair, Assessment Subcommittee, 2011
The Collaboration for Early Childhood, Oak Park, IL
Council, 2012-
Board Member, 2010-2012
Data Committee Member, 2011, 2015
Initial Review Committee (IRC) Member for the 2011 American Psychological Association (APA)
MHSAS (SAMHSA) Fellowship applications
Reviewer for 2009 and 2011 Biennial Meetings of the Society for Research in Child Development
Reviewer for 2011 Annual Meeting of the Society for Research in Educational Effectiveness
Consulting Editor for *Early Childhood Research Quarterly*, 2010-2016

Guest Editor for the *Journal of Prevention and Intervention in the Community*

Ad Hoc Reviewer Spencer Foundation
Child Development
Developmental Psychology
Child Development Perspectives
Educational Evaluation and Policy Analysis
Journal of Applied Developmental Psychology
Journal of Educational Psychology
Journal of Experimental Child Psychology
Social Development
Journal of Marriage and the Family
Child and Youth Services Review
Early Education and Development
Applied Developmental Science
Social Service Review

Research Advisory Committee Member, Chicago Program Evaluation Project (C-PEP), 2007-2009

Consultant, Foundations of Learning (FoL), MDRC, 2007-2008

Invited panelist and moderator for screening of the documentary *Race to Nowhere* at Good Shepherd Lutheran Church, Oak Park, IL, January 28, 2012

Invited panelist for screening of *Race to Nowhere*, Berwyn CARES, Berwyn, IL, April 16, 2012

Television interview with Fox News on using parents' workplace for child care, August 2008

Radio interviews with Chicago Public Radio and WBBM News Radio regarding the benefits of attending full-day kindergarten, July 2008

Loyola University Chicago

Department of Psychology

Executive Committee, 2008-09

Co-Chair of Committee on Diversity Affairs (CODA), 2013-Present

Member of CODA, 2007-2013

College of Arts and Sciences

Faculty Advisor for Free the Slaves, 2012-Present

Department of Student Diversity and Multicultural Affairs

Faculty Mentor for Students Together Are Reaching Success (STARS)

Mentoring Program, 2008-09

University

Reviewer for President's Intercampus Collaborative Research Stimulation Award Program, 2010-11