

# Anamarie Auger Whitaker

Assistant Professor  
Human Development and Family Sciences  
University of Delaware

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[Google Scholar Page](#)

## EDUCATION

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**2014** Doctor of Philosophy – Education, University of California, Irvine  
**2012** Master of Arts – Education, University of California, Irvine  
**2009** Bachelor of Arts – Psychology, The University of Texas at Austin

## EMPLOYMENT

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| Assistant Professor, University of Delaware, Newark, DE         | 2020 – Present |
| Adjunct Policy Researcher, RAND Corporation, offsite            | 2020 – 2021    |
| Faculty Affiliate, Pardee RAND Graduate School, offsite         | 2020 – 2021    |
| Full Policy Researcher, RAND Corporation, Santa Monica, CA      | 2017 – 2020    |
| Associate Policy Researcher, RAND Corporation, Santa Monica, CA | 2014 – 2017    |

## COMMITTEES, ADVISORY PANELS, AND PROFESSIONAL SERVICE

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**Secretary/Treasurer**, American Educational Research Association (AERA), 2024-Present  
**Member**, Planning Committee (subcommittee membership: submitted program), Society for Research in Child Development (SRCD) Summit on Antiracist Developmental Science: Transforming Policies and Practices, 2023  
**Member**, Science and Social Policy Committee, SRCD, 2022-Present  
**Junior Member-at-Large**, AERA, 2022-2024  
**Faculty Member**, AERA-National Science Foundation Institute on Statistical Analysis: Development of Mathematics Competencies in Early Childhood, 2020  
**Advisory Board Member**, Every Hour Counts Data Symposium, 2022  
**Grant Reviewer**: *Secondary Analysis on Head Start and Early Head Start Data; Early Head Start and University Partnerships; Panel Chair for Child Care Research Partnerships; Secondary Analysis of Strengthening Families Datasets; Society for Research in Child Development Small Grants Program, University of Delaware internal General University Research Program; Early Care and Education Research Scholars: Child Care Dissertation Grants*  
**Academic Journal Peer Reviewer**: *AERA Open; Child Development; Developmental Psychology; Early Childhood Research Quarterly; Educational Evaluation and Policy Analysis; Demography; Sociological Perspectives; Educational Researcher; Journal of Family Psychology; AERA Handbook of Education Policy Research; European Journal of Education; PLOS One; Applied Developmental Science; Journal for Research on Educational Effectiveness; Child Development Perspectives; Early Education and Development; Reading Research Quarterly; American Journal of Education; Journal of Policy Analysis and Management, PNAS, International Journal of Early Childhood Education, Review of Educational Research*  
**Conference Peer Reviewer**: *SRCD; Head Start Research Conference; National Research Conference on Early Childhood; AERA; Society for Research on Educational Effectiveness; Association for Public Policy and Management*

## GRANTS AND CONTRACTS (FORMERLY AUGER)

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- 2024 – 2029** Department of Health and Human Services, Administration for Children and Families Child Care and Early Education Policy Research Partnerships Grant (Award Number #90YE0311), “Supporting Access, Retention, and Quality (SPARQ) for Children with Special Needs” (\$1,982,894). PI: Whitaker.
- 2024 – 2026** Department of Health and Human Services, Administration for Children and Families (Award Number #90YR0177), “A Systematic Examination of Historical Changes in Head Start’s Population and Developmental Trajectories: A Secondary Data Analysis of the Family and Child Experiences Survey Data Sets” (\$99,979). PI: Whitaker.
- 2024 – 2027** WT Grant Foundation Institutional Challenge Award, “The Delaware Early Literacy Research-Practice Partnership: Catalyzing Educational Equality” (~\$650,000). PI: Elizabeth Farley-Ripple; Research Fellow: Whitaker.
- 2024 – 2025** University of Delaware Research Foundation (UDRF) Strategic Initiative, “Understanding the effect of the COVID-19 pandemic on Delaware’s children’s classroom composition and early academic and social emotional development” (~\$55,000). PI: Whitaker.
- 2023 – 2025** Delaware Department of Education, “Understanding the Implementation of Delaware’s Birth to Five State Funded Early Care and Education Program” (\$428,768). PI: Whitaker.
- 2022 – 2024** Department of Health and Human Services, Administration for Children and Families (Award #90YE0274-01-00), “Instructional Coaching and State Early Care and Education Policies: Inclusion, Alignment, and Evidence-Based Practices” (\$100,000). PI: Whitaker.
- 2022 – 2024** University of Delaware General University Research (GUR) Grant, “A Mixed Methods Approach to Understanding Perceptions of Early Care and Education Policy Alignment Within State Early Learning Systems” (\$13,792). PI: Whitaker.
- 2018 – 2021** First 5 Los Angeles, “Quality Start Los Angeles Developmental Evaluation” (\$1,496,961). PI: Whitaker.
- 2018 – 2019** Silicon Valley Community Foundation, “Evaluation of The Big Lift (Preschool – 3rd grade initiative) – Year 4 Analysis” (\$286,000). PIs: Whitaker and Cannon.
- 2017 – 2019** Dick’s Sporting Goods Foundation “Market Research on Youth Sports” (\$349,000). PI: Whitaker.
- 2015 – 2017** Silicon Valley Community Foundation, “Evaluation of The Big Lift (Preschool – 3rd grade initiative)” (\$630,000). PI: Karoly, Co-PIs: Auger and Cannon.
- 2015 – 2018** Every Hour Counts, “Developmental Evaluation of the Pilot Implementation of Every Hour Count’s Measurement Framework” (\$548,000) PI: McCombs, Co-PI: Auger.
- 2015 – 2016** StrivePartnership, Cincinnati Business Committee and the United Way; “Expanding Access to Preschool in Cincinnati, Ohio” (\$200,000). PI: Karoly, Co-PI: Auger.
- 2012 – 2014** Department of Health and Human Services, Administration for Children and Families, Child Care Research Scholars Dissertation Grant “Child Care and Community Services: Characteristics of Service Use and Effects on Parenting and the Home Environment” (\$46,900). PI: Auger.

## PEER-REVIEWED PUBLICATIONS (FORMERLY AUGER)

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\*\*Indicates mentored graduate student

- \*\*Kelly, C. L., **Whitaker, A. A.**, Burchinal, M., Jenkins, J. M., & Vandell, D. L. (2025). Testing the structure-process-outcome model across different early care and education policy contexts. *Developmental Psychology*. <https://doi.org/10.1037/dev0002018>
- Burchinal, M., **Whitaker, A. A.**, Jenkins, J. M., Bailey, D. H., Watts, T. W., Duncan, G. J., & Hart, E. R. (2024). Unsettled science on longer-run effects of early education. *Science*, 384 (6695), 506-508. <https://doi.org/10.1126/science.adn2141>.
- ⇒ Response to published letter on original commentary: Burchinal, M., Watts, T., **Whitaker, A. A.**, Jenkins, J., Bailey, D., Hart, E., & Duncan, G. (2024). Early education's long-term benefits—Response. *Science*, 385(6715), 1285-1286. <https://doi.org/10.1126/science.adq9621>.
- Buell, M., \*\*Kuntz, S., **Whitaker, A. A.**, Hustedt, J., Slicker, G., & \*\*Woelki, W. (2024). Policies addressing suspension and expulsion in state early care and education subsystems: A national census of policy alignment and integration. *Early Childhood Research Quarterly*, 67, 191-207. <https://doi.org/10.1016/j.ecresq.2023.12.009>.
- \*\*Stoffers, M., \*\*Kelly, C. L., **Whitaker, A. A.**, Barnes, T. N. (2023). Long-term association between parental warmth and social-emotional well-being for children with disabilities. *Merrill Palmer Quarterly*, 69(4). <https://doi.org/10.1353/mpq.2023.a939862>.
- Whitaker, A. A.**, & Dahlin, M. (2023). Family well-being and self-sufficiency service use in Head Start: The impact of family participation and demographic predictors of service use. *Early Education and Development*, 34(8), 1941-1956. <https://doi.org/10.1080/10409289.2023.2255968>.
- \*\*Pic, A., Han, M., **Whitaker, A. A.**, & Barnes, T. (2023). Early childhood educators' perspectives on the impact of COVID-19 on child care. *Social Education Research*, 4(2), 194–208. <https://doi.org/10.37256/ser.4220232529>
- Whitaker, A. A.**, Yoo, P., Vandell, D. L., Duncan, G. J., & Burchinal M. (2023). Predicting adolescent and young adult outcomes from emotional support and cognitive stimulation offered by preschool-age home and early care and education settings. *Developmental Psychology*, 59(12), 2189-2203. <https://doi.org/10.1037/dev0001576>.
- \*\*Slicker, G., **Whitaker, A. A.**, \*\*Tang, J. (2023). Center-based early care and education programs and quality indicators: A latent class analysis. *Early Childhood Research Quarterly*, 63, 59-72. <https://doi.org/10.1016/j.ecresq.2022.11.006>.
- Hart, E. R., Vandell, D. L., **Whitaker, A. A.**, & Watts, T. W. (2023). Child care and family processes: Bi-directional relations among child care quality, home environments, and maternal depression. *Child Development*, 94, e1-17. <https://doi.org/10.1111/cdev.13858>.
- Gomez, C. J., **Whitaker, A. A.**, & Cannon, J. S. (2023). Do early care and education programs improve when enrolled in quality rating and improvement systems? Longitudinal evidence from one system. *Early Education and Development*, 34(5), 1236-1253. <https://doi.org/10.1080/10409289.2022.2105624>.
- Burchinal, M., **Whitaker, A. A.**, Jenkins, J. (2022). The promise and purpose of early care and education. *Child Development Perspectives*, 16, 134– 140. <https://doi.org/10.1111/cdep.12463>.
- Whitaker, A. A.**, Jenkins, J. M., & Duer, J. K. (2022). Standards, curriculum, and assessment in early childhood education: Examining alignment across multiple state systems. *Early Childhood Research Quarterly*, 58, 59-74. <https://doi.org/10.1016/j.ecresq.2021.07.008>.

- Vandell, D. L., Lee, K. T., **Whitaker, A. A.**, & Pierce, K. M. (2020). Cumulative and differential effects of early child care and middle childhood out-of-school time on adolescent functioning. *Child Development*, 91(1), 129-144. <https://doi.org/10.1111/cdev.13136>.
- Jenkins, J. M., **Whitaker, A. A.**, Nguyen, T., & Yu, W. (2019). Distinctions without a difference? Preschool curricula and children's development. *Journal of Research on Educational Effectiveness*, 12(3), 514-549. <https://doi.org/10.1080/19345747.2019.1631420>.
- Nguyen, T., Jenkins, J. M., & **Whitaker, A. A.** (2018). Are content-specific curricula differentially effective in Head Start or state prekindergarten classrooms? *AERA Open*, 4(2), <https://doi.org/10.1177/2332858418784283>.
- Jenkins, J. M., Duncan, G. J., **Auger, A.**, Bitler, M., Domina, T., & Burchinal, M. (2018). Boosting school readiness: Should preschool teachers target skills or the whole child?. *Economics of Education Review*, 65, 107-125. <https://doi.org/10.1016/j.econedurev.2018.05.001>.
- van Es, E. A., Cashen, M., Barnhart, T., & **Auger, A.** (2017). Learning to notice mathematics instruction: Using video to develop preservice teachers' vision of ambitious pedagogy. *Cognition and Instruction*, 35(3), 165-187. <https://doi.org/10.1080/07370008.2017.1317125>.
- Burchinal, M., Xue, Y., **Auger, A.**, Tien, H. C., Mashburn, A., Peisner-Feinberg, E., ... & Tarullo, L. (2016). III. Testing for quality thresholds and features in early care and education. *Monographs of the Society for Research in Child Development*, 81(2), 46-63. <https://doi.org/10.1111/mono.12238>.
- Burchinal, M., Xue, Y., **Auger, A.**, Tien, H. C., Mashburn, A., Cavadel, E.W. & Peisner-Feinberg, E. (2016). II. Quality thresholds, features, and dosage in early care and education: Methods. *Monographs of the Society for Research in Child Development*, 81(2), 27-45. <https://doi.org/10.1111/mono.12237>.
- Xue, Y., Miller, E. B., **Auger, A.**, Pan, Y., Burchinal, M., Tien, H. C., ... & Tarullo, L. (2016). IV. Testing for dosage-outcome associations in early care and education. *Monographs of the Society for Research in Child Development*, 81(2), 64. <https://doi.org/10.1111/mono.12239>.
- Auger, A.**, Farkas, G., Burchinal, M. R., Duncan, G. J., & Vandell, D. L. (2014). Preschool center care quality effects on academic achievement: An instrumental variables analysis. *Developmental Psychology*, 50(12), 2559-2571. <https://doi.org/10.1037/a0037995>.
- Auger, A.**, Reich, S. M., & Penner, E. K. (2014). The effect of baby books on mothers' reading beliefs and reading practices. *Journal of Applied Developmental Psychology*, 35(4), 337-346. <https://doi.org/10.1016/j.appdev.2014.05.007>.
- Reich, S. M., Penner, E. K., Duncan, G. J., & **Auger, A.** (2012). Using baby books to change new mothers' attitudes about corporal punishment. *Child Abuse & Neglect*, 36(2), 108-117. <https://doi.org/10.1016/j.chiabu.2011.09.017>.

## PEER-REVIEWED RESEARCH REPORTS (FORMERLY AUGER)

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- Karoly, L. A., Cannon, J. S., Gomez, C. J., & **Whitaker, A. A.** (2021). Understanding the cost to deliver high-quality publicly funded pre-kindergarten programs. Santa Monica, CA: RAND Corporation, RR-A252-1.
- Gomez, C. J., **Whitaker, A. A.**, Cannon, J. S., Faxon-Mills, S. & Bhandarkar, M. (2021). The Quality Start Los Angeles developmental evaluation: Research findings and lessons learned. Santa Monica, CA: RAND Corporation, RR-A249-3.
- Whitaker, A. A.**, Cannon, J. S., & Gomez, C. J. (2020). Establishing a research-practice partnership to improve early care and education supports within Quality Start Los Angeles: Partnership insights and lessons learned. Santa Monica, CA: RAND Corporation, RR-A249-2.

- Schwartz, H. L., Hamilton, L. S., Faxon-Mills, S., Gomez, C. J., Huguet, A., Leschitz, J. T., Prado-Tuma, A., Tosh, K., **Whitaker, A. A.**, & Wrabel, S. (2020). Early lessons from school and out-of-school-time programs implementing social and emotional learning together. Santa Monica, CA: RAND Corporation, RR-A379-1.
- Cannon, J. S., Gomez, C. J., & **Whitaker, A. A.** (2020). Data use in quality rating and improvement systems: Lessons learned from Quality Start Los Angeles. Santa Monica, CA: RAND Corporation, RR-A249-1.
- Gomez, C. J., **Whitaker, A. A.**, & Cannon, J. S. (2020). The Big Lift descriptive analyses: Progress across three kindergarten classes. Santa Monica, CA: RAND. RR-3262.
- Bozick, R., Karoly, L. A., **Whitaker, A. A.**, Weidmer, B. A., Mucho, A. N., & Gutierrez, I. A. (2019). A descriptive profile of CalWORKS recipients and their families: Initial findings from the first wave of the California socioeconomic survey. Santa Monica, CA: RAND. WR-1325.
- Yoo, P., **Whitaker, A. A.**, & McCombs, J. S. (2019). Putting data to work for young people: A ten-step guide for expanded learning intermediaries. Santa Monica, CA: RAND. TL-350.
- Whitaker, A. A.**, Baker, G., Matthews, L., McCombs, J. S., & Barrett, M. (2019). Who plays, who pays? Funding for and access to youth sports? Santa Monica, CA: RAND. RR-2581.
- Gomez, C. J., **Whitaker, A. A.**, & Karoly, L. A. (2019). Understanding the workforce of the South Carolina Child Early Reading and Development Education Program: Teacher education requirements and professional development opportunities. Santa Monica, CA: RAND. RR-2944.
- Gomez, C. J., **Whitaker, A. A.**, Cannon, J. S., & Karoly, L. A. (2018). The Big Lift preschool, two years in: What have we learned so far?. Santa Monica, CA: RAND. RB-10047.
- Gomez, C. J., **Whitaker, A. A.**, Cannon, J. S., & Karoly, L. A. (2018). The Big Lift descriptive analyses: Kindergarten readiness and elementary school reading outcomes for the 2016-17 and 2017-18 kindergarten classes. Santa Monica, CA: RAND. RR-2138.
- Faxon-Mills, S., **Whitaker, A. A.**, Cannon, J. S., Gomez, C. J., & Karoly, L. A. (2018). The Big Lift implementation study: Final report. Santa Monica, CA: RAND. RR-2138.
- Wrabel, S. L., Hamilton, L. S., **Whitaker, A. A.**, & Grant, S. (2018). Investing in evidence-based social and emotional learning: Companion guide to social and emotional learning interventions under the Every Student Succeeds Act: Evidence review. Santa Monica, CA: RAND.
- Gomez, C., J., Cannon, J. S., **Whitaker, A. A.**, & Karoly, L. A. (2017). Big Lift participation and school entry indicators: Findings from the 2016-17 kindergarten class. Santa Monica, CA: RAND. RR-2131.
- McCombs, J. S., **Whitaker, A. A.**, & Yoo, P. (2017). The value of out-of-school time programs. Santa Monica, CA: RAND. PE-267-WF.
- Grant, S., Hamilton, L. S., Wrabel, S. L., **Auger, A.**, Gomez, C. J., Leschitz, J. T.... (2017). Social and emotional learning interventions under the Every Student Succeeds Act: Evidence review. Santa Monica, CA: RAND. RR-2133.
- Grant, S., Hamilton, L. S., Wrabel, S. L., **Auger, A.**, Gomez, C. J., Leschitz, J. T. ... (2017). How the Every Student Succeeds Act can support social and emotional learning. Santa Monica, CA: RAND. RB-9988.
- Karoly, L. A., **Auger, A.**, Kase, C. A., McDaniel, R. C., & Rademacker, E. W. (2016). Options for investing in access to high-quality preschool in Cincinnati. Santa Monica, CA: RAND. RR-1615.
- Karoly, L. A., & **Auger, A.** (2016). Informing investments in preschool quality and access in Cincinnati: Evidence of impacts and economic returns from national, state, and local preschool programs. Santa Monica, CA: RAND. RR-1461.

**Auger, A.,** Stevens, C., Cannon, J. S., & Sontag-Padilla, L. (2016). Parenting programs in Shelby County, Tennessee: A brief review of the research literature. Santa Monica, CA: RAND. RR-1398.

Cannon, J. S., **Auger, A.,** Diamond, R., & Spurlock, K. L. (2016). Professional development for the early care and education workforce in Shelby County, Tennessee. Santa Monica, CA: RAND Corporation, RR-1454-TUCI.

**Auger, A.,** Karoly, L. A., & Schwartz, H. (2015). Evaluation of Delaware Stars for early success: Year 2 report. Santa Monica, CA: RAND. RR-1026.

## BOOK CHAPTERS (FORMERLY AUGER)

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Purinton, A., Farley-Ripple, E., Kelly, K., Morgan, P., Gant, M., Zubaca, N., Hustedt, J., **Whitaker, A.,** Amendum, S. (2025). Building an RPP with Equity in Mind. In J. Senechal, D. Naff, and H. Parkhouse (Eds.), *Navigating Issues of Equity in Schools Through Research-Practice Partnerships*.

Donner, J., **Whitaker, A. A.,** Durham, A. & Hui, L. G. (2020). Putting Data to Work for Young People: Bridging Practice and Research Through Continuous Improvement. In C. Russell and C. Newhouse (Eds.), *Measure, Use, Improve! Data Use in Out of School Time*.

Dossani, R. & **Auger, A.** (2016). Families, Powered on. In C. Donohue (Eds.), *Family engagement in the digital age: Early childhood educators as media mentors*. New York, NY: Routledge.

## POLICY ARTICLES, REPORTS, AND NON-PEER REVIEWED PUBLICATIONS AND REPORTS (FORMERLY AUGER)

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\*\*Indicates mentored graduate student

**Whitaker, A. A.,** Burchinal, M., Jenkins, J., M., Bailey, D. H., Watts, T. W., Duncan, G. J., Hart, E. R. & Peisner-Feinberg, E. (2025). Why are preschool programs becoming less effective? *Journal of Policy Analysis and Management*. <https://doi.org/10.1002/pam.70031>

### Media

⇒ [Preschool Studies Show Lagging Results. Why?](#) *Education Week*

⇒ [Q&A with Anamarie Whitaker on PreK Effectiveness](#) *New America*

**Whitaker, A. A.,** \*\*Fischer, R., Zubaca, N., Hustedt, J., & Buell, M. (2025). Delaware universal preschool literature review report. Submitted to the Delaware Department of Education.

Karoly, L. A., **Auger, A.,** Kase, C. A., McDaniel, R. C., & Rademacker, E. W. (2016). Building blocks for expanding high-quality preschool. Santa Monica, CA: RAND. RB-9943-CBC/UWGC.

**Auger, A.,** Karoly, L. & Martin, L. (2016). *Family Engagement in the Delivery of the Health Services Component in Head Start and Early Head Start*, OPRE Report 2016-86, Washington, DC: Office of Planning, Research and Evaluation, Administration for Children and Families, U.S. Department of Health and Human Services.

Martin, L., Sontag-Padilla, L., Cannon, J. S., **Auger, A.,** Diamond, R....Chandra, A. (2015). Off to a good start: Social and emotional development of Memphis' Children. Santa Monica, CA: RAND Corporation. TL-161-TUCI.

Burchinal, M., Xue, Y., Tarullo, L., Zaslow, M., Tien, H., **Auger, A.,** & Mashburn, A. (2012). Q-DOT Secondary Data Report. Submitted to OPRE and Child Care Bureau.

## WORKING PAPERS

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**\*\*Fidel, R., Shores, K. & Whitaker, A. A.** (2024). Changes in kindergarten redshirting during the COVID-19 pandemic. (EdWorkingPaper: 24-1038). Annenberg Institute at Brown University: <https://doi.org/10.26300/h3mn-by73>. *Revise and Resubmit at Educational Researcher*.

### Media

⇒ [How Kindergarten “Redshirting” is Changing](#). *Education Week*

Wu, T., Jenkins, J. M., & **Whitaker, A. A.** (2024). Policy impacts of reimbursement rate reform: Evidence from the Child Care and Development Fund. (EdWorkingPaper: 24 -1091). Annenberg Institute at Brown University: <https://doi.org/10.26300/011p-sh36>. *Under Review*.

## INVITED PANELS AND PRESENTATIONS

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**Whitaker, A. A.** (invited panelist) “Head Start and Early Childhood Education Summit.” Cornell’s Bronfenbrenner’s Center for Translational Research. September 2025.

**Whitaker, A. A., Kelly, C., Watts, T., Lipsey, M., Cristancho, J., Jenkins, J., Botvin, C., Bailey, D., Duncan, G., Cordero, T., Stoffers, M., & Rosengarten, M.** “A systematic review of research designs used to evaluate state and locally funded pre-k programs.” University of Pennsylvania Graduate School of Education. Presented in December 2024.

**Whitaker, A. A., Burchinal, M., Jenkins, J., M., Bailey, D. H., Watts, T. W., Duncan, G. J., & Hart, E. R.** “Why are early childhood education programs becoming less effective?” Program on Education Policy and Governance Colloquium Series. Harvard Kennedy School. Presented in April 2024.

**Whitaker, A. A., Burchinal, M., Jenkins, J., M., Bailey, D. H., Watts, T. W., Duncan, G. J., & Hart, E. R.** “Why are early childhood education programs becoming less effective?” Head Start Region 9 Conference. Presented in March 2024.

## SELECTED PRESENTATIONS (FORMERLY AUGER)

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**\*\*Indicates mentored graduate student**

**\*\*Fidel, R., Whitaker, A. A., Amendum, S., Hustedt, J., Osgood, D., Student, S., Zubaca, N., Purinton, A., & Farley-Ripple, E.** “A statewide kindergarten readiness assessment’s relationship to 3<sup>rd</sup> grade literacy.” Presented at the Society for Research on Educational Effectiveness in Chicago, IL, October 2025.

**\*\*Osgood, D., Whitaker, A. A., Farley-Ripple, E., Hustedt, J., Zubaca, N., Fidel, R., Student, S., Amendum, S., & Purinton, A.** “Structural validity of a statewide kindergarten readiness assessment.” Presented at the Society for Research on Educational Effectiveness in Chicago, IL, October 2025.

**Whitaker, A. A., & Kelly, C.** “A systematic evaluation of historical changes in Head Start’s population.” Presented at the Society for Research in Child Development in Minneapolis, MN, May 2025.

**Whitaker, A. A., Shelley, J., Buell, M., & Wroten, E.** “The alignment of coaching in state early care and education policies.” Presented at the Society for Research in Child Development in Minneapolis, MN, May 2025.

**\*\*Kelly, C., Whitaker, A. A., Burchinal, M., Jenkins, J. M., & Vandell, D.** “Testing the early care and education structure-process-outcome model.” Presented at the Association for Public Policy Analysis and Management in National Harbor, MD, November 2024.



- \*\*Kelly, C., Whitaker, A. A., Burchinal, M., & Hustedt, J. T.** “Examining high stakes accountability measures in Head Start: A mixed methods approach.” Presented at the Association for Public Policy Analysis and Management in National Harbor, MD, November 2024.
- Whitaker, A. A.** (invited panelist in moderated discussion). “Discussing the Unsettled Science on the Longer-Term Effects of Public Pre-K Programs.” Presented at the Society for Research on Educational Effectiveness in Baltimore, MD, September 2024.
- \*\*Fidel, R., Shores, K., & Whitaker, A. A.** “Post-pandemic changes in patterns of kindergarten redshirting.” Presented at the Society for Research on Educational Effectiveness in Baltimore, MD, September 2024.
- Whitaker, A. A., Buell, M., Wroten, E., & Shelley, J.** “The inclusion of individualized coaching in state early care and education policies.” Presented at the National Research Conference on Early Childhood in Washington, D.C., June 2024.
- Whitaker, A. A.** (panelist in roundtable) “Understanding the impacts of COVID-19 on enrollment and achievement in early elementary school.” Presented at the Association for Public Policy Analysis and Management in Atlanta, GA, November 2023.
- \*\*Wroten, E., Whitaker, A. A., & Buell, M.,** “Instructional coaching inclusion in state Child Care and Development Fund plans.” Presented at the National Council on Family Relations in Orlando, FL, November 2023.
- \*\*Stoffers, M., \*\*Kelly, C., Whitaker, A. A., & Barnes, T.** “Examining classroom quality and academic and behavioral outcomes for children with and without disabilities.” Presented at the American Educational Research Association in Chicago, IL, April 2023.
- \*\*Pic, A., Han, M., Whitaker, A. A., & Barnes, T.** “No more sensory play: The COVID-19 pandemic and childcare curriculum changes.” Presented at the American Educational Research Association in Chicago, IL, April 2023.
- Whitaker, A. A., Burchinal, M., Bailey, D., Jenkins, J., Watts, T., & Duncan G.** “Pre-kindergarten intermediate impacts – Results from randomize clinical trials and cohort studies.” Presented at the Society for Research on Child Development in Salt Lake City, UT, March 2023.
- \*\*Slicker, G., Whitaker, A. A., Tang, J.** “Early care and education center quality: A latent class analysis of quality indicators.” Presented at the Society for Research on Child Development in Salt Lake City, UT, March 2023.
- \*\*Kelly, C., \*\*Stoffers, M., Whitaker A. A., Barnes, T., & Rutherford, T.** “Relationship between classroom quality and children with and without disabilities’ academic and behavioral outcomes.” Presented at the Society for Research on Child Development in Salt Lake City, UT, March 2023.
- \*\*Kelly, C., Whitaker, A. A., & Burchinal, M.** “An empirical examination of the structure-process-outcomes model within Head Start programs.” Presented at the Society for Research on Child Development in Salt Lake City, UT, March 2023.
- \*\*Pic, A., Han, M., Whitaker, A. A., & Barnes, T.** “Exploring curriculum level challenges encountered by early care and education providers during COVID-19.” Presented at the Society for Research on Child Development in Salt Lake City, UT, March 2023.
- Whitaker, A. A., Watts, T., Bailey, D., Duncan, G., Jenkins, J., & Lipsey, M.** “A systematic review of research methods used to evaluate state and local pre-kindergarten programs.” Presented at the Society for Research on Educational Effectiveness in Arlington, VA, September 2022.
- Whitaker, A. A., Wallace, L., Buell, M., Cordero, T., & Fidel, R.** “Individualizing professional development: Coaching as a component of states’ early care and education policies.” Presented at the Society for Research on Educational Effectiveness in Arlington, VA, September 2022.



- \*\*Kelly, C., Whitaker, A. A., & Burchinal, M.** “An empirical examination of the structure-process-outcomes model in early care and education.” Presented at the Society for Research on Educational Effectiveness in Arlington, VA, September 2022.
- \*\*Kelly, C. & Whitaker, A. A.** “Do curriculum and coaching supports in Head Start classrooms predict classroom and child outcomes?” Presented at National Research Conference on Early Childhood, virtually, June 2022.
- Hart, E., Vandell, D. V., **Whitaker, A. A., & Watts, T.** “Childcare and family processes: Bi-directional relations among childcare quality, home environment, and maternal wellbeing.” Presented at National Research Conference on Early Childhood, virtually, June 2022.
- Wu, T., Jenkins, J., & **Whitaker, A. A.,** “How did the reauthorization of the Child Care and Development Fund Block Grant affect the landscape of child care providers.” Presented at National Research Conference on Early Childhood, virtually, June 2022.
- \*\*Pic, A. Han, M., Whitaker, A. A., & Barnes, T.** “Hug, no hug, or virtual hug?: Child care practice during COVID-19.” Presented at National Research Conference on Early Childhood, virtually, June 2022.
- \*\*Kelly, C., \*\*Stoffers, M., Whitaker, A. A., & Barnes, T.** “Understanding the relationship between parental warmth and social-emotional well-being for children with and without disabilities.” Presented at the American Educational Research Association in San Diego, CA, April 2022.
- Whitaker, A. A., & Watts, T.** “Research designs for determining the effectiveness of publicly-funded pre-k programs: A systematic literature review.” Presented at the Society for Research on Educational Effectiveness, virtually, September 2021.
- Whitaker, A. A., Gomez, C.J., Cannon, J.S., Hall, K., & Guerra, L.** “Early learnings from a research-practice partnership: a developmental evaluation of Los Angeles’ quality rating and improvement system.” Presented at the National Research Conference on Early Childhood, virtually, December 2020.
- Gomez, C.J., Cannon, J.S., & **Whitaker, A. A.** “Do early care and education programs improve when enrolled in quality rating and improvement systems? Longitudinal evidence from one system.” Presented at the Association for Public Policy Analysis and Management, virtually, November 2020.
- Karoly, L., Cannon, J.S., Gomez, C.J., & **Whitaker, A. A.** “Estimating the full cost of quality pre-k.” Presented at the Association for Public Policy Analysis and Management, virtually, November 2020.
- Whitaker, A. A., Jenkins, J., & Duer, J.** “Standards, curriculum, and assessment in early childhood education: Examining alignment across multiple state systems.” Presented at the Association for Public Policy Analysis and Management in Denver, CO, November 2019.
- Gomez, C. J., **Whitaker, A. A., Faxon-Mills, S., Cannon, J. S., & Karoly, L.** “P-3 in action: an implementation and outcomes analysis of a collective impact preschool to 3<sup>rd</sup> grade initiative.” Presented at the Society for Research in Child Development in Baltimore, MD, March 2019.
- Whitaker, A. A., Jenkins, J., & Duer, J.** “Standards, curriculum, and assessment in early childhood education: Comparing states’ preschool curriculum mandates and QRIS.” Presented at the Society for Research in Child Development in Baltimore, MD, March 2019.
- Auger, A., Jenkins, J., & Yu, W.** “Distinctions without a difference? Preschool curricula and children’s development.” Presented at the Association for Public Policy Analysis and Management in Miami, FL, November 2015.
- Nguyen, T., Jenkins, J., **Auger, A., & Domina, T.** “Comparing the effectiveness of targeted curricula in Head Start and public pre-k classrooms.” Presented at the Association for Public Policy Analysis and Management in Miami, FL, November 2015.

- Auger, A.**, “Two-generation programs and parenting practices: The effect of services and supports on parenting practices and the home environment.” Presented at the Society for Research in Child Development in Philadelphia, PA, March 2015.
- Duncan, G. J., Jenkins, J., **Auger, A.**, Burchinal, M., Bitler, M., & Domina, T. “Boosting school readiness with preschool curricula and quality.” Presented at the Society for Research in Child Development in Philadelphia, PA, March 2015.
- Nguyen, T., Jenkins, J. M., **Auger, A.**, & Domina, T. “Comparing the effectiveness of targeted curricula in Head Start and public pre-k classrooms.” Presented at Society for Research on Educational Effectiveness in Washington, D.C., March 2015.
- Auger, A.**, Jenkins, J. M., & Burchinal, M. R. “Do curricula make a difference? Comparing general versus content-specific curricula during preschool”. Presented at the Association for Public Policy Analysis and Management in Albuquerque, NM, November 2014.
- Auger, A.**, Jenkins, J. M., Burchinal, M., Farkas, G., Duncan, G. J., & Vandell, D. L. “The instructional match between children’s preschool curriculum and school readiness.” Presented at the Head Start Research Conference in Washington DC, July 2014.
- Auger, A.**, “Early childhood programs and parental characteristics of service and support utilization.” Presented at the Annual Welfare Research and Evaluation Conference, in Washington DC, May 2014.
- Auger, A.**, Vandell, D. L., Pierce, K. M. “Early child care experiences and out-of-school activity participation in middle childhood in relation to adolescent adjustment.” Presented at SRCD Special Topic Meeting Strengthening Connections among Child and Family Research, Policy and Practice in Alexandria, VA, April 2014.
- Burchinal, M. R., Zaslow, M., Tarullo, L., Xue, Y., & **Auger, A.** “Quality thresholds, features and dosage in early care and education: Secondary data analyses of child outcomes.” Presented at Society for Research on Educational Effectiveness in Washington, D.C., March 2014.
- Auger, A.** “Parents, child care, and community services: Who uses services and what services do they use.” Presented at the Association for Public Policy Analysis and Management in Washington D.C., November 2013.
- Auger, A.**, Pierce, K. M., & Vandell, D. L. “Narrowing the achievement gap: consistency and intensity of structured activities during elementary school.” Presented at the Society for Research in Child Development in Seattle, WA, April 2013.
- Auger, A.**, Pierce, K. M., & Vandell, D. L. “Participation in out-of-school settings and student academic and behavioral outcomes.” Presented at the American Educational Research Association in San Francisco, CA, April 2013.
- Auger, A.**, Farkas, G., Duncan, G. J., Burchinal, M., & Vandell, D. L. “Child care quality and academic achievement: Results from PCER.” Presented at Association for Public Policy Analysis and Management in Baltimore, MD, November 2012.
- Burchinal, M., Tien, H., **Auger, A.**, Pan, Y., & Halle, T. “Testing thresholds in school readiness skills using growth curve analyses of academic and social outcomes from kindergarten through eighth grade.” Presented at Head Start’s 11<sup>th</sup> National Research Conference, Washington, D.C., June 2012.
- Auger, A.**, Li, W., Farkas, G., Duncan, G. J., Burchinal, M., & Vandell, D. L. “Process dimensions of child care quality and academic achievement: An instrumental variables analysis.” Presented at Society for Research on Educational Effectiveness in Washington, D.C., March 2012.
- Reich, S. M., Bickman, L. Duncan, G., Penner, E. K, **Auger, A.**, Saville, B., Alvarez, J., Andrade, A., & Albarrán. A. “Using baby books to increase knowledge, improve maternal attitudes, beliefs, and practices,

and promote child health.” Presented at the Meeting of the Pediatric Academic Society, Denver, CO, May 2011.

van Es, E., Cashen, M., & **Auger, A.** “Using video to scaffold pre-service teachers to learn to notice student thinking.” Presented at the American Educational Research Association in New Orleans, LA. April 2011.

**Auger, A.**, Reich, S., Penner, E., & Duncan, G. “The effect of baby books on mothers’ reading beliefs and reading practices.” Presented at the Society for Research in Child Development in Montreal, QC Canada. March 2011.

**Auger, A.**, & Burchinal, M. “The long-term effects of parenting characteristics and child care quality on academic achievement.” Presented at the Society for Research in Child Development in Montreal, QC Canada. March 2011.

Burchinal, M., Xue, Y., Tien, H., **Auger, A.**, & Mashburn, A. “Secondary data analysis looking for thresholds in child care quality.” Presented at the Society for Research in Child Development in Montreal, QC Canada. March 2011.

Xue, Y., Burchinal, M., **Auger, A.**, Tien, H., & Tarullo, L. “Dosage effects in early intervention and child care quality: Evidence from secondary data analysis.” Presented at the Society for Research in Child Development in Montreal, QC Canada. March 2011.

**Auger, A.**, & Bennett, T. “THINK Together’s summer learning program: Working to close the summer learning gap.” Presented at the American Camp Association in San Diego, CA. February 2011.

## UNIVERSITY TEACHING EXPERIENCE

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**HDFS220** Child Development I – Prenatal to Age 3 (Undergraduate Level); Fall 2020, Winter 2021, Spring 2021; Fall 2021; Spring 2022

**HDFS815** Research Design and Issues (Doctoral Level); Spring 2021; Spring 2022; Spring 2024

**HDFS805** Early Care and Education Policy (Doctoral Level); Fall 2021; Fall 2023

## MENTORING

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*University of Delaware HDFS PhD Student Advisees*

Jana Shelley

Sarah Ryan

*University of Delaware Education and Social Policy PhD Student Advisees*

Rachel Fidel

Rachel Fischer

Vandeka Rodgers

*University of Delaware PhD Student Committee Member*

Ekaterina Novikova

Cara Kelly, 2024

Cara Cucuini-Harmon (Biden School of Public Policy), 2025

Haobia Zhang (School of Education), 2023

Nicholas Gadino (Department of Communication), 2024

*University of Delaware HDFS Master of Science Student Advisees*

Maddy Efron, 2025

Jillian Nitsberg

*December 2025*

*University of Delaware HDFS Master of Science Student Committee Member*

Mia Mazal, 2025

Ariadni Kouzeli

## **HONORS AND AWARDS**

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|-------------|--|
| <b>2025</b> | <b>University of Delaware's Gerard J. Mangone Young Scholars Award</b>                                     |
| <b>2024</b> | <b>William T. Grant Foundation Institutional Award Challenge Finalist</b> ( <i>Role: Research Fellow</i> ) |
| <b>2023</b> | <b>University of Delaware Excellence in Teaching nominee</b>   |
| <b>2023</b> | <b>William T. Grant Foundation Institutional Award Challenge Finalist</b> ( <i>Role: Research Fellow</i> ) |
| <b>2013</b> | <b>University of California, Irvine Public Impact Fellowship Honorable Mention</b>                         |
| <b>2013</b> | <b>Michael E. Martinez Prize for Outstanding Research and Service by a Doctoral Student</b>                |

## **UNIVERSITY SERVICE**

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|---|--------------|
| Member, University of Delaware Education and Social Policy Ph.D. Admissions Committee | 2021-2022    |
| Member, University of Delaware Institutional Review Board                             | 2020-Present |
| Member, University of Delaware HDFS Early Childhood Education Committee               | 2020-Present |
| Member, University of Delaware CEHD Strategic Work Group                              | 2021         |
| Member, University of Delaware CEHD Data Scientist Search Committee                   | 2021         |
| Chair, University of Delaware HDFS Human Relations Administration Faculty Search      | 2021-2022    |
| Member, University of Delaware HDFS Early Care and Education Faculty Search           | 2022         |
| Member, University of Delaware CEHD Graduate Committee                                | 2023-2024    |
| Member, University of Delaware HDFS Graduate Committee                                | 2023-Present |
| Member, University of Delaware CEHD Engaged Scholarship Task Force                    | 2025-Present |

## **PROFESSIONAL MEMBERSHIP**

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Society for Research in Child Development  
 Society for Research on Educational Effectiveness  
 Association for Public Policy Analysis and Management  
 American Educational Research Association