

*Curriculum Vitae*  
**Samantha A. Melvin**

451 N. LaSalle Street  
Chicago, IL 60654

smelvin@erikson.edu  
312-893-7164

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**PROFESSIONAL EXPERIENCE**

<b>Assistant Research Professor</b> Herr Research Center for Children and Social Policy, Erikson Institute	2022-Present
<b>Research and Evaluation Consultant</b> Owen Consulting Inc.	2014-Present
<b>Research Consultant</b> Herr Research Center for Children and Social Policy, Erikson Institute	2019-2021
<b>Research Manager</b> National Center for Children and Families, Teachers College	2016-2017
<b>Lab Manager</b> The Neurocognition, Early Experience, and Development Lab, Columbia University	2013-2016

**EDUCATION**

<b>Ph.D., Early Childhood Policy</b> Teachers College, Columbia University Dissertation: “ <i>Reconceptualizing quality in family child care: Unpacking provider perceptions of quality and their implications for alignment and engagement with Quality Rating and Improvement Systems</i> ” (Sponsor: Sharon Lynn Kagan)	2022
<b>M.A., Education Policy</b> Teachers College, Columbia University	2018
<b>B.A., Psychology, Cognitive Science Concentration</b> Wesleyan University	2013

**AWARDS, HONORS, AND FELLOWSHIPS**

Office of Student Affairs Research Dissertation Fellowship, Teachers College	2020
Early Career Scholar Award, NYC Early Childhood Research Network	2019
Education Policy and Social Analysis Fellowship, Teachers College	2017, 2018, 2019
Doctoral Research Fellowship, Teachers College	2017, 2018, 2019
Provost’s Grant for Professional Development, Teachers College	2016, 2017, 2018
Phi Beta Kappa, Wesleyan University	2013

MELVIN CV (5.30.22)

High Honors, Wesleyan University	2013
Faculty-Student Internship Grant, Wesleyan University	2012
Summer Experience Grant, Wesleyan University	2011

## RESEARCH SUPPORT

### **Building equity and access by including family child care in universal pre-kindergarten expansion: A multi-state study of pre-kindergarten family child care initiatives (Pre-K in Family Child Care Project)**

Foundation for Child Development & Home Grown Child Care Collaborative

Funded Period: 04/2022-03/2024 (\$590,000)

Role: Co-Investigator (PIs: Juliet Bromer, Rena Hallam, Jason Hustedt, Iheoma Iruka)

### **Evaluation of Delaware's Family Child Care Network Implementation**

Delaware Institute for Excellence in Early Childhood, University of Delaware

Funded Period: 01/2022-02/24 (\$250,000)

Role: Co-Principal Investigator (Co-PI: Juliet Bromer)

### **Examining how family child-care networks help families thrive through equitable access to comprehensive services and supports (Comprehensive Services in Family Child Care Project)**

Robert Wood Johnson Foundation: Equity-Focused Policy Research: Building Cross-Cutting Evidence on Supports for Families

Funded Period: 10/2021-04/2023 (\$200,000)

Role: Co-Principal Investigator (Co-PI: Juliet Bromer)

### **Child Care Dissertation Grant**

U.S. Administration for Children and Families, Office of Policy Research and Evaluation

Funded Period: 09/2020-09/2022 (\$25,000)

Role: Scholar (PI: Sharon Lynn Kagan)

### **Dean's Grant for Student Research**

Teachers College, Columbia University

Funded Period: 06/2016 (\$2,000)

Role: Principal Investigator

## PUBLICATIONS

### **Peer-Reviewed Journal Articles**

1. Souto-Manning, M. & Melvin, S.A. (2022). Early childhood teachers of color in New York City: Heightened stress, lower quality of life, declining health, and compromised sleep amidst COVID-19. *Early Childhood Research Quarterly*, 60, 34-48.

<https://doi.org/10.1016/j.ecresq.2021.11.005>

2. Reid, J.L., Kagan, S.L., Brooks-Gunn, J., & **Melvin, S.A.** (2021). Promoting quality in programs for infants and toddlers: Comparing the family child care and center-based teaching workforce. *Children and Youth Services Review*, 122. <https://doi.org/10.1016/j.childyouth.2020.105890>
3. **Melvin, S.A.**, Landsberg, E., & Kagan, S.L., (2020). International curriculum frameworks: Increasing equity and driving systemic change. *Young Children*, 75(1), 10-21.
4. Rojas, N.M., Yoshikawa, H., Gennetian, L., Lemus-Rangel, M., **Melvin, S.A.**, Noble, K.G., Duncan, G.J., & Magnuson, K. (2020). Exploring the experiences and dynamics of an unconditional cash transfer for low-income mothers: A mixed methods study. *Journal of Children and Poverty*, 26(1), 64-84. <https://doi.org/10.1080/10796126.2019.1704161>
5. Lichtin, R.D., Merz, E.C., He, X., Desai, P.M., Simon, K.R., **Melvin, S.A.**, Maskus, E.A., & Noble, K.G. (2020). Material hardship, prefrontal cortex–amygdala structure, and internalizing symptoms in children. *Developmental Psychobiology*. <https://doi.org/10.1002/dev.22020>
6. Merz, E.C., Maskus, E.A., **Melvin, S.A.**, He, X., & Noble, K.G. (2019). Socioeconomic disparities in language input are associated with children’s language-related brain structure and reading skills. *Child Development*, 91(3), 846-860. <https://doi.org/10.1111/cdev.13239>
7. Reid, J.L., **Melvin, S.A.**, Kagan, S.L., & Brooks-Gunn, J. (2019). Building a unified system for universal Pre-K: The case of New York City. *Children and Youth Services Review*, 100, 191-205. <https://doi.org/10.1016/j.childyouth.2019.02.030>
8. Merz, E.C., Desai, P.M., Maskus, E.A., **Melvin, S.A.**, Rehman, R., Torres, S.D., Meyer, J., He, X., & Noble, K.G. (2019). Socioeconomic disparities in chronic physiologic stress are associated with brain structure in children. *Biological Psychiatry*, 86(12), 921-929. <https://doi.org/10.1016/j.biopsych.2019.05.024>
9. Merz., E.C., Maskus, E.A., **Melvin, S.A.**, He, X., & Noble, K.G. (2019). Parental punitive discipline and children’s depressive symptoms: Associations with striatal volume. *Developmental Psychobiology*, 61(6), 953-961. <https://doi.org/10.1002/dev.21859>
10. Merz, E.C., Maskus, E.A., **Melvin, S.A.**, Meyer, J., He, X., & Noble, K.G. (2019). Socioeconomic factors, family stress, and children's hippocampal structure. *Psychoneuroendocrinology*, 100, S54. <https://doi.org/10.1016/j.biopsych.2019.05.024>
11. Marti, M.\*, **Melvin, S.A.\***, Noble, K.G., & Duch, H. (2018). Intervention fidelity of Getting Ready for School: Associations with classroom and teacher characteristics and preschooler’s school readiness skills. *Early Childhood Research Quarterly*, 44, 55-71. <https://doi.org/10.1016/j.ecresq.2018.02.010>

\*Denotes shared first-authorship

12. Ursache, A., Merz, E.C., **Melvin, S.A.**, Meyer, J., & Noble, K.G. (2017). Socioeconomic status, hair cortisol, and internalizing symptoms in parents and children. *Psychoneuroendocrinology*, 78, 142-150. <https://doi.org/10.1016/j.psyneuen.2017.01.020>
13. **Melvin, S.A.**, Brito, N.H., Mack, L.J., Engelhardt, L.E., Fifer, W.P., Elliott, A.J., & Noble, K.G. (2016). Home environment, but not socioeconomic status, is linked to early differences in phonetic perception ability. *Infancy*, 22, 42-55. <https://doi.org/10.1111/infa.12145>

### **Book Chapters**

1. **Melvin, S.A.**, Landsberg, E. & Kagan, S.L. (2019). Informed, individualized, and continuous pedagogy. In S.L. Kagan (Ed.), *The Early Advantage: Building Systems That Work for Children*. New York: Teachers College Press.
2. Kagan, S.L., **Melvin, S.A.**, Landsberg, E., Kumpulainen, K., & Reid, J.L. (2019). Knowledgeable and supported teachers and families. In S.L. Kagan (Ed.), *The Early Advantage: Building Systems That Work for Children*. New York: Teachers College Press.

### **Research Reports, Policy Briefs, and Pre-prints**

1. Porter, T., Ragonese-Barnes, M., **Melvin, S.**, & Bromer, J. (2021). *Family child care educators speak out: A research-to-policy brief from the Multi-State Study of Family Child Care Decline and Supply*. Herr Research Center, Erikson Institute. [https://www.erikson.edu/wp-content/uploads/2021/11/FCCEducatorsSpeakOut\\_2021\\_BRIEF.pdf](https://www.erikson.edu/wp-content/uploads/2021/11/FCCEducatorsSpeakOut_2021_BRIEF.pdf)
2. Bromer, J., Porter, T., **Melvin, S.**, & Ragonese-Barnes, M. (2021). *Family child care educators' perspectives: Findings from the Multi-State Study of Family Child Care Decline and Supply*. Herr Research Center, Erikson Institute. [https://www.erikson.edu/wp-content/uploads/2021/11/FCD\\_DeclineStudy\\_2021.pdf](https://www.erikson.edu/wp-content/uploads/2021/11/FCD_DeclineStudy_2021.pdf)
3. Bromer, J., **Melvin, S.**, Ragonese-Barnes, M., & Porter, T. (2021). *The shifting supply of regulated family child care in the U.S.: A literature review and conceptual model*. Herr Research Center, Erikson Institute. [https://www.erikson.edu/wp-content/uploads/2021/03/The\\_shifting\\_supply\\_of\\_regulated\\_FC\\_C\\_in\\_the\\_US\\_2021\\_LITREVIEW.pdf](https://www.erikson.edu/wp-content/uploads/2021/03/The_shifting_supply_of_regulated_FC_C_in_the_US_2021_LITREVIEW.pdf)
4. Porter, T., Ragonese-Barnes, M., **Melvin, S.**, & Bromer, J. (2021). *Understanding the shifting supply of regulated family child care in the U.S.* (research-to-policy brief). [https://www.erikson.edu/wp-content/uploads/2021/04/Understanding\\_the\\_shifting\\_supply\\_of\\_regulated\\_FCC\\_in\\_the\\_US\\_2021\\_BRIEF.pdf](https://www.erikson.edu/wp-content/uploads/2021/04/Understanding_the_shifting_supply_of_regulated_FCC_in_the_US_2021_BRIEF.pdf)
5. Reid, J.L., **Melvin, S.A.**, Kagan, S.L., & Brooks-Gunn, J. (2020). *Enhancing the quality of infant and toddler care in New York City: Variation across EarlyLearn settings* (full report).

National Center for Children and Families, Teachers College.

<http://policyforchildren.org/infant-and-toddler-nyc/>

6. Bromer, J., Porter, T., **Melvin, S.**, Ragonese-Barnes, M., & Molloy, P. (2020). *Family child care providers: Unsung heroes of the COVID-19 crisis* (research-to-policy brief). Herr Research Center, Erikson Institute.  
[https://www.erikson.edu/wp-content/uploads/2020/09/Family-Child-Care-Providers\\_Unsung-Heroes-in-the-COVID-19-Crisis.pdf](https://www.erikson.edu/wp-content/uploads/2020/09/Family-Child-Care-Providers_Unsung-Heroes-in-the-COVID-19-Crisis.pdf)
7. Reid, J.L., Kagan, S.L., **Melvin, S.A.**, Healey, B.F., & Brooks-Gunn, J. (2019). *Building a unified system for universal pre-k in New York City: The implementation of Pre-K for All by setting and auspice* (full report). National Center for Children and Families, Teachers College. <http://policyforchildren.org/new-york-city-universal-pre-k-upk-study/>
8. Reid, J.L., Kagan, S.L., & **Melvin, S.A.** (2019). *Enhancing the quality of UPK Programs: Differences by setting and auspice* (policy brief). National Center for Children and Families, Teachers College. <http://policyforchildren.org/new-york-city-universal-pre-k-upk-study/>
9. Reid, J.L., Kagan, S.L., & **Melvin, S.A.** (2019). *Building a coherent system for UPK: Differences by setting and auspice* (policy brief). National Center for Children and Families, Teachers College. <http://policyforchildren.org/new-york-city-universal-pre-k-upk-study/>
10. Shusterman, A., May, N., **Melvin, S.A.**, Kumar, S., Blumenstock, S., Toomey, M., & Lewis, S. (2019). Working in the research-to-practice gap: Core principles, case studies, and a call to action. *PsyArXiv*. <https://doi.org/10.31234/osf.io/qhxbn>

### **Manuscripts In Preparation**

**Melvin, S.A.** Counter-storying quality in family child care: A critical-institutional analysis of Quality Rating and Improvement Systems.

**Melvin, S.A** & Bromer, J. Reconceptualizing the strengths of home-based child care: Toward a life-span development perspective in research, policy, and practice.

Ragonese-Barnes, M., **Melvin, S.A.**, Porter, T., & Bromer, J. To stay or to go: How challenges faced by family child care educators may influence their consideration of exit from the field.

**Melvin, S.A.** & Ribner, A.D. When dads stay home: Associations between paternity leave, parent mental health, and father-child interactions.

### **PRESENTATIONS**

**Peer-Reviewed Presentations – Symposia**

1. Ragonese-Barnes, M., **Melvin, S.**, Porter, T. & Bromer, J. (June 2022). To stay or to go: How challenges faced by family child care educators may influence their consideration of exit from the field. Symposium presented at the National Research Conference on Early Childhood, virtual.
2. **Melvin, S.A.**, Reid, J., & Kagan, S.L. (June 2018). Developing the Universal Pre-K workforce: Differences by setting. Poster symposium presented at the National Research Conference on Early Childhood, Arlington, VA.
3. Reid, J., **Melvin, S.A.**, & Kagan, S.L. (April 2018). Universal Pre-Kindergarten in New York City: Implications for policy and practice in a changing landscape. Symposium presented at the American Educational Research Association, New York, NY.
4. Marti Castaner, M.\*, **Melvin, S.A.\***, Noble, K.G., & Duch, H. (April 2017). An integrated school readiness intervention: feasibility, fidelity, and implications for child outcomes. Paper session presented at the Society for Research in Child Development, Austin, TX.
5. **Melvin, S.A.**, Calihan, J., Brito, N.H., & Noble, K.G. (March 2015). Stress as a mediator of the SES Language Gap. Paper session presented at the Biennial Meeting for the Society for Research in Child Development, Philadelphia, PA.
6. **Melvin, S.A.**, Brito, N.H., Mack, L.J., Engelhardt, L.E., Fifer, W.P., Noble, K.G., & Elliott, A.J. (March 2015). Contributions of the home environment to early disparities in language development. Invited pre-conference poster symposium at the Biennial Meeting for the Society for Research in Child Development, Philadelphia, PA.

**Peer-Reviewed Presentations – Posters**

1. **Melvin, S.A.** (June 2022). Family Child Care Educators' Experiences of (Dis)Engagement in Quality Rating and Improvement Systems: Stories from three states. Poster presented at the National Research Conference on Early Childhood, virtual.
2. **Melvin, S.A.** (April 2021) “They don’t ask anything about this:” Family child care providers’ perceptions of quality, alignment, and engagement. Poster accepted for presentation at the Society for Research in Child Development, virtual.

*Winner: Strategic Poster for Policy Research Award*

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3. **Melvin, S.A.**, Bromer, J., Porter, T., & Ragonese-Barnes, M. (December 2020). Examining the factors that contribute to the decline in family child care: A review of the literature. Poster presented at the National Research Conference on Early Childhood, virtual.
4. Gandhi, J. & **Melvin, S.A.** (December 2020). Following parents' lead: Characterizing parents' priorities and constraints in the ECE selection process. Poster presented at the National Research Conference on Early Childhood, virtual.
5. **Melvin, S.A.** & Ribner, A.D. (July 2020). When dads stay home: Associations between paternity leave, parent mental health, and father-child interactions. Poster accepted for presentation at the International Congress of Infant Studies, Glasgow, Scotland (canceled).
6. **Melvin, S.A.**, Repka, K., Marti Castaner, M., Noble, K.G., & Duch, H. (April 2017). Teacher stress in the early childhood workforce: Contributions to classroom quality and instructional practices. Poster presented at the Society for Research in Child Development, Austin, TX.
7. **Melvin, S.A.**, Blumenstock, S., & Shusterman, A. (March 2017). Kindergarten Kickstart: Developing a promising high-impact, and research-based summer pre-kindergarten program. Poster presented at the Society for Research on Educational Effectiveness, Washington, DC.
8. **Melvin, S.A.**, Ribner, A., Duch, H., & Noble, K.G. (July 2016). Contributions of teacher stress to classroom quality and preschoolers' social-emotional regulation. Poster presented at the National Research Conference on Early Childhood, Washington, DC.
9. **Melvin, S.A.**, Repka, K., Duch, H., & Noble, K.G. (July 2016). Work-related stress in Head Start teachers: sources and impacts for workplace relationships. Poster presented at the National Research Conference on Early Childhood, Washington, DC.
10. **Melvin, S.A.**, Veras, J., Lemus, M., Rojas, N., Duncan, G.J., Magnuson, K., Gennetian, L., Yoshikawa, H., & Noble, K.G. (May 2016). Trends in maternal leave, breastfeeding, and child development in a low-income sample. Poster presented at the International Congress of Infant Studies, New Orleans, LA.
11. **Melvin, S.A.**, Gillaspay, K., Wenzel, M., & Noble, K.G. (April 2016). Associations between family stress, language input, and neurocognitive development: Examining environmental mechanisms for brain and behavior. Poster presented at the Annual Meeting for the Cognitive Neuroscience Society, New York, NY.

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12. **Melvin, S.A.**, Brito, N.H., Mack, L.J., Engelhardt, L.E., Fifer, W.P., Noble, K.G., & Elliott, A.J. (November 2014). Contributions of the home environment to early disparities in language development. Poster presented at the Annual Meeting for the International Society of Developmental Psychobiology, Washington, D.C.
13. **Melvin, S.**, Arthur, V., Landers, C., Hayes, K., Op den Bosch, S., Engelhardt, L., Ginsburg, H., Duch, H., & Noble, K. (July 2014). Exploring collaboration: A parallel curriculum for teachers and parents. Poster presented at the National Research Conference on Early Childhood, Washington, D.C.

**OUTREACH**

1. Fletcher, K., Gibbs, H. (hosts), **Melvin, S.** (2022, February 28). Early childcare policy (No. 002). In *The Kids' Table Podcast*.
2. **Melvin, S.A.** (2014). It's not just us: We can't fight poverty without collaboration. APA Psychology Benefits Society Blog.  
<http://psychologybenefits.org/2014/12/15/its-not-just-us-we-cant-fight-poverty-without-collaboration/>

**RESEARCH EXPERIENCE**

<b>Research and Evaluation Consultant</b> Owen Consulting Inc.	2014-Present
<b>Research Consultant</b> Herr Research Center for Children and Social Policy, Erikson Institute	2019-2021
<b>Research Manager, Doctoral Fellow</b> National Center for Children and Families, Teachers College	2016-2020
<b>Research and Professional Development Intern</b> All Our Kin	Summer 2018
<b>Lab Manager</b> The Neurocognition, Early Experience, and Development Lab, Columbia University	2013-2016
<b>Research Assistant</b> The Cognitive Development Labs, Wesleyan University	2010-2013

**TEACHING & FACILITATION EXPERIENCE****Teachers College, Columbia University (Graduate Level)**

<b>Teaching Assistant</b>	Fall 2018
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International Perspectives on Early Childhood Policy

**Teaching Assistant** Spring 2018  
Early Childhood Policy Institute

**Wesleyan University (Undergraduate Level)**

**Instructor** Spring 2013  
Issues in Deaf Education

**Teaching Assistant** Spring 2013  
American Sign Language (ASL) and Literacy Skills

**Teaching Assistant, Tutor** Fall 2012  
Statistics: An Activity-Based Approach

**Adult Learners**

**Quality Improvement Consultant** 2016-2020  
Various early childhood centers

**Curriculum Coach, Parent Education Facilitator** 2013-2015  
Getting Ready for School Project, Columbia University

**Early Childhood Learners (age 0-8)**

**Toddler Room Substitute Teacher** 2018-2019  
Rita Gold Early Childhood Education Center

**Toddler Room Practicum Teacher** 2017  
Rita Gold Early Childhood Education Center

**Assistant Pre-K Teacher** 2012  
Kindergarten Kickstart

**Teaching Assistant (Math, ELA, ASL, Performing Arts)** 2011-2013  
Middletown Public Schools, Green Street Arts Center, Oddfellows Playhouse

**PROFESSIONAL SERVICE****Committee Participation**

Early Childhood Research Alliance of Chicago (EC-REACH): Planning Committee  
Erikson Institute: Leadership, Policy, & Administration Committee  
Bloomington Family Program Head Start: School Readiness Committee

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**Reviewer**

Administration for Children and Families: National Research Conference on Early Childhood  
Office of Planning, Research, and Evaluation: Secondary Analyses of Data on Early Care and  
Education Grant

**Consortium Membership**

National Center on Early Childhood Quality Assurance  
Child Care and Early Education Policy and Research Consortium  
Child and Family Policy Consortium  
Network of Infant Toddler Researchers  
Research-To-Policy Collaboration Rapid Response Network

**Professional Society Membership**

Society for Research in Child Development  
National Association for the Education of Young Children  
American Education Research Association

**SKILLS & CERTIFICATIONS**

**Expert:** Microsoft Office, G Suite, Qualtrics, SPSS, STATA, NVivo

**Proficient:** Adobe Suite, MPlus, Tableau, REDCap, Dedoose

**Novice:** R, Apricot

**Certifications:** CLASS Pre-K/Toddler (Inactive)