

MARK KETTERING NAGASAWA

Erikson Institute
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EDUCATION

Mary Lou Fulton Institute and Graduate School of Education, Arizona State University · Postdoctoral Fellow | First Things First External Evaluation Project (Nancy Perry, mentor)

Mary Lou Fulton Institute and Graduate School of Education, Arizona State University · Ph.D. Curriculum and Instruction | Early Childhood Education · Cognate in Anthropology

Dissertation: The Early Childhood Block Grant: A Biography of Arizona's Early Childhood Education Program (Committee: Beth Blue Swadener, chair; Joseph Tobin; Teresa McCarty; & Michael Niles)

Arizona State University · M.S.W.

University of Arizona · B.A. political science

ACADEMIC POSITIONS

2018-Present **Associate Professor**, Erikson Institute
Faculty Associate, Herr Research Center for Children & Social Policy

2011-2018 **Assistant Professor**, Erikson Institute

2006-2011 **Faculty Associate**, Mary Lou Fulton Teachers College, Arizona State University (ASU)

PROFESSIONAL EXPERIENCE

2009-2010 **Evaluation Coordinator**, First Things First External Evaluation Project (Billie Enz, Nancy Perry & Beth Swadener, principal investigators), ASU, Tempe, Arizona

2007-2009 **Program Specialist · Early Childhood Special Education**, Arizona Department of Education, Phoenix, Arizona

2005-2007 **Preschool Coordinator**, Osborn Elementary School District, Phoenix, Arizona

2003-2005 **Program Coordinator**, Center for Nonprofit Leadership and Management, ASU
Research Intern, Arizona System Ready/Child Ready Project (Beth Swadener & Suzanne Lamorey, principal investigators), ASU

2001-2003 **Program Administrator · Child Development/Head Start-State Collaboration Office**, Arizona Governor's Office for Children, Youth & Families, Phoenix, Arizona

- 1999-2001 **Community Coordinator**, Arizona Governor’s Office for Children, Youth & Families
- 1997-1999 **Preschool Social Worker**, Osborn Elementary School District
- 1998 **Lead Teacher** (summer), ASU Department of Psychology, Child Study Laboratory
- 1997 **Master of Social Work Intern**, Catholic Charities | Counseling Services, Phoenix, Arizona
Child Development Intern, Osborn Elementary School District/ASU Department of Psychology, Child Study Laboratory
Graduate Assistant, fostering social connections for first year students [of color] (Jesús Treviño, project director), ASU Office of Student Life
Graduate Peer Mentor, ASU Graduate College
- 1996 **Master of Social Work Intern**, Osborn Elementary School District

AWARDS & SCHOLARSHIPS

- 2016 Association for Childhood Education International Distinguished Education Research Article, honorable mention · Arizona’s “Success by Six” legislative package: A case study of strategic framing
- 2008 ASU Graduate Fellowship
- 2006 ASU Discipline-based Scholarship in Education (Spencer Foundation)
- 1997 Ying Fang Wu Scholarship

SPONSORED RESEARCH & SERVICE PROJECTS

- 2018-2019 **A Feasibility Study for an Open-Access Journal & Academic Press** | co-principal investigator (with A. Moreno & K. Janke) · Erikson Institute Faculty Innovation Fund · \$20,000
- 2017-2019 **Y Essentials Quality Initiative in Early Learning Evaluation** | principal investigator · YMCA of Metropolitan Chicago/Robert R. McCormick Foundation · \$130,000
- 2016-2019 **Erikson Institute Early Development Instrument Pilot Study** | co-principal investigator (with C. Pacione-Zayas & J. Vasquez) · Robert R. McCormick Foundation · \$800,000
- 2016-2019 **West Chicago Collective Impact Study** | principal investigator
- o *21st Century Community Learning Centers Evaluation* · West Chicago Elementary School District #33/U.S. Department of Education · \$108,000
 - o *Full Service Community Schools Evaluation* · West Chicago Elementary School District #33/U.S. Department of Education · \$335,000
- 2015-2017 **Bridging the Word Gap in Two Languages** | co-investigator (D. Walker, principal investigator) · Educare West DuPage/Buffer Early Learning Fund · \$18,000
- 2013-2017 **Educare Implementation Study** | local investigator · Educare West DuPage · \$400,000
- 2014 **Forum on Activist Scholarship & Scholarly Activism in Early Childhood** · Erikson Institute Faculty Innovation Fund · \$5,000
- 2014 **Travel Support for Doctoral Students** · Erikson Institute Faculty Innovation Fund · \$2,600

REFEREED PUBLICATIONS

- Nagasawa, M. (In Press). Considering an *ideal* early childhood system: A case study of Arizona's early efforts. *Early Childhood Research and Practice*, 17.
- Moreno, A., Nagasawa, M.K., & Schwartz, T. (2018). Social-emotional learning and early childhood education: Redundant terms? *Contemporary Issues in Early Childhood*, 19(2), 1-15.
- Nagasawa, M.K., & Swadener, B.B. (2017). Be/longing: Reciprocal mentoring, pedagogies of place, and critical childhood studies in the time of Trump. *Global Studies of Childhood*, 7(2), 207-221.
- Nagasawa, M. (2015). Arizona's "Success by Six" legislative package: A case study of strategic framing. *Journal of Research in Childhood Education*, 29(2), 244-258.
- Nagasawa, M., & Swadener, B.B. (2013). Glocalization, neoliberal policies, and early childhood in Kenya and indigenous communities in the United States. *He Kupu, the Word*, 3(2), 43-57. Available: <http://www.hekupu.ac.nz/index.php?type=issue&issue=17>
- Ciyer, A., Nagasawa, M., Swadener, B.B., & Patet, P. (2010). Impacts of the Arizona System Ready/Child Ready Professional Development Project on preschool teachers' self-efficacy. *Journal of Early Childhood Teacher Education*, 31(2), 129-145.
- Niles, M.D., Reynolds, A.J., & Nagasawa, M. (2006). Does early childhood intervention affect the social and emotional development of participants? *Early Childhood Research and Practice*, 8(1). Available: <http://ecrp.uiuc.edu/v8n1/niles.htm>

CHAPTERS IN EDITED VOLUMES

- Nagasawa, M.K., & Swadener, B.B. (2018). Whose reconceptualizing? Embracing engaged reconceptualization in/of early childhood. In N. Yelland, & D. Franz Bentley (Eds.), *Not lost in translation: Connecting reconceptualist early childhood ideas with practice* (pp. 21-39). New York: Routledge.
- Nagasawa, M., & Swadener, B.B. (2015). Envisioning a politically activist, critical qualitative social science: Reflections on mentoring relationships. In G.S. Cannella, M.S. Perez, & P.A. Pasque (Eds.), *Critical qualitative inquiry: Foundations and futures* (pp. 171-194). Walnut Creek, CA: Left Coast Press.
- Nagasawa, M., Peters, L.E., & Swadener, B.B. (2014). The costs of putting quality first: Neoliberalism, (ine)quality, (un)affordability, and (in)accessibility? In M.N. Bloch, B.B. Swadener, & G.S. Canella (Eds.), *Reconceptualizing early childhood care and education: Critical questions, diverse imaginaries and social activism – a reader* (pp. 277-288). New York: Peter Lang.
- Swadener, B.B., Aquino-Sterling, C., Nagasawa, M., & Bartlett, M. (2009). Anti-oppressive pedagogy in early childhood teacher education: A conversation. In S. L. Groenke, & J. A. Hatch (Eds.), *Critical pedagogy and teacher education in the neoliberal era: Small openings* (pp. 99-112). New York: Springer.

PUBLISHED CONFERENCE PROCEEDINGS

Swadener, B.B., & Nagasawa, M. (2015). Confronting common sense assumptions and social exclusions: Transnational stories and a call to action. In S. Mitakidou (Ed.), *Roma inclusion: International and Greek experiences* (pp. 37-50). Thessaloniki, GR: Aristotle University of Thessaloniki, School of Primary Education.

BOOK REVIEWS

Nagasawa, M.K. (2016, September 7). Review of *An Activist Handbook for the Education Revolution: United Opt-Out's Test of Courage*. M. McDermott, P. Robertson, R. Jensen, & C. Smith (Eds.). *Education Review*, 23. Available: <http://edrev.asu.edu/index.php/ER/article/view/2063/603>

Nagasawa, M. (2013, July). Review of *Effective Early Childhood Professional Development*. C. Howes, B. K. Hamre, & R.C. Pianta (Eds.). *Education Review*, 16. Available: <http://www.edrev.info/reviews/rev1242.pdf>

Nagasawa, M. (2006, August). Review of *Explorations in Curriculum History*. L.M. Burlbaw, & S.L. Field (Eds.). *Education Review*, 9. Available: <http://www.edrev.info/reviews/rev509.htm>

Nagasawa, M. (2005). Review of *Poor Kids in a Rich Country*. T. Smeeding, & L. Rainwater, *Contemporary Sociology*, 34 (2), 132-133.

ACCEPTED WITH REVISIONS

Nagasawa, M.K. "An old fight": Early childhood education's enduring struggle in one U.S. state. *Contemporary Issues in Early Childhood* (resubmitted June 2018).

REVISE & RESUBMIT

Nagasawa, M.K., Ruiz, J., Ferry, A., Costakis, P., & Douglas, H. Transforming the early childhood workforce – one conversation at a time. *Journal of Early Childhood Teacher Education* (resubmitted July 2018).

IN PREPARATION

Nagasawa, M.K. *Troubling technologies of evaluation: Reflections on guarding the panopticon*. To: *International Critical Childhood Policy Studies Journal*.

Nagasawa, M.K. Towards "Developmentally Appropriate Practices" in early childhood teacher (adult) education To: *Young Children*.

Nagasawa, M.K. A "Developmentally Appropriate Practices" perspective on family engagement. To : *Journal of Family Diversity in Education*.

Nagasawa, M.K. (Ed.). *Critical policy analysis in early childhood studies: A methodological reader*. To Springer Education.

Nagasawa, M.K. Oral history interviews in/as policy analysis. To: *History of Education Quarterly*.

Nagasawa, M.K., & Bowman, B.T. Child development knowledge: A slippery base, revisited. To: *Journal of Early Childhood Teacher Education*.

PROJECT REPORTS

Nagasawa, M., Ruiz, J., & Douglas, H. (2017, August). Educare Implementation Study. Final report submitted to Educare West DuPage.

Nagasawa, M., Ruiz, J., & Douglas, H. (2017, August). Acceleration Grant: "Bridging the word gap" in two languages. Final report submitted to Educare West DuPage.

Nagasawa, M., Ruiz, J., & Douglas, H. (2016, January). Educare Implementation Study. Report on pilot and year one submitted to Educare West DuPage.

Marx, R., Perry, N.J., Yaden, D., Taren, D., Gallagher, L., Swadener, B.B., Horn, R., Prior, J., Cimetta, A., Cutshaw, C., Mazer, C., Nagasawa, M., Polasky, S.A., & Sutton, T. (2011, July). *Arizona Kindergarten Readiness Study*. Report submitted to the Arizona Early Childhood Development and Health Board for the First Things First External Evaluation. Tucson, AZ: University of Arizona, Arizona State University & Northern Arizona University.

REFEREED SCHOLARLY CONFERENCE PRESENTATIONS

Nagasawa, M., Vasquez, J., & Pacione-Zayas, C. (2017, November 10). It really does take a village: Preliminary findings from year 1 of the Illinois *Early Development Instrument* pilot project. Paper presented at the Illinois Education Research Symposium. Naperville, IL.

Swadener, B.B., & Nagasawa, M. (2015, April). Time to come from the shadows: Reflections on reciprocal mentoring and a "new" activist scholarship. In L.E. Peters, & B.B. Swadener (Chairs), *Reciprocal mentoring for critical, activist scholarship*. Panel at the annual meeting of the American Educational Research Association. Chicago, IL.

Costakis, P., Ferry, A., Ruiz, J., & Nagasawa, M. (2015, April). This is what professional development looks like: A preliminary sketch of a dialogic approach. Paper presented at the annual meeting of the American Educational Research Association. Chicago, IL.

Nagasawa, M., & Ruiz, J. (2014, November). "Hidden transcripts" and democratic evaluation in the shadow of NCLB. In M. Nagasawa (Organizer), *Troubling technologies of evaluation: Towards re/invigorated communities of praxis*. Plenary session at the 22nd International Conference of Reconceptualizing Early Childhood Education. Kent, OH.

Swadener, B.B., & Nagasawa, M. (2014, May). Envisioning a politically activist critical qualitative social science. In G. Cannella, M. Perez, & P. Pasque (Chairs), *Imagining critical qualitative research futures*. Plenary session at the 10th International Congress of Qualitative Inquiry. Urbana-Champaign, IL.

- Swadener, B.B., & Nagasawa, M. (2013, November). Glocalization, indigenization, neoliberal policies, and early childhood. In J. Ngasike (Chair) Indigenous early childhood practices and neoliberal/neocolonial policies. Plenary session at the 21st International Conference of Reconceptualizing Early Childhood Education. Nairobi, Kenya.
- Swadener, B.B., Nagasawa, M., & Peters, L. (2013, April). Good sense/bad sense in state early childhood strategies and systems: Critical observations with/in the system. In M. Perez (Chair), Unmasking neoliberal management organization systems in early childhood education and care in the United States. Symposium at the annual meeting of the American Educational Research Association, San Francisco, CA.
- Nagasawa, M., & Tobin, J.J. (2012, November). The Arizona Early Childhood Block Grant preschools: A eulogy to (and post-mortem of) a “successful” policy. Paper presented at the 20th International Conference of Reconceptualizing Early Childhood Education. State College, PA.
- Perry, N.J., Nagasawa, M., & Cimetta, A. (2012, April). Teachers’ ratings of kindergarteners’ mathematical ability and parents’ report of math activities at home. Paper presented at the annual meeting of the American Educational Research Association, Vancouver, BC, Canada.
- Swadener, B.B., & Nagasawa, M. (2011, April). Navigating early childhood policy and practice: Reconceptualizations and glocalization. Paper presented at the annual meeting of the American Educational Research Association. New Orleans, LA.
- Polasky, S. A., Nagasawa, M., Perry, N.J., & Enz, B.J. (2011, March). The socioemotional development of Arizona’s kindergarteners: Results from a statewide assessment of school readiness. Poster presentation at the biennial meeting of the Society for Research in Child Development. Montréal, QC, Canada.
- Nagasawa, M. (2010, November). Arizona’s Success by Six legislative package: An historical case of strategic framing. Paper presented at the annual meeting of the Arizona Educational Research Organization. Mesa, AZ.
- Nagasawa, M. (2006, April). Kinship, nationalism, and Head Start reform: An ethnographically-informed discourse analysis. Paper presented at the annual meeting of the American Educational Research Association. San Francisco, CA.
- Ciyer, A., Nagasawa, M., & Swadener, B.B. (2006, April). Voices of participants: Using freewrites and focus groups for formative assessment. Paper presented at the annual meeting of the American Educational Research Association. San Francisco, CA.
- Swadener, B.B., & Nagasawa, M. (2006, April). I spell all-day kindergarten M-O-M. Panel presentation at the annual meeting of the American Educational Research Association. San Francisco, CA.
- Nagasawa, M. (2005, October). Negotiations and conflicts: A pilot study of policy in/as practice in a local Head Start. Paper presented at the 13th International Conference of Reconceptualizing Early Childhood Education Research, Theory, Practice, and Policy. Madison, WI.

Swadener, B.B., Smith, A., Patet, P., Narayan, D., Nagasawa, M., Endfield, C., & Abel, D. (2005, October). Improving educational practice: Lessons from the Arizona System Ready/Child Ready Project. Paper presented at the annual meeting of the Arizona Educational Research Organization. Phoenix, AZ.

Swadener, B.B., Perry, N.J., Surbeck, E., Ganesh, A., & Nagasawa, M. (2004, November). Creating a vision and pursuing policy for early education in the United States. Panel presentation at the National Association of Early Childhood Teacher Educators. Anaheim, CA.

REFEREED PROFESSIONAL CONFERENCE PRESENTATIONS

Connor, K., & Nagasawa, M.K. (2017, June). Education mandates and impacts on workforce diversity: Speaking out. Discussion session at the National Association for the Education of Young Children Professional Learning Institute. San Francisco, CA.

Enz, B., Colling, L., Nagasawa, M., & Okraski, R. (2010, November). Assessment and the primary teacher: Developing and implementing effective instructional and assessment strategies. Presentation at the Southern Arizona Association for the Education of Young Children Conference. Tucson, AZ.

Nagasawa, M. (2008, October). Drawing on what families know: Rethinking the home visit. Presentation at the Arizona Head Start Association Mental Health Conference. Phoenix, AZ.

Nagasawa, M. (2008, September). Drawing on communities' "funds of knowledge": Reconceptualizing practitioner-client relationships through action research. Presentation at the annual conference of the Infant-Toddler Mental Health Coalition of Arizona. Phoenix, AZ.

NATIONAL WEBINAR

Vasquez, J., Pacione-Zayas, C., & Nagasawa, M. (2017, September). *The Early Development Instrument: The village that raises the child*. University-Based Child and Family Policy Consortium (Society for Research in Child Development).

INVITED PRESENTATIONS

Nagasawa, M. (2017, December). Power to the profession! - one conversation at time. Presentation at the Harry S. Truman College Human Development & Family Studies Alumni Symposium. Chicago, IL.

Vasquez, J., & Nagasawa, M. (2017, June). The Illinois *Early Development Instrument* pilot project: Using population data for B3 continuity. Presentation at the Illinois Birth to Third Grade Continuity Conference. Bloomington, IL.

Nagasawa, M. (2014, September). Young children experiencing homelessness: A neglected group, missed opportunities. Presentation at the U.S. Department of Housing and Urban Development Homeless Providers Peer-to-Peer Workshop. Springfield, IL.

Enz, B., Foley, D., & Nagasawa, M. (2009, June). So what do the data tell us? Micro & macro perspectives. Presentation at the Arizona Department of Education (ADE) Early Learning Institute. Phoenix, AZ.

Nagasawa, M. (2008, September). Telling your preschool program's story using *practice based evidence*. Presentation at the ADE Special Education Directors' Institute. Phoenix, AZ.

Nagasawa, M., & Gethmann, D. (2008, August). Promoting early childhood outcomes through a systems-focus on quality: A dialogue with Arizona and Iowa. Presentation at the Measuring Child and Family Outcomes Conference. Baltimore, MD.

Andrews-James, V., & Nagasawa, M. (2008, June). Beyond parallel play: Collaborating for students' success. Presentation at the ADE Early Learning Institute. Phoenix, AZ.

Nagasawa, M. (2007, October). Towards a "one-box" system: An inclusion story. Presentation at the ADE Special Education Directors' Institute. Phoenix, AZ.

CAMPUS TALKS

Vasquez, J., Pacione-Zayas, C., Nagasawa, M., & Vidal, V. (2018, March). Breaking assumptions: Preliminary results from year one of the Illinois *Early Development Instrument* Pilot Project. Poster presentation at the annual Erikson Institute Research Symposium.

Vasquez, J., Pacione-Zayas, C., & Nagasawa, M. (2017, November 7). The Illinois *Early Development Instrument* Pilot Project: Illustrating a new approach to "university"-community partnerships. Erikson Institute Doctoral Student Association Applied Child Development Series.

Pacione-Zayas, C., Vasquez, J., & Nagasawa, M. (2017, March). It really does take a village: The Illinois *Early Development Instrument* Pilot. Poster presentation at the annual Erikson Institute Research Symposium.

Nagasawa, M., Ruiz, J., & Douglas, H. (2016, October 13). "Transforming the early childhood workforce" ...one conversation at a time. Erikson Institute Doctoral Student Association Applied Child Development Seminar Series.

Ray, A., Melendez, L., Bibbs, T., & Nagasawa, M. (2016, September 9). Racial equity framing in early childhood. Panel with the Barbara T. Bowman Leadership Fellows.

Nagasawa, M., Ruiz, J., & Douglas, H. (with P. Costakis & A. Ferry). (2016, February 10). This is what professional development "looks" like. Poster presentation at the annual Erikson Institute Research Symposium.

TEACHING

Graduate

Program Evaluation in Early Childhood (Erikson, Doctoral)

Historical Methods, special topic (Erikson, Doctoral)

Power & Voice in Research, special topic (Erikson, Doctoral)

Foundations of American Schooling & Bilingual Education (Erikson, Early Childhood Education, Online)

Foundations of Social & Emotional Learning: Family, Community, & Policy (Erikson, Early Childhood Education, Online)

Professional & Family Collaboration (ASU, Mary Lou Fulton Teachers College)

Working with Adults (Erikson, Early Childhood Education, Online)
History of Social Welfare and Social Policy (Erikson, Child Development)
Human Development II (Erikson, Child Development)
Integrative Seminar (Erikson, Child Development)
Collective Action for Social Justice (Erikson, Social Work)
Foundation Year Reflective Practice Seminar (Erikson, Social Work)
Social Policy & Advocacy (Erikson, Social Work)

Undergraduate (M.L. Fulton Teachers College, ASU)

Integrated Curriculum: Birth through Pre-kindergarten
Assessment, Birth through Grade 3
Inquiry into Teaching & Learning in Early Childhood
Field Experience – Community Settings
Professional & Family Collaboration (Supervised Student Teaching)
Educational Environments for Infants & Toddlers (Intern)

COURSES DEVELOPED (all Erikson Institute)

Historical Methods
Power & Voice in Research
Program Evaluation in Early Childhood
Collective Action for Social Justice
Concentration Year Seminar, School Social Work
Foundations of Social & Emotional Learning: Inclusive and Trauma-Informed Behavior Guidance (with A. Moreno)
Foundations of Social & Emotional Learning: Family, Community, & Policy (with A. Moreno)
History of Social Welfare & Social Policy
Social Policy & Advocacy
Social Work in Schools
Working with Children Who Have Disabilities & their Families

MENTORING & COMMITTEE MEMBERSHIPS

Dana Keiser, Dissertation Co-chair, *Closeness in teacher-child relationships*
Hannah Douglas, Doctoral Advisor, *Braided Lives: Jewish American girls, public schools, and progressive education*
Kate Connor, Doctoral Advisor, Racial equity in early childhood workforce development
Erika Gustafson, Doctoral Advisor, Early childhood policy/collective impact
Rebecca Halperin, Doctoral Advisor, Local meaning-making of early childhood policies
Jessica M. Ruiz, Ed.D. (Lewis University, 2017), Committee Member, *Mexican immigrant women of interwar Chicago*
Teja D. Alleyne, M.A. (ASU, 2011), Committee Member, *Free play through the eyes of a child and early childhood professional*

WORKSHOPS

Participatory program evaluation. (2013, January). Illinois Early Childhood Fellows, Chicago, IL.

Tools for engaging with families. (2007, December). Glendale Elementary School District, Early Childhood Programs, Phoenix, AZ.

PROFESSIONAL SERVICE

2013-present Editorial Review Board, *He Kupu, the Word* (Open Access): <http://www.hekupu.ac.nz/>
2004-2005 Associate Editor, *Current Issues in Education* (Open Access): <http://cie.asu.edu>
2016 Reviewer, State University of New York Press
2015-present Reviewer, *Teachers College Record*
2015-present Reviewer, *Curriculum Inquiry*
2015-present Reviewer, *Policy Futures in Education*
2012-present Reviewer, *Contemporary Issues in Early Childhood*
2012-present Reviewer, *Journal of Early Childhood Teacher Education*
2006-present Reviewer, *Journal of Research in Childhood Education*
2005-present Reviewer, *Current Issues in Education*
2017 Reviewer, Reconceptualizing Early Childhood Education Annual Meeting
2011-2015 Reviewer, American Educational Research Association Annual Meeting: Critical Perspectives on Early Childhood Education Special Interest Group; Division G: Social Contexts of Education

INSTITUTIONAL SERVICE (all Erikson Institute)

standing committees:

2016-present Faculty Council (co-chair)
Title IX
2015-present Office of Research Advisory
2013-present Social Justice
2011-present Library Advisory
2011-2016 Student Advisory

ad hoc committees:

2018 Strategic Planning Steering Committee
2017 Search, Director of Social Work Program
Faculty Innovation Fund Proposal Review
2014-2016 Search, Social Work Faculty
2013 Search, Director of Social Work Field Education
Search, Librarian

COMMUNITY SERVICE

2018 **Chicago Early Learning Executive Council** | Metrics Subcommittee, Expert Advisory Group

- 2018 **Harry S. Truman College** | Education, Human Development, and Family Studies, Research Consultant
- 2016 **Logan Square Neighborhood Association** | Early Childhood Research Collaborative
- 2016 **DuPage County Early Childhood Regional Collaboration** | Common Messaging Work Group
- 2009 **Arizona Early Childhood Development & Health Board** | Central Phoenix Regional Council · Grant Solicitation: Expanding Inclusive Environments, Reviewer
- 2008 **Governor's P-20 Council** | Ad Hoc Early Childhood Sub-committee
- 2008 **Arizona Early Childhood Development & Health Board** | Quality Rating and Improvement System/Incentives and Financing Logistics Team
- 2006-2007 **Southern Maricopa County Early Childhood Partnership** | Organizational Structure and Community Assessment Committees
- 2006-2007 **Arizona Early Childhood Consortium** (of public school preschools) | Ad Hoc Facility Licensing Committee
- 2006 **Arizona Department of Education** · Contract Solicitation: Early Childhood Assessment, Reviewer
- 2005-2006 **Southwest Human Development** | Head Start Policy Council, Community Representative
- 2002-2003 **Valley of the Sun United Way** | Kids Bright and Healthy Impact Council
- 2002-2003 **United Way of Tucson & Southern Arizona** | First Focus on Kids Impact Council

PROFESSIONAL AFFILIATIONS

American Educational Research Association | Social Context of Education · History & Historiography · Teacher Education · Critical Perspectives on Early Childhood Education · Research on the Education of Asian & Pacific Americans

American Anthropological Association | Association for the Anthropology of Policy · Anthropology of Work · Anthropology of Children & Youth Interest Group

Association for Community Organization & Social Administration

National Association of Early Childhood Teacher Education

Reconceptualizing Early Childhood Education