

## CURRICULUM VITAE

### SHANNON TIERNEY LIPSCOMB

*Formerly (2006-2010) Shannon Tierney Williams*

Associate Professor of Human Development and Family Sciences,  
School of Social and Behavioral Health Sciences, College of Public Health and Human Science  
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#### A. EDUCATION AND EMPLOYMENT

##### Education

PhD 2007 Human Development and Family Science, University of California, Davis  
BA 2000 Psychology, with minor in Spanish, Whitman College, Walla Walla, WA  
Phi Beta Kappa National Honors Society, 2000.  
Magna Cum Laude, 2000.  
Academic Honors, 1997, 1998, 1999, 2000.

##### Employment

2023-present Associate Dean of Research, Oregon State University-Cascades  
2022-2023 Director of Research, Oregon State University-Cascades  
2016-present Associate Professor, School of Social and Behavioral Health Sciences, College of Public Health and Human Sciences, Oregon State University. Location: Cascades  
2010-2016 Assistant Professor, School of Social and Behavioral Health Sciences, College of Public Health and Human Sciences, Oregon State University. Location: Cascades  
2006-2012 Owner and Senior Researcher, Dynamic Research and Evaluation, Bend, OR  
2002-2009 Senior Research Associate, Zetetic Associates, Sacramento, CA  
2007-2008 Measurement Coordinator, Oregon Social Learning Center, Eugene, OR  
2004-2006 Graduate Student Researcher, Workgroup for Families with Young Children, Cooperative Extension, University of California, Davis  
2004-2006 Graduate Student Researcher, Family Research Group, University of California, Davis  
2002-2005 Graduate Student Researcher, Infant Development Project, University of California, Davis  
2000-2001 Professional Research Assistant, National Evaluation of Early Head Start, University of Colorado Health Sciences Center, Denver, Colorado  
2000-2001 Professional Research Assistant, Child Development Program, Mental Health Center of Boulder County, Boulder, Colorado

#### B. TEACHING, ADVISING AND OTHER ASSIGNMENTS

##### **Courses Taught: For Credit**

HDFS 240, Human Sexuality  
HDFS 311, Infant and Child Development  
HDFS 330, Fostering Learning in Early Childhood Settings  
HDFS 360, Critical Thinking  
HDFS 361, Applied Research Methods

HDFS 447, Families in Poverty  
HDFS 499, Special Topics: Resilience  
HDFS 503, Thesis  
HDFS 603, Dissertation  
HDFS 610, Practicum/Internship  
HDFS 401, 501, 601, Independent Study Research, undergraduate, masters, and doctoral levels  
ED 808, Workshop

### **Non-Credit Courses and Workshops, Chronological Professional Development for Early Childhood Teachers**

\* notes students who co-taught or co-developed workshops under my supervision.

1. **Lipscomb, S. T., & Lewis\***, H. (2019, April 12-13). *Trauma-Responsive Early Care and Education to Nurture Resilience*. Workshop for Early Childhood Professionals, Sponsored by TRACEs of Central Oregon, Bend, OR. 16 participants.
2. **Lipscomb, S. T.** (2019, April 26). *Roots of Resilience: Teachers Awakening Children's Healing*. Annual Conference of the Central Oregon Chapter of the Oregon Association for the Education of Young Children, Bend, OR. 11 participants.
3. **Lipscomb, S. T., & Lewis\***, H. (2019, May 19). *Understanding and Nurturing Children's Roots of Resilience with Children and Families*. Oregon Parenting Educators Conference, Corvallis, OR. 36 participants.
4. **Lipscomb, S. T., & Lewis\***, H. (2019, June 19). *Developing a Trauma-Lens to Nurture Resilience: A Workshop for Professionals Serving Children and Families*. Inaugural Whole Child Training Institute, Hallie Ford Center, Corvallis, OR. 53 participants
5. **Lipscomb, S. T.** (2019, June 24-25). *Nurturing Children's Roots of Resilience: Trauma-Responsive Early Care and Education*. Early Childhood Summer Institute, Oregon Department of Education, Bend, OR. 15 participants.
6. **Lipscomb, S. T.** (2019, October 16). *Nurturing Children's Roots of Resilience with a Trauma-Lens*. Pre-Conference Workshop for Trauma-Informed Oregon, Sunriver, Oregon. 24 participants.
7. **Lipscomb, S. T. & Goka-Dubose, E.** (2019, November & December). *Nurturing Children's Roots of Resilience with a Trauma-Lens: a 2-part Series*. The Children's Learning Center, Madras, Oregon. 13 participants
8. Goka-Dubose, E. & **Lipscomb<sup>#</sup>, S. T.** (2020, May). *Nurturing Children's Roots of Resilience*. The Healing Trauma Conference (virtual), Bend, OR.
9. **Lipscomb, S. T. & Goka-Dubose, E.** (2020, August). *Nurturing Children's Roots of Resilience with a Trauma-Lens: a 4-part Series*. Online workshops: 29 Participants from Jefferson, Crook and Deschutes Counties and the Confederated Tribes of Warm Springs, OR
10. Rodriguez, L. & **Lipscomb<sup>#</sup>, S. T.** (2020, November). *Alimentando Las Raices de Resiliencia de Niños con un Lente de Trauma*. A 4-part online workshop in Spanish: 15 participants. Redmond, OR
11. **Lipscomb, S. T., & Brody, B.** (2021, April). *Nurturing Children's Roots of Resilience Part 1: Resilience and Nurturing Resilience*. In partnership with Malheur Education Service District and Malheur Community Advisory. Online workshop: 32 participants. Malheur County, OR.
12. **Lipscomb, S. T., & Brody, B.** (2021, October). *Nurturing Children's Roots of Resilience Part 2: Trauma-Lens*. In partnership with Malheur Education Service District and Malheur Community Advisory Council. Online workshop: 16 participants. Malheur County, OR.
13. Goka-Dubose, E., Rodriguez, L. & **Lipscomb<sup>#</sup>, S. T.** (2022, September). *Nurturing Children's Roots of Resilience Part 1: Resilience and Nurturing Resilience*. Workshop for the Confederated

- Tribes of Warm Springs Head Start and Tribal Child Care staff. Warm Springs, OR. 34 participants.
14. Goka-Dubose, E. & **Lipscomb, S. T.** (2020-2022). *Roots of Resilience Coaching*. Served 13 early childhood coaches and the various teachers they serve throughout the state of Oregon.
  15. **Lipscomb, S. T.**, Lewis\*, H., Abshire\*, C., Banks\*, K., & Phelps, B.\* (2019-2023). *Roots of Resilience Online Course*. Served two cohorts of early childhood teachers per year (>100 teachers thus far). Recruited with scholarships funded through local and state partnerships.
  16. Goka-Dubose, E., Rodriguez, L., Brody, B., & **Lipscomb, S. T.**# (2023, April 7-8). *Train the Trainer Workshop for Roots of Resilience*. Co-sponsored by the Malheur County Education Service District, the Early Learning Systems Initiative, and the Hallie E Ford Center Pilot Project, Oregon State University, Ontario, Oregon. 9 participants.
  17. **Lipscomb, S. T.**, Brody, B., Goka-Dubose, E., & Rodriguez, L. (2023, April 7). *Nurturing Children's Roots of Resilience*. Workshop for early childhood professionals. Co-sponsored by the Malheur County Education Service District, the Early Learning Systems Initiative, and the Hallie E Ford Center Pilot Project, Oregon State University, Ontario, Oregon. 21 participants.
  18. Goka-Dubose, E., Rodriguez, L., & **Lipscomb, S. T.**# (2023, June 26). *Nurturing Children's Roots of Resilience*. Co-sponsored by the Early Learning Systems Initiative. Online workshop: 9 participants from Jefferson, Benton, and Deschutes Counties and the Confederated Tribes of Warm Springs, OR.
  19. Goka-Dubose, E., Rodriguez, L., & **Lipscomb, S. T.**# (2023, June 28). *Train the Trainer Workshop for Roots of Resilience*. Co-sponsored by the Early Learning Systems Initiative. Online workshop: 9 participants from Jefferson, Benton, and Deschutes Counties and the Confederated Tribes of Warm Springs, OR.

## C. SCHOLARSHIP

### ACADEMIC PUBLICATIONS

#### Refereed Journal Articles

\* notes students who worked under my supervision during the research process.

+ notes research from a student thesis or dissertation that I co-chaired.

1. **Lipscomb, S. T.**, Brody, B., Pratt, M., & Frazier, T. (in-press). Applying a Tri-Learner Model of Extension Collaboration. *The Journal of Extension*.
2. Mercurief\*+, A., **Lipscomb, S.T.**, McClelland, M., Tsethlika, M., & Geldhof, J. (2023). Cultural and Language Socialization as Resilience-Promoting Factors for Executive Function in the Context of Neighborhood Risk for American Indian/ Alaska Native Preschool Children. *Frontiers in Psychology, 14*. doi.org/10.3389/fpsyg.2023.1279336.
3. **Lipscomb, S.T.**, Swander, W., & Mason, E. (2023). Building Cultures of Care in Schools. *Journal of Contemporary School Psychology*. DOI 10.1007/s40688-023-00481-5.
4. Lewis, H\*+., **Lipscomb, S. T.**, Hatfield, B., Weber, R., Green, B., & Patterson, L. (2023). Family-teacher relationships and child engagement in early care and Education. *Societies, 13*. Published online March, 2023. doi.org/10.3390/soc13030067 (special issue on *Family and Teacher Collaborations and Social Intervention as Pillars of Early Childhood Education*).

5. Schmitt, S. A., Mihalec-Adkins, B., **Lipscomb, S. T.**, Pratt, M., & Horvath, G. (2022). Longitudinal relations among child care stability during the prekindergarten year and behavior problems. *Children and Youth Services Review*, 138. Published online July, 2022  
<https://www.sciencedirect.com/science/article/pii/S019074092200158X>
6. **Lipscomb, S. T.**, Lewis, H.\*, Abshire, C.\*, Banks, K.\*, Jaderholm, C.\*, Jaramillo, J.\*, & Kothari, B. (2022). Profiles of adverse childhood experiences and family processes during early childhood. *Journal of Applied Developmental Psychology*, 81. [10.1016/j.appdev.2022.101441](https://doi.org/10.1016/j.appdev.2022.101441).
7. Kothari, B. H., Fischer, C., Mullican, N., **Lipscomb, S. T.**, & Jaramillo, J. (2022). Nurturing resilience through collaboration: Experiences from community organizations serving children and families facing adversity during COVID-19. *Journal of Community and Applied Social Psychology*. <http://doi.org/10.1002/casp.2612>
8. Kothari, B., Chandler, K., Waugh, A., McElvaine, K., Jaramillo, J., & **Lipscomb, S. T.**, (2021). Retention of child welfare caseworkers: The role of case complexity and workplace support. *Children and Youth Services Review*, 26. <https://doi.org/10.1016/j.childyouth.2021.106039>.
9. **Lipscomb, S. T.**, Chandler, K., Abshire, C.\*, Jaramillo, J.\*, & Kothari, B. (2021). Early childhood teachers' self-efficacy and professional support predict work engagement. *Early Childhood Education Journal*, 50, 675-685. Doi: 10.1007/s10643-021-01182-5.
10. **Lipscomb, S. T.**, Hatfield, B., Goka-Dubose, E., Lewis, H.\*, & Fisher, P. A. (2021). Impacts of Roots of Resilience professional development for early childhood teachers on young children's protective factors. *Early Childhood Research Quarterly*, 56, pp 1-14.  
<https://doi.org/10.1016/j.ecresq.2021.02.002>
11. Kothari, B., Godlewski, B. **Lipscomb, S. T.**, Jaramillo, J. (2021). Educational resilience among youth in foster care. *Psychology in the Schools*, doi.org/10.1002/pits.22478
12. **Lipscomb, S. T.**, Hatfield, B., Lewis, H.\*, Goka-Dubose, E., & Abshire, C\*. (2021). Adverse childhood experiences and children's development in early care and education programs. *Journal of Applied Developmental Psychology*, 72. doi.org/10.1016/j.appdev.2020.101218.
13. **Lipscomb, S. T.**, Hatfield, B., Lewis, H.\*, Goka-Dubose, E., & Fisher, P. (2019). Strengthening children's roots of resilience: trauma-responsive early learning. *Children and Youth Services Review*, 107. doi.org/10.1016/j.childyouth.2019.104510.
14. **Lipscomb, S. T.**, Goka-Dubose, E., Hur, R. E., Henry, A.\* (2019). Adverse childhood experiences, and instability in children's care and parents' work. *Children and Youth Services Review*, 102. doi.org/10.1016/j.childyouth.2019.05.008.
15. **Lipscomb, S. T.**, Miao\*, A., Finders\*, J., Hatfield, B., Kothari, B., & Pears, K. (2019). Identifying social determinants linked with community-level school readiness. *Prevention Science*. doi.org/10.1007/s11121-019-01002-8.
16. Schmitt, S. A., Mihalec-Adkins, B., Pratt, M. E., & **Lipscomb, S. T.** (2018). Teacher-child relationships as a protective factor for children living in non-parental care experiencing

residential mobility. *Journal of Applied Developmental Psychology*, 58, 28-37.  
doi.org/10.1016/j.appdev.2018.08.005.

17. Kothari, B. H., Godlewski, B., McBeath, B., McGee, M., Waid, J., **Lipscomb, S. T.**, Bank, L. (2018). A longitudinal analysis of school discipline events among youth in foster care. *Children and Youth Services Review*, 93, 117-125. doi.org/10.1016/j.chilyouth.2018.07.017.
18. **Lipscomb, S. T.**, Becker\*, D., Laurent, H. M., Neiderhiser, J. M., Shaw, D. S., Natsuaki, M. N., Reiss, D., Fisher, P. A. & Leve, L. D. (2018). HPA activity moderates effects of parenting on children's skills for success in school. *Infant and Child Development*, 27, e2083. doi.org/10.1002/icd.2083
19. Schmitt, S. A., Pratt, M. & **Lipscomb, S. T.** (2017). Residential mobility predicts behavioral problems for children living in nonparental care during the transition to kindergarten. *Children and Youth Services Review*, 77, 101-109. doi.org/10.1016/j.chilyouth.2017.04.010
20. **Lipscomb, S. T.**, McClelland, M., MacDonald, M., Anderson, K., Cardenas, A., & Kile, M (2017). Cross-sectional study of social behaviors in preschool children and exposure to flame retardants, *Environmental Health*. [Epub ahead of print]. PMID: PMC5343384
21. MacDonald, M., **Lipscomb, S. T.**, McClelland, M., Duncan\*, R., Becker\*, D., & Kile, M. (2016). Preschoolers' fine and gross motor skills differentially predict executive function and social behavior. *Research Quarterly for Exercise and Sport*. DOI: 10.1080/02701367.2016.1229862
22. Kile, M. L., Scott, R., O'Connell, S. G., **Lipscomb, S. T.**, MacDonald, M., McClelland, M., & Anderson, K. (2016). Using silicone wristbands to evaluate young children's exposure to 41 flame retardants. *Environmental Research*, 147, 365-72.
23. Pratt\*\*+, M., McClelland, M., Swanson, J., & **Lipscomb, S. T.** (2016). Family risk profiles and early childhood compliance: understanding emerging self-regulation with a person-centered approach. *Early Childhood Research Quarterly*, 36, 462-474.
24. Schmitt, S. A. & **Lipscomb, S. T.** (2016). Longitudinal effects of residential mobility on early academic skills for children living in poverty. *Early Childhood Research Quarterly*, 36, 190-200.
25. **Lipscomb, S. T.**, Schmitt\*, S. A., & Pratt\*, M., (2015). Professional development scholarships increase qualifications of diverse providers. *Journal of Early Childhood Teacher Education*, 36, 232-249.
26. Meloy, B., **Lipscomb, S. T.**, & Baron, M. (2015). Linking state child care and child welfare policies and populations: implications for children, families, and policymakers. *Children and Youth Services Review*, 57, 30-39.
27. Pratt\*\*+, M., **Lipscomb, S. T.**, & McClelland, M. (2015). Caregiver responsiveness during preschool supports cooperation in Kindergarten: moderation by children's early compliance. *Early Education and Development*, 27, 421-439.

28. Pratt\*, M., **Lipscomb, S. T.**, & Schmitt\*, S. A. (2015). The effect of Head Start on parenting outcomes for children living in non-parental care. *Journal of Child and Family Studies*, 24, 2944-2956.
29. **Lipscomb, S. T.**, Schmitt\*, S. A., Pratt\*, M., Acock, A., & Pears, K. (2014). Living in non-parental care moderates effects of prekindergarten experiences on externalizing behavior problems in school. *Children and Youth Services Review*, 40, 41-50.
30. **Lipscomb, S. T.**, Laurent, H., Neiderhiser, J. M., Shaw, D. S., Natsuaki, M. N., Reiss, D., & Leve, L. D. (2014). Genetic vulnerability interacts with parenting and early care and education to predict increasing externalizing behavior. *International Journal of Behavioral Development*, 38, 70-80.
31. **Lipscomb, S. T.** (2013). Increasing access to quality child care for children from low-income families: Families' experiences. *Children and Youth Services Review*, 35, 411-419.
32. **Lipscomb, S. T.**, Pratt\*, M., Schmitt\*, S. A., Pears, K. C., & Kim, H. P. (2013). School readiness in children living in non-parental care: impacts of Head Start. *Journal of Applied Developmental Psychology*, 34, 28-37.
33. Ontai, L. G., **Lipscomb, S. T.**, Sitnick, S., Hatton, H., Lamp, C. (2013). Healthy, Happy Families evaluation: Integrating parenting education into child obesity prevention with low-income parents of young children. *The Forum for Family and Consumer Issues*, 18.
34. **Lipscomb, S. T.**, Lewis\*, K. M., Masyn, K. E., & Meloy, M. E. (2012). Child care assistance for families involved in the child welfare system: predicting child care subsidy use and stability. *Children and Youth Services Review*, 34, 2454-2463.
35. **Lipscomb, S. T.**, Leve, L. D., Shaw, D., Neiderhiser, J. M., Scaramella, L. V., Ge, X., et al., (2012). Negative emotionality and externalizing problems in toddlerhood: Overreactive parenting as a moderator of genetic influences. *Development and Psychopathology*, 24, 167-179.
36. **Lipscomb, S. T.** & Pears, K. C. (2011). Patterns and predictors of early care and education for children in foster care. *Children and Youth Services Review*, 33, 2303-2311.
37. **Lipscomb, S. T.**, Leve, L. D., Harold, G., Neiderhiser, J. M. Shaw, D., Ge, X., & Reiss, D. (2011). Trajectories of parenting and child negative emotionality during infancy and toddlerhood: A longitudinal analysis. *Child Development*, 82, 1661-1675.
38. **Williams, S. T.** & Mastergeorge, A. M., & Ontai, L. (2010). Caregiver involvement in infant peer interactions: Scaffolding in a social context. *Early Childhood Research Quarterly*, 25, 251-266.
39. **Williams, S. T.** & Ontai, L., & Mastergeorge, A. M. (2010). The development of peer interaction in infancy: Exploring the dyadic processes. *Social Development*, 19, 348-368.

40. Conger, K. J., **Williams, S. T.**, Little, W., Masyn, K. E., & Schebloski, B. (2009). Development of mastery during adolescence: The role of family problem solving. *Journal of Health and Social Behavior*, 50, 99-114.
41. Ontai L., Ritchie L., **Williams S. T.**, Young T., Townsend M. S. (2009). Guiding family-based obesity prevention efforts in children, Part 1: What determinants do we target? *International Journal of Child and Adolescent Health*, 2, 19-30.
42. Townsend M.S., Young T., Ontai L., Ritchie L., **Williams S. T.** (2009). Guiding family-based obesity prevention efforts in children, Part 2: What behaviors do we measure? *International Journal of Child and Adolescent Health*, 2, 31-38.
43. Ontai, L. L., **Williams, S. T.**, Lamp, C., Smith, D., & The Family with Young Children Workgroup (2007). An integrative approach to addressing childhood overweight: Inclusion of parenting information in nutrition education programs. *Journal of Extension*, 45.
44. **Williams, S. T.**, Conger, K. J., & Blozis, S. A. (2007). The development of interpersonal aggression: The importance of parents, siblings, and family economics. *Child Development*, 78, 1526-1542.
45. **Williams, S. T.**, Ontai, L., & Mastergeorge, A. M. (2007). Reformulating infant and toddler social competence with peers. *Infant Behavior and Development*, 30, 353-365.

**Reports (Formal Reports of Findings from Applied Research/Evaluation Projects)**

1. **Lipscomb, S. T.**, Neilson, L., & Phelps\*, B. (2023). *Supporting Well-being of the Oregon Early Learning Workforce: Recommendations based on Findings from the SEQUAL Survey*. Report submitted to the Oregon Department of Education, Early Learning Division.
2. **Lipscomb, S. T.** (2022). *Culture of Care Year Three Evaluation Highlights*. Submitted to the Culture of Care Advisory and the High Desert Education Service District.
3. **Lipscomb, S. T.** & Swander, W. (2020). *Culture of Care Year One Developmental Evaluation*. Report submitted to Better Together of Central Oregon, High Desert Education Service District. Available in Spanish and English. Available from: [https://cultureofcareoregon.org/wp-content/uploads/sites/52/2021/02/OSUBT-CultureOfCareYearOneEval\\_With-Appendices.pdf](https://cultureofcareoregon.org/wp-content/uploads/sites/52/2021/02/OSUBT-CultureOfCareYearOneEval_With-Appendices.pdf)
4. **Lipscomb, S. T.**, Jaramillo, J.\* , Ives, C., Swander, W., & Kothari, B. (2020). *Resilience among K-12 Students in Central Oregon*. Report submitted to Better Together of Central Oregon, High Desert Education Service District, and TRACEs of Central Oregon, United Way. Available in Spanish and English. Available from: <https://cultureofcareoregon.org/progress-highlights/>
5. **Lipscomb, S. T.**, & Qadir\*, E. (2019). *Healthy Beginnings Data and Evaluation Capacity-Building Project Final Report*. Submitted to Healthy Beginnings, High Desert Education Services District.
6. **Lipscomb, S. T.**, Kothari, B., & Jaramillo\*, J. (2019). *Phase I of TRACEs Shared Measurement: What We've Learned*. Submitted to TRACEs of Central Oregon, United Way.

7. Tout, K., Magnuson, K. **Lipscomb, S.**, Karoly, L, Starr, R., Quick H., & Wenner, J. (2017). *Validation of the Quality Ratings Used in Quality Rating and Improvement Systems (QRIS): A Synthesis of State Studies*. OPRE Report #2017-92. Washington, DC: Office of Planning, Research and Evaluation, Administration for Children and Families, U.S. Department of Health and Human Services. Available at [https://www.acf.hhs.gov/sites/default/files/opre/ccepra\\_qris\\_validation\\_report\\_b508.pdf](https://www.acf.hhs.gov/sites/default/files/opre/ccepra_qris_validation_report_b508.pdf)
8. Weber, R., **Lipscomb, S. T.**, Green, B., Gibbs., S., & Patterson, L. (2017). *Oregon's Quality Rating and Improvement System (QRIS) Validation Study Two: Associations with Child and Family Engagement*. Report submitted to the Oregon Department of Education, Early Learning Division.
9. **Lipscomb, S. T.**, Weber, R., Green, B., & Patterson, L. (2016). *Oregon's Quality Rating and Improvement System (QRIS) Validation Study One: Associations with Observed Program Quality*. Report submitted to the Oregon Department of Education, Early Learning Division.
10. Armington, A., Sundborg, S., **Lipscomb, S. T.**, Rennekamp, D., Sektnan, M., Bovbjerg, V. E. (2014). *Oregon Project LAUNCH Final Grantee-Specific Evaluation Report*. Report submitted to the State of Oregon Public Health Division.
11. Armington, A., Sundborg, S., **Lipscomb, S. T.**, Rennekamp, D., Sektnan, M., Bovbjerg, V. E. (2013). *Oregon Project LAUNCH End of Year Grantee-Specific Evaluation Report, Fiscal Year 2013*. Report submitted to the State of Oregon Public Health Division.
12. Weber, R.B., Grobe, D., & **Lipscomb, S. T.** (2013). *Betty Gray Community College Scholarship Program Evaluation*. Available from: <http://health.oregonstate.edu/sites/default/files/occrp/pdf/betty-gray-community-college-scholarship-program-evaluation-report-10-23-2013.pdf>
13. Armington, A., Kingston, S. J., **Lipscomb, S. T.**, Rennekamp, D., Sektnan, M., Bovbjerg, V. E. (2012). *Oregon Project LAUNCH End of Year Grantee-Specific Evaluation Report, Fiscal Year 2012*. Report submitted to the State of Oregon Public Health Division.
14. **Lipscomb, S. T.** (2012). *The Education and Quality Investment Partnership Process Evaluation Final Report*. Report submitted to the State of Oregon Employment Department, Child Care Division. Completed as independent consultant.
15. **Lipscomb, S. T.** (2011). *Community Childcare Initiative Outcome Evaluation Final Report*. Submitted to the CCR&R of Multnomah County, Mount Hood Community College and the Portland Children's Levy. Completed as independent consultant.
16. **Lipscomb, S. T.** (2010). *Community Childcare Initiative Formative Evaluation Preliminary Report Year 1*. Submitted to the CCR&R of Multnomah County, Mount Hood Community College and the Portland Children's Levy. Completed as independent consultant.

17. **Williams, S. T.** (2009). *The Community Action Program for Children: National Synthesis of Regional and National Outcomes*. Unpublished manuscript prepared on behalf of Zetetic Associates and submitted to the Public Health Agency of Canada, Alberta.
18. **Williams, S. T.** (2009). *An Impact Evaluation of the Canada Prenatal Nutrition Program, Alberta Region*. Unpublished manuscript prepared on behalf of Zetetic Associates and submitted to the Public Health Agency of Canada, Alberta.
19. **Williams, S. T.** (2009). *Evaluation of the Senate Bill 962 Pilot Project: Final Evaluation Report*. Unpublished manuscript prepared on behalf of the Center for Human Services, University of California, Davis Extension and submitted to the California Department of Developmental Services.
20. **Williams, S. T.** (2008). *A Review of Mental Health Screening and Assessment Tools for Children Ages Birth through Adolescence*. Unpublished manuscript prepared for the Center for Human Services, University of California, Davis Extension.
21. **Williams, S. T.** (2008). *The Quality Indicator Pilot Project Process Evaluation: Successes, Challenges, and Recommendations*. Unpublished manuscript prepared on behalf of Zetetic Associates and submitted to the Oregon Child Care Resource and Referral Network.
22. **Williams, S. T.** (2008). *A Review of Results, Practices, Outcomes, and Indicators from Efforts to Transition Adults with Developmental Disabilities from Developmental Centers and Institutions to Community-Based Settings*. Unpublished manuscript prepared on behalf of the Center for Human Services, University of California, Davis Extension and submitted to the California Department of Developmental Services.
23. **Williams, S. T.** (2008, 2007). *The Canada Prenatal Nutrition Program, Alberta Region Summary Report*. Unpublished manuscripts prepared on behalf of Zetetic Associates and submitted to the Public Health Agency of Canada, Alberta.
24. **Lipscomb, S. T., & Huddleston, J.** (2006). *Project "All Ready" Data Analysis Report Years 1-3*. Unpublished manuscript prepared on behalf of Zetetic Associates and submitted to North County Health Services, San Diego, CA.
25. **Robinson, J., Lipscomb, S. T., & Carruth, P.** (2001). *Child Development Program Annual Reports*, Unpublished manuscript submitted to the Colorado State Legislature.
26. **Robinson, J., Lipscomb, S. T., & Carruth, P.** (2000). *Child Development Program Annual Reports*, Unpublished manuscript submitted to the Colorado State Legislature.

### **Research Briefs**

1. **Lipscomb, S. T., Hatfield, B., Goka-Dubose, E., Lewis, H. \*, & Fisher, P.** (2021). *Impacts of Roots of Resilience Professional Development for Early Childhood Teachers on Young Children's Protective Factors*. Brief available (English and Spanish): <https://blogs.oregonstate.edu/earlychildhood/news-and-updates/>

2. **Lipscomb, S. T.**, Hatfield, B., Lewis, H. \*, Goka-Dubose, E., & Abshire\*, C. (2021). *Adverse Childhood Experiences and Children's Development in Early Care and Education*. Brief available (English and Spanish): <https://blogs.oregonstate.edu/earlychildhood/news-and-updates/>
3. **Lipscomb, S. T.** & Swander, W. (2020). *Culture of Care Year One Developmental Evaluation Summary of Findings*. Two-page brief submitted to Better Together of Central Oregon, High Desert Education Service District. Available in Spanish and English: <https://cultureofcareoregon.org/wp-content/uploads/sites/52/2021/03/OSUBTCultureOfCare2PagerYearOne.pdf>
4. **Lipscomb, S. T.**, Jaramillo, J.\*, Ives, C., Swander, W., & Kothari, B. (2020). *Students' Resilience in Central Oregon: A Summary of Findings*. Brief submitted to Better Together of Central Oregon, High Desert Education Service District and TRACeS of Central Oregon, United Way. Full brief and also a 2-page summary is available (English and Spanish): <https://cultureofcareoregon.org/progress-highlights/>
5. **Lipscomb, S. T.**, Hatfield, B., Lewis, H. \*, Goka-Dubose, E., & Fisher, P. (2019). *Strengthening Children's Roots of Resilience: Trauma-Responsive Early Learning*. Brief available (English and Spanish): <https://blogs.oregonstate.edu/earlychildhood/news-and-updates/>
6. **Lipscomb, S. T.**, Miao\*, A., Finders\*, J., Hatfield, B., Pears, K., Kothari, B., and the Oregon School Readiness Consortium (2017). *Understanding Communities Sheds Light on School Readiness*. Brief available: <http://health.oregonstate.edu/osrrc/policy-briefs>
7. **Lipscomb, S. T.** (2011). *Oregon's Quality Indicator Program Evaluation Update 2011*. Policy brief submitted to the State of Oregon Employment Department, Child Care Division. Completed as independent consultant/outside employment.

### **Programs, Toolkits, and Curricula**

#### **Roots of Resilience: Training Materials for Course Instructors, Coaches, & Editors**

1. Goka-Dubose, E., Rodriguez, L., Brody, B. & **Lipscomb<sup>#</sup>, S. T.** (2023). *Train-the-Trainer: Roots of Resilience Workshop Facilitation*. Translated into Spanish by Verbio: *Fomentar la Resiliencia de los Niños a Través de la Perspectiva del Trauma*.
2. Goka-Dubose, E. & **Lipscomb<sup>#</sup>, S. T.** (2021). *Roots of Resilience: Teachers Awakening Children's Healing: Editor Training*
3. Goka-Dubose, E. & **Lipscomb<sup>#</sup>, S. T.** (2020). *Roots of Resilience: Teachers Awakening Children's Healing: Coach Training*
4. Lewis, H., Abshire, C., Goka-Dubose, E., & **Lipscomb<sup>#</sup>, S. T.** (2019). *Roots of Resilience: Teachers Awakening Children's Healing: Instructor Guide for Online Course*

#### **Roots of Resilience: Core Program Products**

5. Goka-Dubose, E. & **Lipscomb<sup>#</sup>, S. T.** (2018). *Roots of Resilience: Teachers Awakening Children's Healing: Editing Guide for Coaching*

6. Goka-Dubose, E., Bulosan, C. & **Lipscomb<sup>#</sup>, S. T.** (2018). *Roots of Resilience: Teachers Awakening Children's Healing: Technology Guide for Coaching*
7. Goka-Dubose, E., Hur, R., Lewis, H., Hatfield, B., & **Lipscomb<sup>#</sup>, S. T.** (2017). *Roots of Resilience: Teachers Awakening Children's Healing: Welcome Kit*. Translated into Spanish by Verbio and Lorena Rodriguez.
8. **Lipscomb, S. T.**, Goka-Dubose, E., & Hatfield, B. (2017). *Roots of Resilience: Teachers Awakening Children's Healing: Coaching Guide*
9. **Lipscomb, S. T.**, Goka-Dubose, E., & Hatfield, B. (2017). *Roots of Resilience: Teachers Awakening Children's Healing: Coaching Handouts*
10. **Lipscomb, S. T.**, Hatfield, B., Goka-Dubose, E., & Hur, R. (2017). *Roots of Resilience: Teachers Awakening Children's Healing: Online Course*. Translated into Spanish by Verbio.
11. **Lipscomb, S. T.**, Hatfield, B., Goka-Dubose, E., & Hur, R. (2017). *Roots of Resilience: Teachers Awakening Children's Healing: Course Book*. Translated into Spanish by Verbio.

#### **Roots of Resilience: Workshops Materials**

12. Goka-Dubose, E. & **Lipscomb<sup>#</sup>, S. T.** (2020). *Nurturing Children's Roots of Resilience: A 1-hr Workshop*.
13. **Lipscomb, S. T.**, Lewis\*, H., & Goka-Dubose, E., (2019). *Developing a Trauma-Lens to Nurture Resilience: A Workshop for Professionals Serving Children and Families. Two-Part Workshop: 1) Nurturing Resilience, 2) Trauma-Lens*. Available in 3-hr, 6-hr, 8-hr, and 10-hr versions. Delivered in-person or virtually. Translated into Spanish and delivered by Lorena Rodriguez: *Alimentando Las Raices de Resiliencia de Niños con un Lente de Trauma*.
14. **Lipscomb, S. T.**, Lewis\*, H., & Goka-Dubose, E., (2019). *Workbook for Developing a Trauma-Lens to Nurture Resilience: A Workshop for Professionals Serving Children and Families*. Translated into Spanish by Lorena Rodriguez: *Libro de Ejercicios: Alimentando Las Raices de Resiliencia de Niños con un Lente de Trauma*.

#### **Other Curricula, Toolkits**

15. Brody, B., **Lipscomb<sup>#</sup>, S. T.**, Pratt, M., & Frazier, T. (2021). *Nurturing Resilience: A Series of 1-page Info Sheets for Practitioners, Parents, and Community Members*. English-Spanish. *Pacific Northwest Extension Catalog (peer-reviewed)*:  
<https://extension.oregonstate.edu/node/221321/printable/print>  
*Protective Factors for Resilience/Factores Protectores de la Resiliencia* :  
<https://beav.es/protect>  
*Interactions are the Heart of Resilience/Las Interacciones son el Corazon del la Resiliencia*:  
<https://beav.es/heart>  
*Mindful Practices for Resilience/Practicas Conscientes Para la Resiliencia*:  
<https://beav.es/mindful>

16. **Lipscomb, S. T.**, Kothari, B. H., & Jaramillo, J. (2019). *Resilience-Promoting Practices Toolkit and Report*, Submitted to TRACEs of Central Oregon, United Way.
17. **Lipscomb, S. T.** & Kothari, B. H. (2019). *Shared Measures Guide: TRACEs of Central Oregon*, Submitted to TRACEs of Central Oregon, United Way. Created to facilitate implementation of shared measures of resilience among TRACEs partnering organizations.
18. Kothari, B. H., **Lipscomb, S. T.**, Qadir, E., & Cukrov, M. (2018). *Resilience-Promoting Measures Toolkit Report*, Submitted to TRACEs of Central Oregon, United Way.
19. Ontai-Grzebik, L., Mastergeorge, A., & **The Workgroup for Families with Young Children, University of California, Davis Extension** (2005). *Culture and Parenting. A Handbook for Practitioners*. (Lipscomb was active member of this workgroup and an author of this publication; Lipscomb contributed to creation of resource for practitioners)
20. **The Workgroup for Families with Young Children, University of California, Davis Extension** (2005). *Creating Healthy Families: Parenting Supplement to Nutrition Curricula*. (Lipscomb was active member of this workgroup and an author of this publication; Lipscomb contributed to creation of parenting program)
21. **The Workgroup for Families with Young Children, University of California, Davis Extension** (2005). *Parent Express, Toddler Series: A newsletter for you and your toddler*. (Lipscomb was active member of this workgroup and an author of this publication; Lipscomb contributed to creation of resource for parents)

#### **Other Applied Products**

22. **Lipscomb, S. T.**, Jaramillo, J., Ives, C., & Kothari, B. (2020). *Culture of Care Initiative*. Slide deck created for Culture of Care Steering Committee, High Desert Education Service District.
23. Rierson, S., Goka-Dubose, E., & **Lipscomb<sup>#</sup>, S. T.**, (2019). *Roots of Resilience* video featuring two early childhood teachers sharing about their experiences:  
<https://www.youtube.com/watch?v=BsmCCSecjLM>
24. Kothari, B. H., Jaramillo, J., & **Lipscomb, S. T.** (2019). *Theory of Change, Logic Model, and Table of Outputs and Outcomes for the Workgroup for Youth and Children (YCFC) in and at-risk for Foster Care*, Submitted to TRACEs of Central Oregon, United Way. Products created to facilitate implementation of YCFC work and evaluation.
25. Lane, S., Diers, N., Kothari, B.H., Bakos, Y. & **Lipscomb, S. T.** (2019). *Foster-Community-Connect: Bridging the Gap between Central Oregon and Its Children in Foster Care*. A website developed within the Software Systems for Social Innovation (SS4SI) lab at OSU-Cascades. <https://osu-cascades.github.io/foster-community-connect/index.html>
26. **Lipscomb, S. T.**, & Kothari, B. H. (2018). *Central Oregon Embraces Shared Measurement: Positive Factors to Promote Resilience*. A Blog post. Trauma-Informed Oregon, available at <https://traumainformedoregon.org/central-oregon-embraces-shared-measurement/>

27. Kothari, B.H., & **Lipscomb, S. T.** (2018). *Measuring Strengths to Nurture Resilience in Central Oregon*, a 1-page synopsis of Shared Measurement for TRACEs of Central Oregon. [https://drive.google.com/file/d/1HQBnUA5TA\\_rA75VZd7yyy1nfKZ-WqfQq/view](https://drive.google.com/file/d/1HQBnUA5TA_rA75VZd7yyy1nfKZ-WqfQq/view)
28. Struhs, N., Cukrov, M., Bakos, Y. Kothari, B. H., & **Lipscomb, S. T.** (2018). *Tracing Resilience*. A password protected website of resilience-promoting measures for the field accessible online developed within the Software Systems for Social Innovation (SS4SI) lab at OSU-Cascades.

### **Publications for the General Public (Professionally-related)**

1. **Lipscomb, S. T.** (2022, October). *Preventing Mass Shootings Starts with Community Resilience*. <https://visiblemagazine.com/preventing-mass-shootings-starts-with-community-resilience/>. Written as part of The Public Voices Fellowship Program with the OpEd Project and Oregon State University.
2. **Lipscomb, S. T.** (2022, December). *How LGBTQ+ Youth can Navigate Bias, Heal, and Thrive*. <https://www.psychologytoday.com/us/blog/resilient-and-thriving/202212/how-lgbtq-youth-can-navigate-bias-heal-and-thrive>. Written as part of The Public Voices Fellowship Program with the OpEd Project and Oregon State University.

### **PRESENTATIONS**

The first author was the presenter, unless otherwise noted.

\* notes students who worked under my supervision during the research process.

+ notes research from a student thesis or dissertation that I co-chaired.

# notes that the last author is the senior author/Principal Investigator

### **Invited Presentations**

1. Kile, M., & **Lipscomb, S. T.** (Co-Presented; Invited-2023). *The Interplay Study: Examining the Effect of Flame Retardants and the Home Environment on Children's Neuro-Cognitive and Behavioral Development*. Partnership for Environmental Public Health: Social Stress and Susceptibility. Webinar. National Institute of Environmental Health Sciences, January 30, 2023.
2. **Lipscomb, S. T.**, Hatfield, B., Goka-Dubose, E., & Lewis\*, H. (Invited Opening Plenary- 2020, November). *Impacts of Roots of Resilience professional development program on young children's engagement and learning*. In **Lipscomb, S. T. (Chair and Invited Session Developer)**, Gilliam, W., Jones Harden, B., & Kwon, K-A. *Moving Toward Trauma-Informed Systems and Programs in Early Childhood: Strategies and Interventions to Support the Wellbeing of Young Children Impacted by Trauma*. National Research Conference on Early Childhood, Administration for Children and Families, U.S. Department of Health and Human Services, Washington, DC (Virtual)
3. **Lipscomb, S. T.**, Hatfield, B., Goka-Dubose, E., & Lewis\*, H. (Invited-2020, October). *Nurturing Quality with a Trauma-Lens through Professional Development: Impacts of Roots of Resilience*. Oregon Child Care Researchers Roundtable (Virtual)
4. **Lipscomb, S. T.**, & the Roots of Resilience Research Team (Invited-2018, October). *Nurturing Children's Roots of Resilience: Trauma-Informed Professional Development for Early Childhood Teachers and Providers*. Oregon Child Care Researchers Roundtable, Edgefield, OR.

5. **Lipscomb, S. T.**, Hatfield, B., & the Roots of Resilience Research Team (Invited-2018, June). Nurturing Children's Roots of Resilience: Professional Development for Early Childhood Teachers. In **Lipscomb, S. T. (Chair)**. *Developing and Evaluating Interventions to Address Early Childhood Trauma*. National Research Conference on Early Childhood, Administration for Children and Families, U.S. Department of Health and Human Services, Washington, DC.
6. **Lipscomb, S. T.** (Invited-2018, February). Observed Quality, Structural Indicators, and Child Engagement in Centers and Home-Based Programs in Oregon. In Tonyan. H. (Chair), *Defining and Measuring Child Care Quality that Reflects Diversity of Families and Setting*. Plenary at the Annual Meeting of the Child Care and Early Education Policy Research Consortium, Washington DC.
7. **Lipscomb, S. T.**, Webber, R., Green, B., Gibbs, S., & Patterson, L. (Invited-2018, February). Unpacking Quality: Findings from Validation Studies of Oregon's Quality Rating and Improvement System. In Tout. K. (Chair), *Quality Rating and Improvement Systems: New Evidence and New Questions for the Future*. Annual Meeting of the Child Care and Early Education Policy Research Consortium, Washington DC.
8. **Lipscomb, S. T.** (Invited Colloquium-2017, November). *Nurturing Children's Roots of Resilience: Early Learning for Children Impacted by Trauma*. Purdue University, Indiana.
9. Comini, B., & **Lipscomb, S. T.** (Co-Presented; Invited-2017, October). *Using Data to Identify and Address Disparities in Early Learning*. Oregon Child Care Researchers Roundtable, Edgefield, OR.
10. **Lipscomb, S. T.**, Goka-Dubose, E., Hur, R , & Henry\*, J. (Invited-2017, March). *Adverse Childhood Experiences and Instability Related to Early Care and Education*. Annual Meeting of the Child Care and Early Education Policy Research Consortium, Washington DC.
11. Pratt, M., & **Lipscomb, S. T.** (Invited-2017, March). *Early Care and Education (ECE) Among Non-Parental Households*. Annual Meeting of the Child Care and Early Education Policy Research Consortium, Washington DC.
12. **Lipscomb, S. T.**, Weber, R., Green, B., & Patterson, L. (Invited-2016, October). *Measuring Quality: Insights from Oregon's Quality Rating and Improvement System (QRIS) Validation Study*. Oregon Child Care Researchers Roundtable, Edgefield, OR.
13. **Lipscomb, S. T.**, Weber, B., & Green, B. (Invited-2015, December). *Initial Evidence of Links between QRIS Ratings and Observed Program Quality in Oregon*. Annual Meeting of the Child Care Policy Research Consortium, Washington DC.
14. **Lipscomb, S. T.**, Miao, A., Finders, J., Hatfield, B., Pears, K., Kothari, B., and the Oregon School Readiness Consortium (Invited-2015, October). *Oregon's Kindergarten Assessment: children's scores across schools, districts, and counties*. Oregon Child Care Researchers Roundtable, Edgefield, OR.

15. **Lipscomb, S. T.** (Invited- 2014, November). *Evaluating Early Childhood Systems Change*. Annual Meeting of the Child Care Policy Research Consortium, Washington DC.
16. **Lipscomb, S. T.**, Karoly, L., & Hawkinson, L. (Invited- 2014, July). *QRIS validation studies: A discussion for researchers*. Quality Rating and Improvement Systems (QRIS) National Meeting: Building High-Quality Systems through QRIS. Denver, CO.
17. Meloy, M., **Lipscomb, S. T.**, & Baron, M. (Invited – 2014, July). *Linking State Child Care and Child Welfare Policies and Populations: Implications for Children, Families, and Policymakers*. Head Start’s 12<sup>th</sup> National Research Conference on Early Childhood, Administration for Children and Families, U.S. Department of Health and Human Services, Washington, DC. (Lipscomb co-authored invited presentation but did not present it)
18. Schmitt, S. A. & **Lipscomb, S. T.** (Invited – 2014, July). *Early Care and Education for Children Living in Non-parental Care: Outcomes from the Head Start Impact Study*. Head Start’s 12<sup>th</sup> National Research Conference on Early Childhood, Administration for Children and Families, U.S. Department of Health and Human Services, Washington, DC. (Lipscomb co-authored invited presentation but did not present it)
19. **Lipscomb, S. T.** (Invited-2013, October). *Early Care and Education for Children Involved in Child Welfare: Outcomes for Children and Families*. Oregon Child Care Researchers Roundtable, Edgefield, OR.
20. **Lipscomb, S. T.** & Magnuson, K. (Invited-2012, July). *Tiered Quality Rating and Improvement Systems (TQRIS) validation*. Annual Meeting of the Quality Initiatives Research and Evaluation Consortium (INQUIRE), Office of Planning, Research, and Evaluation, Administration for Children and Families, U.S. Department of Health and Human Services, Washington, D.C.
21. Chaudry, A., **Lipscomb, S. T.**, Martinez-Beck, I., Robeson, W. W., & Tout, K. (Co-Presented - Invited-2012, November). *Closing Plenary. Highlights Across Themes and Reflections from HHS Leadership*. Annual Meeting of the National Child Care Policy Research Consortium, Washington, D.C.
22. **Lipscomb, S. T.** (Invited-2012, November). *Professional Development Outcomes from Oregon’s Education Quality Investment Partnership (EQUIP)*. Annual Meeting of the National Child Care Policy Research Consortium, Washington, D.C.
23. **Lipscomb, S. T.**, Meloy, M. E., & Finch, J. (Invited-2012, November). *Linking State Child Care and Child Welfare Policies and Outcomes*. Annual Meeting of the National Child Care Policy Research Consortium, Washington, D.C.
24. **Lipscomb, S. T.** (2011, November). *Early Care and Education for Children Involved in Child Welfare: Patterns, Predictors, and School Readiness Outcomes*. Annual Meeting of the National Child Care Policy Research Consortium, Washington, D.C.
25. Ashan, N., Christian, S., **Lipscomb, S. T.** Meloy, B., Rous, B., & Ward, H. (Co-Presented - Invited-2011, November). *Challenges and Opportunities in Studying Special Populations: A Conversation about Research with Families at the Intersection of Early Care and Education*,

*Child Welfare, and Early Intervention/ Preschool Special Education*. Annual Meeting of the National Child Care Policy Research Consortium, Washington, D.C.

26. **Lipscomb, S. T.** (Invited-2011, October). *Early Care and Education for Children from Vulnerable Groups*. Oregon Child Care Researchers Roundtable, Edgefield, OR.
27. **Lipscomb, S. T.** (Invited-2010, October). *How Does Financial Support for Quality Child Care Affect Low-income Families?* Oregon Child Care Researchers Roundtable, Edgefield, OR.
28. **Lipscomb, S. T.** & Norris, D. (Invited-2010, October). *Evaluation of the Education Quality Investment Partnership (EQUIP)*. Oregon Child Care Researchers Roundtable, Edgefield, OR.
29. **Williams, S. T.** (Invited-2009, October). *Providing Information on Child Care to Parents: Preliminary Findings from Oregon*. National Child Care Policy Research Consortium, Washington D.C.
30. **Williams, S. T.** (Invited-2009, October). *Community Childcare Initiative: Preliminary Evaluation Findings*. Oregon Child Care Researchers Roundtable, Edgefield, OR.
31. **Williams, S. T.** (Invited-2009, October). *EQUIP Preliminary Evaluation Framework*. Oregon Child Care Researchers Roundtable, Edgefield, OR.

### **Refereed Presentations**

1. Jäderholm, C., Camilla Dohlman, C., Greene, K., Phelps, B\*., Kothari, B., **Lipscomb, S. T.**, Shannon, J. (2023, October – accepted). *Measuring Belonging in Central Oregon: A Community-Engaged Survey Approach*. Oregon Public Health Association Annual Meeting, Corvallis, OR. (Lipscomb co-authored)
2. Camilla Dohlman, C., Greene, K., Phelps, B\*., Jäderholm, C., **Lipscomb, S. T.**, Kothari, B., & Shannon, J. (2023, November – accepted). *A Community-Engaged Approach to Measure Belonging*. American Public Health Association Annual Meeting, Atlanta, GA. (Lipscomb co-authored)
3. Mercurief\*+, A. **Lipscomb, S. T.**, McClelland, M., Kile, M., & Geldhof, J. (2023, November – accepted). *Disparities in PBDE and OPFR Flame Retardant Exposure: Influences on Early Childhood Executive Function and Community Resilience-Promoting Factors*. American Public Health Association Annual Meeting, Atlanta, GA. (Lipscomb mentored first author and co-authored)
4. Mercurief\*+ A., **Lipscomb, S. T.**, & McClelland, M. (March, 2023). Examining risk and resilience in the built and social neighborhood environment for American Indian/Alaska Native preschool children. In M. Tsethlikai (Chair). *Exploring Protective Factors for Indigenous Children in the Midst of Economic, Environmental, and Social Stressors*. Biennial Conference of the Society for Research in Child Development, Salt Lake City, UT. (Lipscomb mentored first author and co-authored)

5. Chen, Q., Mercurief\*, A., Kile, M., McClelland, M., **Lipscomb**<sup>#</sup>, **S. T.** (March, 2023). *Educator Well-being During the Covid-19 Pandemic*. Flash Talk Session. Biennial Conference of the Society for Research in Child Development, Salt Lake City, UT. (Lipscomb senior author)
6. Mercurief\* A., Chen, Q., Foster, S., Ozenbaugh, I., Bradetich, A., Carlson, S., Braithwaite, P., McClelland, M., & **Lipscomb**<sup>#</sup>, **S. T.** (2022, June). *Early Childhood Teacher Experiences of Workplace Support and Self-reported Distress During the COVID-19 Pandemic*. [Poster Presentation]. National Research Conference on Early Childhood, virtual conference. (Lipscomb mentored group of student and postdoc authors, and co-authored but did not present)
7. Schmitt, S., Mihalec-Adkins, B., **Lipscomb. S. T.**, Pratt, M., & Horvath. G. (2022). Longitudinal Relations among Early Care and Education Stability During the Prekindergarten Year and Behavior Problems. In Baumgartner , J. (Chair) *Factors Contributing to Children's Development*. Paper Symposium at the Annual Meeting of the American Educational Research Association, San Diego, CA. (Lipscomb co-authored)
8. **Lipscomb, S. T.**, Hatfield, B., Lewis\*, H., Goka-Dubose, E. Jaderholm\*, C. (2021, April). *Variation in Responses to Professional Development on Trauma and Resilience: a Mixed Methods Approach*. Poster Presentation at the Biennial Meeting of the Society for Research in Child Development, Virtual.
9. Abshire, C\*. & **Lipscomb**<sup>#</sup>, **S. T.** (2021, April). Early childhood teachers' ACEs and workplace supports predict indicators of workplace well-being. In Jeon, L., & Roberts, A. (Chairs). *A Holistic Approach to Early Childhood Educators' Well-being and Work Environments*. Paper Symposium at the Biennial Meeting of the Society for Research in Child Development, Virtual. (Lipscomb mentored first author; senior author)
10. Hatfield, B., **Lipscomb, S. T.**, Sills\*, A. (2021, April). Classroom, teacher, and peer interactions: Associations with preschool children's salivary cortisol. In Hatfield, B. (Chair). *Unpacking the Nuances of Teacher-Child Interactions: Direct and Indirect Effects on Child Outcomes*. Paper Symposium at the Biennial Meeting of the Society for Research in Child Development, Virtual. (Lipscomb co-authored)
11. **Lipscomb, S. T.**, Hatfield, B., Lewis\*, H., Goka-Dubose, E., & the Roots of Resilience Research Team (2019, October). Roots of Resilience: Professional Development for Early Childhood Teachers in Trauma-Responsive Care. In Kothari, B. (Chair), & Blakeslee, J. (Co-Chair) *Relationship-Oriented Interventions to Promote Resilience among Children and Youth who have Experienced Adversity*. Society for the Study of Human Development Conference, Portland, OR.
12. **Lipscomb, S. T.**, Lewis\*, H., Hatfield, B., Qadir, E., & Hiler, C. (2019, October). *Do Teacher-Child Relationships Moderate Effects of Adverse Childhood Experiences on Social and Behavioral Skills and Problems in Preschool?* Poster Presentation at the Society for the Study of Human Development Conference, Portland, OR.

13. Lewis\*+, H., **Lipscomb, S. T.**, & Hatfield, B., (2019, October). *Adverse Childhood Experiences and Family-Teacher Relationships in Early Care and Education*. Poster Presentation at the Society for the Study of Human Development Conference, Portland, OR. (Lipscomb mentored first author and co-authored)
14. Sills\*, A., **Lipscomb, S. T.**, & Hatfield, B. (2019, October). *Parenting, Household Chaos, and Children's Stress System Activity as Predictors of Externalizing Behaviors in Preschool*. Poster Presentation at the Society for the Study of Human Development Conference, Portland, OR. (Lipscomb mentored first author and co-authored)
15. **Lipscomb, S. T.**, Weber, B., Green, B., & Patterson, L. (2019, March). Identifying Commonality in Observed Quality across Home- and Center-Based Early Learning Programs. In Jeon, L., (Chair). *New Insights on Quality and Access in Early Care and Education: Lessons from QRIS Data*, Biennial Conference of the Society for Research in Child Development, Baltimore, MD.
16. Goka-Dubose, E., Bickhaus\*, L., Hatfield, B., & **Lipscomb#**, **S. T.** (2018, June). *Quality of Implementation in Video-based Coaching Program for Early Childhood Teachers*. Poster Presentation at the National Research Conference on Early Childhood, Washington DC. (Lipscomb mentored first two authors and co-authored; senior author)
17. Lewis\*, H., **Lipscomb, S. T.**, Hatfield, B., Green, B., & Weber, B. (2018, June). *Family-Teacher Partnerships and Child Engagement in Early Child Care and Education*. Poster Presentation at the National Research Conference on Early Childhood, Washington DC. (Lipscomb mentored first author and co-authored presentation)
18. Lewis\*, H., Longway\*, K., Bulosan, C., Sills\*, A., Hatfield, B., & **Lipscomb#**, **S. T.** (2018, June). *Participant Engagement and Feasibility in the Roots of Resilience Online Course: Supporting Early Childhood Teachers to Nurture Resilience*. Poster Presentation at the National Research Conference on Early Childhood, Washington DC. (Lipscomb mentored group of student authors; senior author)
19. Lewis\*, H., Longway, K., Bulosan, C., Sills\*, A., Hatfield, B., & **Lipscomb#**, **S. T.** (2018, May). *Participant Engagement and Feasibility in the Roots of Resilience Online Course: Supporting Early Childhood Teachers to Nurture Resilience*. Poster Presentation at the Oregon Parenting Education Conference, Corvallis, OR. (Lipscomb mentored group of student authors; senior author)
20. Henry\*, J., Goka-Dubose, E., Bickhause\*, L., Hatfield, B., & **Lipscomb#**, **S. T.** (2017, May). *Teachers Awakening Children's Healing: Piloting Strength-Based Coaching Online in the Roots of Resilience Program*. Poster Presentation at the Oregon Parenting Education Conference, Corvallis, OR. (Lipscomb mentored group of student authors; senior author)
21. Lewis\*, H., Bulosan\*, C., Hope\*, S., Longway\*, K., Goka-Dubose, E., Hatfield, B., & **Lipscomb#**, **S. T.** (2017, May). *Roots of Resilience Program: An Overview of the Online Course and Lessons Learned*. Poster Presentation at the Oregon Parenting Education Conference, Corvallis, OR. (Lipscomb mentored group of student authors; senior author)

- Duncan\*, R., **Lipscomb, S. T.**, Geldhof, J., & Acock, A. (2017, April). *A Person-Centered Approach for Predicting 5<sup>th</sup> Grade Literacy Proficiency among Low-Income Children*. Poster presented at the Biennial Meeting of the Society for Research in Child Development, Austin, TX. (Lipscomb co-authored)
22. Hur, R., **Lipscomb, S. T.**, Lewis\*, H., Goka-Dubose, E., Henry\*, J. & (2017, April). *Challenges in Teacher-Parent Relationships for Children Experiencing Adversity*. Poster presented at the Biennial Meeting of the Society for Research in Child Development, Austin, TX. (Lipscomb co-authored)
23. **Lipscomb, S. T.**, Goka-Dubose, E., Henry\*, J., & Hur, R. (2017, April). *Instability Related to Early Care and Education May Pose Barrier to Supporting Families Facing Adverse Childhood Experiences (ACEs)*. Poster presented at the Biennial Meeting of the Society for Research in Child Development, Austin, TX.
24. Schmitt, S., Pratt, M., & **Lipscomb, S. T.** (2017, April). *Teacher-child Relationships for Highly Mobile Children Living in Non-Parental Care*. Paper presented at the Biennial Meeting of the Society for Research in Child Development, Austin, TX. (Lipscomb co-authored)
25. Kile, M. L., **Lipscomb S. T.**, MacDonald M., McClelland M., Scott R., O'Connell S. G., Anderson K. (2016). *Assessing Preschool Children's Exposure to Flame Retardants, Using Silicone Wristbands, and Links with Teacher-rated Social Behaviors*. International Society for Exposure Science, Utrecht, NL. (Lipscomb co-authored)
26. **Lipscomb, S. T.**, Miao\*, A., Finders\*, J., Hatfield, B., Pears, K., Kothari, B., and the Oregon School Readiness Consortium (2016, July). *School Readiness at the Community Level: Children's Scores across Schools, Districts, and Counties*. The Administration for Children and Family's National Research Conference on Early Childhood, Washington, DC.
27. **Lipscomb, S. T.**, Weber, R., Green, B., & Patterson, L. (2016, July). *Variability in Teacher-Child Interactions Within Early Learning Programs: Unpacking Differences across Classrooms/Groups*. The Administration for Children and Family's National Research Conference on Early Childhood, Washington, DC.
28. Kothari, B. H., McGee, M., Godlewski, B., McBeath, B., Bank, L., & **Lipscomb, S.** (2016, June). *A Longitudinal Analysis of Discipline among Youth in Foster Care*. Paper presented at the Society for Prevention Research annual conference, San Francisco, CA. (Lipscomb co-authored)
29. Schmitt, S. A., **Lipscomb, S. T.**, & Pratt, N. (November, 2015). *The Role of Housing Instability and Family Services for Children Living in Non-parental Care*. Paper presented at the fall research conference for the Association for Public Policy Analysis and Management, Miami, FL. (Lipscomb co-authored)
30. Rohlman, D., Kincl, L., Kile, M. L., Frey, G., **Lipscomb, S. T.**, MacDonald, M., McClelland, M., & Anderson, K. (2015, April). *Reporting Community-Based Participatory Research to Communities*. Northwest Environmental Health Conference, Portland, OR.

(Lipscomb co-authored)

31. **Lipscomb, S. T.**, Becker\*, D., Laurent, H., Leve, L., Neiderhiser, J., Natsuaki, M., Shaw, D., Reiss, D., & Fisher, P. (2015, March). *Children's Stress System Activity Moderates Effects of Teacher-child Relationships on Success in Early Elementary School*. Poster presented at the Biennial Meeting of the Society for Research in Child Development, Philadelphia, PA.
32. Pratt\*<sup>+</sup>, M., McClelland, M., & **Lipscomb, S. T.** (2015, March). *Understanding the Relation between Multiple Risks and Early Self-Regulation*. Paper presented at the Biennial Meeting of the Society for Research in Child Development, Philadelphia, PA.  
(Lipscomb mentored first author; co-authored)
33. Schmitt, S., & **Lipscomb, S. T.** (2015, March). *Housing Instability and Academic Trajectories for Children in Head Start*. Paper presented at the Biennial Meeting of the Society for Research in Child Development, Philadelphia, PA. (Lipscomb co-authored)
34. Becker\*, D., **Lipscomb**<sup>#</sup>, **S. T.**, (2014, November). *Stress System Activity as a Moderator of Parenting on Children's Skills for Success in school*. Poster presented at the Special Topic Meeting of the Society for Research in Child Development: New Conceptualizations in the Study of Parenting-At-Risk, San Diego, CA. (Lipscomb mentored first author; senior author)
35. **Lipscomb, S. T.**, Machala, M., Sundborg, S. A., Gebstadt, B., Keys, S., Armington, A., Rennekamp, D., Sektnan, M., Kingston, S., Bovbjerg, V. (2014, October). *Strengthening Families*. Paper presentation at the Oregon Public Health Association Annual Conference, Corvallis, OR.
36. Tepfer, A., Anderson, K., Kile, M., **Lipscomb, S. T.**, McClelland, M. & MacDonald, M. (2014, October). *Motor Skill Proficiency and School Readiness in At-Risk Preschool Children*, National Federation of Adapted Physical Activity, Ann Arbor, MI. (Lipscomb co-authored)
37. Pratt\*<sup>+</sup>, M. E. **Lipscomb, S. T.**, & McClelland, M., (2014, April). *How Children's Characteristics Moderate Effects of Early Care and Education: An Illustration with Self-Regulation Development*. Poster presented at the Special Topic Meeting of the Society for Research in Child Development: Strengthening Connections among Child and Family Research, Policy and Practice, Alexandria, VA. (Lipscomb mentored first author and co-authored)
38. Przybyla, J., Kile, M., McDonald, M., McClelland, M., **Lipscomb, S. T.**, & Anderson, K. (2014, April). *Detection of 41 Flame Retardants in a Pacific Northwest Sample of Preschool-aged Children*. 6<sup>th</sup> Annual Northwest Environmental Health Conference, Portland, OR.  
(Lipscomb co-authored)
39. Tepfer, A., Anderson, K., Kile, M., **Lipscomb, S. T.**, McClelland, M. & MacDonald, M. (2013, July). *Motor Skill Performance & School Readiness*. National Consortium for Physical Education for Individuals with Disabilities, Washington, DC. (Lipscomb co-authored)
40. Pratt\*, M. E. **Lipscomb**<sup>#</sup>, **S. T.**, & Schmitt\*, S. A. (2013, April). *The Effect of Head Start on Family Services and Parenting Outcomes in a Non-parental Care Sample*. Poster presented at

the meeting of the Society for Research in Child Development, Seattle, WA. (Lipscomb mentored first and third authors; senior authored)

41. Tracy\*<sup>+</sup>, A. & **Lipscomb**<sup>#</sup>, S. T. (2013, April). *Supporting Early Childhood Teachers: Improving the Teacher-Child Relationship for Children Exhibiting Challenging Behavior*. Poster presented at the meeting of the Society for Research in Child Development, Seattle, WA. (Lipscomb mentored first author; senior authored)
42. **Lipscomb**, S. T., Pratt\*, M., Schmitt\*, S. A., Pears, K. C., & Kim, H. P. (2012, June). *Early Care and Education for Children Living in Non-parental Care: Implications for School Readiness*. Paper presented at the biennial Head Start Research Conference, Washington, D.C.
43. **Lipscomb**, S. T., & Pears, K. C. (2011, October). *Child Care and Early Education for Children Living in Foster Care*. Poster presentation at the American Public Health Association Conference, Washington, D.C.
44. **Lipscomb**, S. T., & Pears, K. C. (2011, June). *Early Care and Education for Children in Foster Care*. Poster presentation at the National Conference on Child and Family Policies and Programs, Boston, MA.
45. **Williams**, S. T., Thompson, R. A., Masyn, K. E., & Ontai, L. (2007, March). *School Readiness as a Developmental Process*. Poster presented at the biennial meeting of the Society for Research in Child Development, Boston, MA.
46. **Williams**, S. T., Conger, K. J., & Blozis, S. (2007, March). *Interpersonal Aggression during Adolescence: Developmental Pathways and the Importance of Parents, Siblings, and Family Economics*. Paper presented at the biennial meeting of the Society for Research in Child Development, Boston, MA.
47. **Lipscomb**, S. T., Ontai, L., & Mastergeorge, A. M. (2006, June). *Developmental Trajectories of Social Reciprocity among Infant Peers: Contributions from Child Care Providers and Peers*. Paper presented at the International Conference on Infant Studies, Kyoto, Japan.
48. **Lipscomb**, S. T., Ontai, L., Masyn, K. E., & Thompson, R. A. (2006, April). *School Readiness as a Developmental Process Methodological Approaches*. Poster presented at the Child Care Policy Research Consortium meeting, Silver Springs, MD.
49. Conger, K. J., **Lipscomb**, S. T., Little, W., Masyn, K. E., & Schebloski, B. (2006, March). *Family Interactions and Adolescent Mastery: The Role of Problem Solving*. Paper presented at the Society for Research on Adolescence meeting, San Francisco, CA. (Lipscomb co-authored)
50. **Lipscomb**, S. T. (2000, April). *The Media and Body Image: Erasing the Harmful Ideals*. Paper presented at the Western Psychological Association meeting, Portland, OR and the Whitman College Research Conference, Walla Walla, WA. (Undergraduate Honors Thesis)

### **Undergraduate Student Presentations**

1. Barwig\*, A. & **Lipscomb#, S. T.** (2023, May). *Parenting Warmth and Supportiveness and Children's Empathy in Preschool*. OSU-Cascades Student Research and Scholarship Symposium, Bend, OR (Poster Presentation). (Lipscomb primary mentor: honors thesis and Layman Fellowship)
2. Barwig\*, A., Bock\*, G., Biboux\*, K., Williams\*, K., (2023, May). *Undergraduate Research Experience on the Flame Retardant and Children's School Readiness Study*. OSU-Cascades Student Research and Scholarship Symposium, Bend, OR (Poster Presentation). (Lipscomb primary mentor)
3. Hammer, D., & **Lipscomb, S.T.** (2023, May). *The Effect of Physical Activity and Covid-19 on Executive Function*. Oregon State University Celebrating Undergraduate Excellence (Poster Presentation) and Honor's Thesis Defense, Corvallis, OR (Oral Presentation). (Lipscomb primary mentor: honors thesis)
4. Nichols, A., & **Lipscomb, S.T.** (2023, May). *Mother's Anxiety Induced by Covid-19 and Children's Executive Function*. Undergraduate Honor's Thesis Defense, Corvallis, OR (Oral Presentation). (Lipscomb primary mentor: honors thesis and Layman Fellowship)
5. Dickerson, M., MacDonald, M., **Lipscomb, S. T.**, McClelland, M., Chang, S., DeRuyter, T., Megowan, M., & Kile, M. (2023, May). *The Impact of Parental and Educators' Outlook on Children and Developmental Milestones*. Oregon State University Celebrating Undergraduate Excellence (Poster Presentation). (Lipscomb co-led study upon which project was based)
6. Holt, K., Anderson, K., Chang, S., DeRuyter, T., **Lipscomb, S. T.**, Megowan, M., Kile, M. (2023, May). *Correlation Between Geographical Location and Preschool Children's Flame Retardant Exposure in the United States Based on Silicone Wristbands*. Oregon State University Celebrating Undergraduate Excellence (Poster Presentation). (Lipscomb co-led study upon which project was based)
7. Lukens, E., MacDonald, M., **Lipscomb, S. T.**, McClelland, M., Chang, S., Megowan, M., & Kile, M (2023, May). *Parents' Marital Status and Oregon Preschool-Aged Child's Behavior/Focus in the Classroom*. Oregon State University Celebrating Undergraduate Excellence (Poster Presentation). (Lipscomb co-led study upon which project was based)
8. Krecklow, G., Kile, M., DeRuyter, T., Chang, S., Megowan, M., MacDonald, M., McClelland, M., & **Lipscomb#, S. T** (2023, May). *Exploring the Association Between Parental Reading Practices and Woodcock-Johnson Letter-Word Recognition Scores in Children Ages 4-5*. Oregon State University Celebrating Undergraduate Excellence (Poster Presentation). (Lipscomb co-led study upon which project was based)
9. Barwig\*, A. & **Lipscomb#, S. T.** (2022, June). *Parenting Warmth and Supportiveness and Children's Empathy in Preschool*. OSU-Cascades Student Research and Scholarship Symposium, Bend, OR (Poster Presentation). (Lipscomb primary mentor: honors thesis)
10. Nichols\*, A. & **Lipscomb#, S. T.** (2021, June). *Covid-19 Pandemic and Executive Function; What is the Relationship?* Oregon State University Celebrating Undergraduate Excellence (Ignite Talk, virtual). (Lipscomb primary mentor: honors thesis and Layman Fellowship)

11. Fastelin\*, C., **Lipscomb#, S. T.**, & Kile, M. (2021, June). *How do Racial Minority Preschoolers Exhibit Resilience Factors during Early Development?* Oregon State University Celebrating Undergraduate Excellence (Ignite Talk, virtual). (Lipscomb primary mentor: URSA-Engage)
12. Perez\*, A. & **Lipscomb#, S. T.**, Kile, M. (2021, June). *Internalizing Behavior and Resilience in Preschoolers*. Oregon State University Celebrating Undergraduate Excellence (Ignite Talk, virtual). (Lipscomb primary mentor: URSA-Engage)
13. Hammer, D. & **Lipscomb#, S. T.**, Kile, M. (2021, June). *Children's Self-Regulation during the Pandemic*. Oregon State University Celebrating Undergraduate Excellence (Ignite Talk, virtual). (Lipscomb primary mentor: honors thesis and URSA-Engage)
14. Ramirez, M. & **Lipscomb#, S. T.** (2021, June). *COVID-19, Poverty, and Social-Emotional Competence*. Oregon State University Celebrating Undergraduate Excellence (Ignite Talk, virtual). (Lipscomb primary mentor: Layman Fellowship)
15. Scott, S. & **Lipscomb#, S. T.**, Kile, M. (2021, June). *Household Income and Preschool Academic Skills*. Oregon State University Celebrating Undergraduate Excellence (Ignite Talk, virtual). (Lipscomb primary mentor: URSA-Engage)
16. Sills\*, A., **Lipscomb, S. T.#.**, & Hatfield, B. (2019, May). *Parenting, Household Chaos, and Children's Stress System Activity as Predictors of Externalizing Behaviors in Preschool*. OSU-Cascades Student Research and Scholarship Symposium, Bend, OR. (Lipscomb primary mentor: Layman Fellowship)
17. Bickhaus\*, L., Hatfield, B., Goka-Dubose, E., Servantes\*, O., & **Lipscomb#, S. T.** (2018, May). *Teacher Engagement in Coaching and Application of Knowledge*. Oregon State University Celebrating Undergraduate Excellence. (Lipscomb primary mentor)
18. Goka-Dubose, E., Bickhaus\*, L., Servantes\*, O., Hatfield, B., & **Lipscomb#, S. T.** (2018, June). *Quality of Implementation in Video-based Coaching Program for Early Childhood Teachers*. OSU-Cascades Student Research and Scholarship Symposium, Bend, OR. (Lipscomb primary mentor)
19. Servantes\*, O., Bulosan\*, C., Goka-Dubose, E., & **Lipscomb#, S. T.** (2017, May). *Measuring Teachers' Serve and Return Interaction in the Roots of Resilience Program*. OSU-Cascades Student Research and Scholarship Symposium, Bend, OR. (Lipscomb primary mentor: URSA-Engage)
20. Lewis\*, H., Bulosan\*, C., Hope\*, S., Longway\*, K., Goka-Dubose, E., Hatfield, B., & **Lipscomb#, S. T.** (2017, May). *Roots of Resilience Program: An Overview of the Online Course and Lessons Learned*. OSU-Cascades Student Research and Project Symposium, Bend, OR. (Lipscomb primary mentor)

21. Magidow\*, E., Neves\*, B., Lewis\*, H., Bulosan\*, C., Hur, R. & **Lipscomb#, S. T.** (2016, May). *Preschool Teachers' Well-Being: Is there a Relationship with Children's Adverse Childhood Experiences?* OSU-Cascades Student Research and Scholarship Symposium, Bend, OR. (Lipscomb primary mentor)
22. Niles\*, T., & **Lipscomb#, S. T.** (2016, May). *Follow-Up after Healthy Beginning Screening.* OSU-Cascades Student Research and Scholarship Symposium, Bend, OR. (Lipscomb primary mentor)
23. Hein\*, B., & **Lipscomb#, S. T.** (2015, May). *Racial disparities in wages among early childhood education teachers.* OSU-Cascades Student Research and Scholarship Symposium, Bend, OR. (Lipscomb primary mentor)
24. Napoli\*, L., Niles\*, T., & **Lipscomb#, S. T.** (2015, May). *Read it, Read it! An early childhood literacy initiative of the Early Learning Hub of Central Oregon.* OSU-Cascades Student Research and Scholarship Symposium, Bend, OR. (Lipscomb primary mentor)

### **Community Presentations**

1. **Lipscomb, S. T.**, Neilson, L., & Tracy, A. (2023, September). *Supporting Well-being of the Oregon Early Learning Workforce: Recommendations based on Findings from the SEQUAL Survey.* Learning Collaborative of the Oregon Early Learning Hubs and Child Care and Resource and Referrals, Monmouth Oregon.
2. **Lipscomb, S. T.**, Phelps\*, B., & Neilson, L. (2023, September). *Supporting Well-being of the Oregon Early Learning Workforce: Recommendations based on Findings from the SEQUAL Survey.* Presentation to the Oregon Department of Early Learning and Care.
3. Goka-Dubose, E., Rodriguez, L., & **Lipscomb #, S. T.** (2023, April) *Integrating Roots of Resilience Coaching into Professional Supports for Early Educators.* Annual Conference of the Central Oregon Chapter of the Oregon Association for the Education of Young Children, Bend, OR.
4. Goka-Dubose, E., Rodriguez, L., & **Lipscomb #, S. T.** (2022, October). *Coaching for Resilience in Early Childhood: Integrating Roots of Resilience: Coaching into Professional Supports for Early Educators.* Annual Conference for Center on Early Learning & Youth Development, Monmouth, OR.
5. **Lipscomb, S. T.** (2022, September). *Culture of Care Year End Surveys and Focus Groups.* Submitted to the Culture of Care Advisory and the High Desert Education Service District.
6. **Lipscomb. S. T.** (2022, May 5). *Child Care Scarcity.* Presentation to the League of Women Voters, Bend, OR
7. Goka-Dubose, E., **Lipscomb. S. T.**, & Rodriguez, L. (Co-Presented, 2022, April). *Coaching for Resilience in Early Childhood: Integrating Roots of Resilience Coaching into Professional Supports for Early Educators.* Annual Conference of the Central Oregon Chapter of the Oregon Association for the Education of Young Children, Bend, OR.

8. Howell, A., **Lipscomb, S. T.**, Swanson, D. & Coates, K. (Co-Presented, 2022, April). *Let's Listen to Our Teachers: Creating an Early Learning Center that Prioritizes Educator Care and Vision as Best Practice*. Annual Conference of the Central Oregon Chapter of the Oregon Association for the Education of Young Children, Bend, OR.
9. **Lipscomb, S. T.**, & Brody, B. (2022, April). *On the Road to Recovery: Promoting Resilience with Early Educators*. SciencePub. Oregon State University-Cascades in partnership with the College of Public Health and Human Science. Recording available: <https://www.youtube.com/watch?v=b5tc0hxc-ZM>
10. **Lipscomb, S. T.**, & Swander, W. (2022, February). *Culture of Care: Year One Developmental Evaluation*. Presented to the Central Oregon Health Council.
11. Kile, M., **Lipscomb, S. T.**, & McClelland, M. (Co-presented, 2020, November). *Does Your Home Pass the Test? How Environmental Health in the Home Can Affect Child Development*. Public Health Insider Series. Oregon State University.
12. **Lipscomb, S. T.** & Fischetti, D. (2019, October). *Trauma, Resilience, and Adverse Childhood Experiences (TRACES)*. Leadership Cultivation Event for United Way of Deschutes County, Bend, OR.
13. Wilhelm, K., **Lipscomb, S. T.**, & McClure, K. (Co-presented, 2019, October). *We Are Our Childhood*, City Club of Central Oregon, Bend, OR.
14. **Lipscomb, S. T.** (2019, October). *Nurturing Resilience in Ourselves and Others*. Discovery Day, Oregon State University-Cascades, Bend, OR.
15. **Lipscomb, S. T.** (2018, April). *Nurturing Children's Resilience begins with Fostering Our Own*. Annual Conference of the Central Oregon Chapter of the Oregon Association for the Education of Young Children, Bend, OR.
16. **Lipscomb, S. T.** (Invited-2017, October). *Promoting Resilience for Children Facing Adversity*. Grantee Meeting of the Oregon Parenting Education Collaborative, Bend, OR.
17. **Lipscomb, S. T.** (2017, April). *Turning adversity upside down: Promoting resilience in early childhood programs*. Annual Conference of the Central Oregon Chapter of the Oregon Association for the Education of Young Children, Bend, OR.
18. **Lipscomb, S. T.** (2013, January). *Promoting human capital at OSU-Cascades*. Presentation at OSU-Cascades, semiannual Circle of Excellence donor appreciation event, Bend, OR.
19. **Lipscomb, S. T.** (2012, February). *It's not all ABCs. What makes preschool a path to success? It's in the Bag*, lunchtime lecture series at OSU-Cascades, Bend, OR.

## **GRANTS AND CONTRACTS**

### **Under Review: Grants and Contracts**

- Lipscomb, S. T. (PI)** and Smith, K. (Co-PI) (2023). *Research and Scholarship Fellowships for Undergraduates at OSU-Cascades*. Women's Giving Circle. \$10,000.
- Lipscomb, S. T. (PI)** and Gelhof, J (Co-I) (2023). *Advancing Measurement of Resilience in Early Childhood*. National Institutes of Child Health and Human Development. \$143,082.
- Sumi, W. C., **Lipscomb, S. T. (Co-PI; PI on OSU subaward)**, Chow, K., Hatfield, B. H., Goka-Dubose, E., Grimm, R., & Schmidt, R. (2023 (resubmit)). *Impact study of Roots of Resilience-Coaching: Professional development to help early care and education teachers provide emotional support to young children impacted by trauma*. Institute for Education Sciences. \$4,000,000 total; OSU subaward: \$1,714,229.

### **Unfunded Recent (past 5 years) Grant Submissions**

- Madrid, C. (PI; COHC), Shannon, J., (Co-I; OHSU), **Lipscomb, S. T. (Co-I; PI on OSU subaward)**, & Kothari, (Co-I; Co-PI on OSU Subaward) (2023). *Central Oregon Achieving Community Health for Underserved Populations (COACH-UP)*. National Institutes of Health. OSU subaward is \$3,726,897 across the 10 year project period.
- Kile, M. (Co-PI) & **Lipscomb, S. T. (Co-PI)**. (2022). Administrative Supplement to (5 R01 ES029497-01A1) *Children's flame retardant exposures measured by passive wristbands: Sex specific associations, social adversity, and socio-cognitive development*. National National Institutes of Environmental Health Sciences. \$149,994.
- Kile, M. (Co-PI), **Lipscomb, S. T. (Co-PI)**, MacDonald, M. (Co-I), McClelland (Co-I), M., Geldhof, J. (Co-I), & Anderson, K. (Co-I). Urgent Competitive Revision to (5 R01 ES029497-01A1) *Children's flame retardant exposures measured by passive wristbands: Sex specific associations, social adversity, and socio-cognitive development*. National Institutes of Environmental Health Sciences. \$2,236,089.
- Lipscomb, S. T. (PI)**, Swander, W. (Co-I), & Condit, K. (Co-I). *Evaluating the Impacts of Juntos Aprendemos for Early Learners and Parents*. Submitted to the Brady Education Foundation. \$743,621.

### **Active Grants and Contracts**

#### ***Competitive Research Grants (active)***

- 2023-2024 Kile, M. (Co-PI) & **Lipscomb, S. T. (Co-PI)**. *Bioethics Administrative Supplement to (5 R01 ES029497-01A1) Children's flame retardant exposures measured by passive wristbands: Sex specific associations, social adversity, and socio-cognitive development (2023)*. National Institutes of Environmental Health Sciences. \$222,495.
- 2019-2024 Kile, M. (Co-PI), **Lipscomb, S. T. (Co-PI)**, MacDonald, M. (Co-I), McClelland (Co-I), M., Geldhof, J. (Co-I), & Anderson, K. (Co-I). *Children's flame retardant exposures measured by passive wristbands: Sex specific associations, social adversity, and socio-cognitive development (1 R01 ES029497-01A1)*. National Institutes of Health. \$2,965,643.

#### ***Applied Research/Evaluation Contracts (active)***

- 2023-2025 McClelland, M. (PI), Hatfield, B. (Co-PI), Tominey, S. (Co-PI), Pratt, M. (Co-PI), & **Lipscomb, S. T. (Co-I)**. *Capacity Building Center: Competency-based Training and Technical Assistance for the Early Learning Workforce*, Early Learning Division, Oregon Department of Education. \$8,043,696.
- 2022-2024 **Lipscomb, S. T. (PI)**, Kothari, B. (Co-PI). *Strengthening Measurement of Resilience and Belonging in Central Oregon*. United Way of Deschutes County. \$90,000.

2021-2023 Shannon, J. (Co-PI), **Lipscomb, S. T. (Co-PI)**, & Kothari, B. (Co-PI). *Resilience and Belonging Measure*. Central Oregon Health Council. \$349,896. Lipscomb is PI on subaward from Oregon Health Sciences University to Oregon State University.

### **Completed Grants and Contracts**

#### ***Competitive Research Grants-completed***

- 2021-2023 **Lipscomb, S. T. (Co-PI)** & Kile, M. (Co-PI). *Research Supplement to Promote Diversity in Health-Related Research*. Supplement to 1 R01 ES029497-01A1 to support doctoral student Alexis Mercurief. National Institutes of Health. \$138,483.
- 2020-2023 Brody, B. (Co-PI), Pratt, M. (Co-PI), & **Lipscomb, S. T. (Co-PI)**. *Examining Campus-Extension Partnerships to Strengthen Dissemination and Implementation of Evidence-Based/Evidence-Informed Programs*. Hallie Ford Center, Oregon State University. \$11,988.
- 2022 **Lipscomb, S. T. (PI)**. *Resilience App*. Innovation Day Award, Oregon State University Advantage Accelerator. \$5,000.
- 2015-2020 **Lipscomb, S. T. (PI)**, Hatfield, B., (Co-I), Fisher, P. (Co-I), Berry, M. (Co-I). *Using online learning and coaching to increase the competency of early childhood teachers to impact school readiness for children exposed to trauma*, U.S. Department of Education, Institute for Education Sciences, Early Learning, Goal 2 Development and Innovation, \$1,499,997
- 2016-2018 Weber, B. (PI), Hatfield, B., (Co-PI), **Lipscomb, S. T. (Co-I)**, Grobe, D. (Co-I). *Evaluating Child Care and Development Block Grant in Oregon*, Oregon Department of Education, with funding from the U.S. Department of Health and Human Services, Office of Planning, Research, and Evaluation, \$68,000
- 2013-2017 Weber, R. (Co-PI) & **Lipscomb, S. T. (Co-PI)**. *Validation Study of Oregon's Tiered Quality Rating and Improvement System*, Oregon Department of Education, with funding from the federal Race to the Top Early Learning Challenge Grant.  
Project was structured as a 4 year project with annual contracts, with an estimated total budget of \$1.1 million over the 4 years. Part of a larger contract (PI: Roberta Weber), "Research Partnership and Validation Study".
- 2012-2013 Kile, M. (Co-PI), **Lipscomb, S. T. (Co-PI)**, McClelland, M. (Co-PI), & MacDonald, M. (Co-PI). *Flame Retardants and Children's School Readiness*, Hallie Ford Center, Oregon State University, \$7,000.
- 2012-2013 Kile, M. (Co-PI), **Lipscomb, S. T. (Co-PI)**, McClelland, M. (Co-PI), & MacDonald, M. (Co-PI). *Flame Retardants and Home Environment on Children's School Readiness*, Environmental Health Science Center, Oregon State University, \$25,000.
- 2011 **Lipscomb, S. T. (PI)**. *A New Look at Out-of-Home Child Care for High-Risk Children: Child Care Use, Quality, and Foster Children's Psychosocial Functioning*, General Research Fund, Oregon State University, \$9,766.
- 2005-2007 **Lipscomb, S. T. (Doctoral Student Investigator)**. *A New Model of School Readiness: A Multifaceted Developmental Approach*, National Child Care Bureau Research Scholars Dissertation Grant, Administration for Children and Families.
- 2003-2005 **Lipscomb, S. T. (PI)**. *Peer Interaction Study*, Jastro Shields Research Grant, University of California, Davis.

#### ***Contracts for Local Scale-Up of Roots of Resilience Program (Developed through Research)***

2020 **Lipscomb, S. T. (PI)**. *Early Learning Hub Scholarships for Roots of Resilience Online Course*. Early Learning Hub of Central Oregon, High Desert Education

- Service District. \$5,224.  
 2019-2021 **Lipscomb, S. T. (PI).** *Early Learning Culture of Care: Trauma-Informed, Resilience-Nurturing Professional Development for Early Childhood Teachers.* High Desert Education Service District. \$20,000.

***Applied Research & Evaluation Contracts-completed***

- 2022-2023 McClelland, M. (PI), Hatfield, B. (Co-PI), Tominey, S. (Co-PI), Pratt, M. (Co-PI), & **Lipscomb, S. T. (Co-I).** *Capacity Building Center – Early Learning Workforce.* Early Learning Division, Oregon Department of Education. \$14,868,474.
- 2019-2022 **Lipscomb, S. T. (PI).** *Culture of Care Data and Evaluation.* High Desert Education Service District. \$20,000.
- 2019 **Lipscomb, S. T. (PI).** *Healthy Beginnings Evaluation.* High Desert Education Service District. \$14,933.
- 2018-2020 Kothari, B. (PI), Bakos, Y. (Co-PI), & **Lipscomb, S. T. (Co-I).** *Software Systems for Social Innovation (SS4SI) Lab & Foster-Community-Connect.* Co-funded by Faculty Executive Committee, Oregon State University-Cascades (\$2,000) and TRACES of Central Oregon (\$2,000).
- 2017-2021 **Lipscomb, S. T. (PI),** Kothari, B. (Co-PI). *Trauma, Resilience, Adverse Childhood Experiences (TRACES) Outcomes and Impacts.* United Way of Deschutes County. \$167,702.
- 2017-2018 Kothari, B., (PI) & **Lipscomb, S. T. (Co-I).** *Resilience-Promoting Measures Toolkit.* United Way of Deschutes County. \$5,500.
- 2016 **Lipscomb, S. T. (PI).** *Analysis of Data for the Regional Health Assessment Enhancement: Early Learning, Education, and Wellness.* Central Oregon Early Learning Hub, \$3,300.
- 2015 **Lipscomb, S. T. (PI),** & Kothari, B. (Co-I). *Evaluation Plan for Central Oregon Early Learning Hub,* Deschutes County Early Learning Division, \$10,800.
- 2015 **Lipscomb, S. T. (Co-PI),** Pears, K. (Co-PI), Hatfield (Co-I), & Kothari, B. (Co-I). *Community Analysis of Oregon Kindergarten Assessment Scores,* Oregon School Readiness Consortium, with funding from the Ford Family Foundation, \$1,500. Part of a larger contract (PI: McClelland), “Oregon School Readiness Consortium”.
- 2014-2015 Weber, R. (PI) & **Lipscomb, S. T. (Co-I).** *Logic Model of Professional Development of Oregon’s Early Learning Workforce: Foundation for Kindergarten Readiness of Oregon’s Children.* Oregon Department of Education, Early Learning Division. \$4,140. Part of a larger contract (PI: Weber) titled, “Research Partnership and Validation Study”.
- 2014 **Lipscomb, S. T. (PI).** *Theory of Change and Evaluation Plan for Early Learning Hub,* Deschutes County Early Learning Division, \$5,400.
- 2011-2014 Bovbjerg, V. (Co-PI), **Lipscomb, S. T. (Co-PI),** & Rennekamp, D. (Co-PI). *Evaluation of Project Launch – Deschutes County,* State of Oregon, with funding from the federal Substance Abuse and Mental Health Services Administration, Year 1: \$84,536 Year 2: \$54,116 Year 3: \$72,004
- 2009-2012 **Lipscomb, S. T. (PI).** *Evaluation of Oregon’s Education Quality Investment Partnership,* Child Care Division, Employment Department, State of Oregon, \$83,000. Awarded to S.T. Lipscomb as Independent Consultant /Owner of Dynamic Research and Evaluation.
- 2007-2011 **Lipscomb, S. T. (PI).** *Evaluation of Community Child Care Initiative,* Mount Hood Community College in Partnership with the Portland Children’s Levy and Child Care

- Resource and Referral of Multnomah County, \$124,280. Awarded to S.T. Lipscomb as Independent Consultant /Owner of Dynamic Research and Evaluation.
- 2005-2006 **Lipscomb, S. T. (Co-PI)**. The Family Connection Program Grant, Yolo County Children and Families Commission, Davis, CA.

### **Graduate and Postdoctoral Grants and Fellowships (Awarded)**

Miao, A. (Fellow) & **Lipscomb, S. T.** (Academic Mentor). *State Policy Postdoctoral Fellowship*, The Society for Research in Child Development. 2018-2019. \$83,000 to Fellow. \$5,000 to academic mentor.

### **Undergraduate Grants and Fellowships (Awarded)**

- Mason, S. (Student Recipient-Cascades). *Cascades Research/Scholarship Fellowship*, Oregon State University. 2024. \$1,500. **Lipscomb** mentored.
- Barwig, A. (Student Recipient-Cascades). *Layman Fellowship*, Oregon State University. 2023. \$2,000 **Lipscomb** mentored.
- Barwig, A. (Student Recipient-Cascades). *Undergraduate Research and Scholarship Award (URSA)*, Oregon State University. 2022. \$1,000 **Lipscomb** mentored.
- Nichols, A. (Student Recipient-Cascades and then Corvallis). *DeLoach Scholarship*, Honors College, Oregon State University, 2021. \$1,000 **Lipscomb** mentored.
- Hammer, D. (Student Recipient-Corvallis). *Undergraduate Research and Scholarship Award (URSA)*, Oregon State University. 2021. \$1,000 **Lipscomb** mentored.
- Fastelin, C. (Student Recipient-Cascades). *Undergraduate Research and Scholarship Award (URSA)*, Oregon State University. 2021. \$1,000 **Lipscomb** mentored.
- Perez, A. (Student Recipient-Corvallis). *Undergraduate Research and Scholarship Award (URSA)*, Oregon State University. 2021. \$1,000 **Lipscomb** mentored.
- Scott, S. (Student Recipient-Cascades). *Undergraduate Research and Scholarship Award (URSA)*, Oregon State University. 2021. \$1,000 **Lipscomb** mentored.
- Ramirez, M. (Student Recipient-Cascades). *Layman Fellowship*, Oregon State University-Cascades. Awarded 2020-2021. \$2,500. **Lipscomb** mentored.
- Nichols, A. (Student Recipient-Cascades). *Layman Fellowship*, Oregon State University-Cascades. Awarded 2020-2021. \$2,500. **Lipscomb** mentored.
- Sills, A. (Student Recipient-Cascades). *Layman Fellowship*, Oregon State University-Cascades. Awarded 2018-2019. \$2,500. **Lipscomb** mentored.
- Servantes, O. (Student Recipient-Cascades). *Undergraduate Research and Scholarship Award (URSA)*, Oregon State University. 2017-2018. \$1,000 **Lipscomb** mentored.

## **D. SERVICE AND AWARDS**

### **UNIVERSITY SERVICE**

#### **University and College Service, Oregon State University (Corvallis-based)**

- 2023-present Early Care and Education Task Force, Oregon State University
- 2022-present Associate Deans for Research Council, Oregon State University
- 2022-present Early Childhood Curriculum Working Group, Human Development and Family Science, Oregon State University
- 2021-2022 Curriculum Committee, College of Public Health and Human Science
- 2021 Search Advocate, Outreach Coordinator/Mentor Coach (5 positions; 2 search processes) for the Hallie Ford Center on Healthy Children and Families.

- 2020-2021 Co-Chair, Promotion and Tenure Committee for 8 Promotion and Tenure Reviews and 1 Midterm Review, School of Social and Behavioral Health Sciences, College of Public Health and Human Science, OSU
- 2020-2021 Advisory Board Member, Oregon Department of Human Services – Oregon State University Collaborative
- 2019-present Environmental Health Sciences Center, Investigator, Oregon State University
- 2019 Interim Director of the Early Childhood Core, Hallie E. Ford Center for Children and Families, Oregon State University (January – June, 2019)
- 2018-2019 Promotion and Tenure Committee for 8 Promotion and Tenure Reviews and 6 Midterm Reviews, School of Social and Behavioral Health Sciences, College of Public Health and Human Science, OSU
- 2018-2022 Undergraduate Committee, Human Development and Family Sciences, Oregon State University
- 2018-2019 Parenting and Family Core, Hallie Ford Center for Children and Families
- 2017 Search Committee for Assistant Professor of Practice in Early Learning, Oregon State University (Corvallis)
- 2017 User Advisory Group for Electronic Research Administration System (eRA), Oregon State University, IRB
- 2016 Search Committee for University Provost/Executive Vice President, Oregon State University
- 2016 Interim Director of the Early Childhood Core, Hallie E. Ford Center for Children and Families, Oregon State University (January – August, 2016)
- 2011-present Early Childhood Core, Hallie Ford Center for Children and Families

**Campus Service, OSU-Cascades**

- 2023-present Search Committee, Senior Advisor of Strategic Initiatives, OSU-Cascades
- 2023-present Faculty mentor to two tenure-track Assistant Professors (Kinesiology program)
- 2021-present Little Kits and Little Beavs Early Learning Programs (support and consultation; Steering Committee member led by Kelly Sparks)
- 2021 Internal Search Committee for Director of Strategic Diversity Initiatives, OSU-Cascades (Summer 2021)
- 2020 Internal Search Committee for Interim Director of Research, OSU-Cascades
- 2019-present Search Advocate, OSU-Cascades (trained + continuing ed. to retain certification)
- 2018-2019 Chair, Research Excellence Committee, OSU-Cascades
- 2018 *Black History Month*, prepared and delivered a reading, OSU-Cascades
- 2018 *Safe Zone*: shadowed to learn co-facilitation & inform Safe Zone 2.0, OSU-Cascades
- 2018 Contributed to planning two DEI events, OSU-Cascades  
*Let's Talk about Gender & Antisemitism: A New Spin on the Oldest Hatred*
- 2018 Academic Building Planning Committee, OSU-Cascades
- 2017-2018 Peer Review of Teaching Committee for Two Faculty, OSU-Cascades
- 2017 Third Year Review Committee for Two Tenure-Track Faculty Members
- 2016-2018 Research Excellence Committee, OSU-Cascades
- 2016-2017 Centers of Excellence Committee, OSU-Cascades
- 2016-2017 Program Expansion Committee, OSU-Cascades
- 2016-2017 Steering Committee for Long Range Development Planning, OSU-Cascades
- 2016 Child Care Task Force, OSU-Cascades.
- 2015-2017 Long Range Development Planning Faculty and Staff Committee, OSU-Cascades
- 2015-2016 Health and Wellness Advisory Group, OSU-Cascades

- 2015-2016 Co-founder, OSU-Cascades Student Research & Scholarship Symposium
- 2014-2021 Faculty mentor to tenure-track Assistant Professor (HDFS program)
- 2014 Chair, Peer Review of Teaching Committee for two faculty, OSU-Cascades
- 2014 Search Committee for HDFS tenure-track Assistant Professor, OSU-Cascades.
- 2014 Campus Expansion Advisory Committee: Academic Work Group, OSU-Cascades.
- 2011-2014 Facilitator and founding member, OSU-Cascades Research Working Group
- 2011-2012 Search committee for assistant professor of Exercise and Sport Science, OSU-Cascades

## **SERVICE TO THE PROFESSION**

### **Conference and Working Group Organization, Planning, Facilitation**

- 2020 Invited Session Developer, National Research Conference on Early Childhood
- 2018 Reviewer, Society for Research in Educational Effectiveness Annual Meeting
- 2017-2018 Program Committee, National Research Conference on Early Childhood
- 2016-2017 Steering Committee, National Child Care and Early Education Policy Research Consortium
- 2014-2017 Workgroup co-leader, Oregon School Readiness Consortium
- 2012-2015 Co-Facilitator, Cross-State Workgroup on Validation of Early Care and Education Quality Rating and Improvement Systems, Quality Initiatives Research and Evaluation Consortium (INQUIRE).
- 2011-2013 Steering and Conference Planning Committee, National Child Care Policy Research Consortium.
- 2008-2017 Oregon Child Care Research Partnership, active contributing member to monthly and annual events.

### **Editorial Service**

Lead Guest Editor of Special Issue of *Frontiers in Psychology: Resilience Processes and Children's Development within Socio-Ecological Contexts* (2023; in-process)

Ad Hoc Manuscript Reviewer (I regularly peer-review manuscripts)

*Child Abuse and Neglect*  
*Child Development*  
*Child Welfare*  
*Children and Youth Services Review*  
*Developmental Psychobiology*  
*Developmental Psychology*  
*Early Child Development and Care*  
*Early Childhood Research Quarterly*  
*Early Education and Development*  
*Frontiers in Psychology*  
*Infant Behavior and Development*  
*Infant and Child Development*  
*Journal of Child and Family Studies*  
*Journal of Applied Developmental Psychology*

## **SERVICE TO THE PUBLIC**

### **Public Service (Professionally-Related)**

2023-present Community Inclusion Team, High Desert Education Service District, Member

- 2023-present Regional Social-Emotional Learning Leadership Design Team, High Desert Education Service District, Member
- 2022-present WeX Voter Outreach and Cross-Cultural Healing, Volunteer
- 2022-present Oregon Early Learning Division: Research and Evaluation Working Group, Early Learning Division, Oregon Department of Education
- 2022-2023 Oregon Kindergarten Assessment Re-design Advisory Panel Member, Early Learning Division, Oregon Department of Education
- 2019-present Advisory, Culture of Care, High Desert Education Service District
- 2019-2021 Volunteer, Juntos Aprendemos, High Desert Education Service District
- 2018-2019 Measuring Success Committee, Early Learning Division, Oregon Department of Education
- 2017-2019 Investment Committee, Early Learning Hub of Central Oregon
- 2017-2019 Co-Lead, Outcomes and Impacts Learning Community for Trauma Resilience and Adverse Childhood Experiences (TRACES), Central Oregon
- 2015-present Ex-Officio, Early Learning Leadership Council, Early Learning Hub of Central Oregon
- 2015-2019 Central Oregon Research Coalition
- 2014 Early Learning HUB Metrics Committee, Oregon Department of Education.
- 2014 Kindergarten Content and Assessment Advisory Committee, Oregon Department of Education
- 2013-2014 Advised the Wellness and Education Board of Central Oregon in development of a successful proposal for an Early Learning Hub to the State of Oregon.
- 2011-2012 Led development and writing of section B5 (Validation of Early Care and Education Quality Rating and Improvement System) of Oregon’s successful proposal for the federal Race to the Top Early Learning Challenge grant. Rounds 1 and 2.
- 2010-present Advising and consulting to the community: Better Together, Unitarian Universalist Church workgroup on social justice, Oregon Department of Education, Oregon Department of Human Services, Deschutes County Commission for Child Care, Child Care Resource and Referral, Deschutes County Health Department, Lynch Elementary Community School Project, Early Learning/School Readiness Project, individual families, early learning programs, and community members.
- 2004-2007 Board Member, Family Connection Program, UC Davis.

## **E. PROFESSIONAL DEVELOPMENT**

### **Professional Development in Equity, Inclusion, and Diversity**

- 2023 *Access, Belonging, & Success through Integration of Diversity, Equity, and Inclusion in Research* (3-part series: 3 hours, Oregon State University)
- 2023 *Equal Opportunity and Access (EOA) Training: Accommodations and Accessibility* (1 hour), Oregon State University
- 2022-present Ongoing (biweekly: cross-cultural communication, allyship, and facilitation), WeX Voter Outreach and Cross Cultural Healing
- 2022 *WeX Cross Cultural Community Building Circle*, participant and technological support person (4 hours plus 6 hours planning & preparation)
- 2022 *The Dilemmas of Taking Up Space: White Antiracist Thought Leadership*, with Courtney Martin, Kate Schatz, & Garrett Bucks, hosted by The OpEd Project (1 hr.)
- 2022 *Restorative Practices Training*, Hosted by Culture of Care and Restorative Justice and Equity (2 days: 14 hours).

- 2022 *Antiracist Faculty Instructor Community of Practice*, College of Public Health and Human Science, Oregon State University; 4 week course (approximately 24 hours)
- 2022 *Celebrating Black Success in Oregon*. Hosted by Love Your Neighbor and the Diversity, Equity, and Inclusion Lab at Oregon State University-Cascades; February, 2022: 2 hours)
- 2021-2022 Book (monthly) Discussion Group: *Coaching with Equity* (author Elena Aguilar)
- 2021 *Reckoning with Race and Racism in America* (Michael Dyson, hosted by the Diversity, Equity, and Inclusion Lab at Oregon State University-Cascades; November, 2021: 1 hour)
- 2021 *Real Activism* (Tamika Mallory, hosted by the Diversity, Equity, and Inclusion Lab at Oregon State University-Cascades; October 2021: 1 hour)
- 2021 *Antiracist Teaching, Language, and Assessment Conference* (virtual), Oregon State University, Day 2: Sept 24, 2021 (3 hours)
- 2021 Search Advocate National Community of Practice (1 Meeting in February)
- 2021 *Oregon's Black Exclusion Laws*, hosted by Love Your Neighbor (February, 2 hours)
- 2020-2021 3-part Series on Diversity, Equity, and Inclusion (9 hours total), including Simulations and Managing Stressful Conversations. By Oscar Holmes, IV
- 2020 Book group: "*Teaching about Race and Racism in the College Classroom*" by Kernahan.
- 2020 *Racism is a Public Health Issue: Now that we See, What Can We Do?* Bray Health Leadership Lecture with Dr. Camara Phyllis Jones, attendee (virtual), Corvallis, OR
- 2020 Love Your Neighbor, a virtual event: conversation about racial unrest in the nation, attendee, Bend, OR
- 2019 Search Advocate Training, OSU-Cascades (plus required follow-up hours each year)
- 2019 *Unpacking White Feminism* with Rachel Cargle, attendee, Bend, OR
- 2019 *White Fragility* seminar by Robin D'Angelo, attendee, Bend, OR
- 2019 *Transliterary/Transdisciplinary: A Reading Group on Trans Lives* (3 books), participant, OSU-Cascades
- 2018 *Politics, Sex & Religion – How to have difficult conversations without being difficult*, City Club Forum, attendee, Bend, OR
- 2018 *The Path to Racial Justice: Recalibrating our Racial Compass*, workshop participant, OSU-Cascades
- 2017-2018 Campus Reads (*All These Wonders*), discussion group and integration of book in teaching HDFS 461, OSU-Cascades
- 2016 *Safe Zone* training to serve the campus in equity and inclusion, OSU-Cascades
- 2013 *Courageous Conversations about Race*, OSU-Cascades and Central Oregon Community College
- 2012-2015 Three book discussion groups (specific years not recorded): *Overcoming our Racism*, *Whistling Vivaldi: How Stereotypes Affect Us and What We Can Do*, *The New Jim Crow*, OSU-Cascades

**Professional Development in Other Areas of Teaching and Leadership**

- 2023 *Bystanders Protecting Children* (1 hour), KIDS Center, Bend, Oregon
- 2023 *Active Threat Response for Faculty & Staff* (1 hour), Campus Safety, OSU-Cascades
- 2022 *Public Voices Fellowship* (3-months), The OpEd Project and Oregon State University
- 2022 *Dare to Lead* (12 hours), Facilitated by certified trainer, Heidi East McGowan
- 2022 *Iterate Workshops*, Oregon State University Advantage Accelerator
- 2022 *Darkness to Light Child Abuse Prevention* (3 hours), KIDS Center, Bend, OR

- 2019 Co-taught HDFS 461 with Writing faculty (Goldsmith) to strengthen skills and pedagogy for teaching writing. Winter and Spring (2019), OSU-Cascades
- 2018-2019 Writing across the Curriculum, Faculty Learning Community, OSU-Cascades
- 2017 *Hybrid Course Design*, Center for Teaching and Learning, OSU-Cascades

*Note. Professional development related to teaching and leadership not recorded prior to 2017*

## **F. AWARDS AND FELLOWSHIPS**

- Nominee, Community Engaged Scholarship Team Award, Oregon State University 2023.
- Nominee, OSU Engagement Faculty Award, Oregon State University 2023.
- Public Voices Fellow, Oregon State University and the OpEd Project, 2022.
- Nominee, Outreach Award, Oregon State University-Cascades 2022.
- Nominee, Diversity Award, Oregon State University-Cascades 2019.
- Recipient, Scholarship and Creative Activity Award, Oregon State University-Cascades 2013.
- Honors, Doctoral Written Exam, University of California, Davis, Fall 2004.
- Pre-Doctoral Fellow, Cota Robles Fellowship, University of California, Davis, 2002-2003.