

CURRICULUM VITAE

Angela Vatalaro, Ph.D.

PERSONAL INFORMATION

Office Address: School of Teacher Education
College of Community Innovation and Education
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EDUCATIONAL BACKGROUND

Ph.D. Education: Early Childhood Track
University of Central Florida, August 2015
Dissertation title: A quasi-experiment examining expressive and receptive vocabulary knowledge of preschool Head Start children using mobile media apps

M.Ed. Early Childhood Education: Early Literacy Track
University of Central Florida, August 2010
Inquiry project title: Exploring the relationship between preschool children's social competency skills and their creative approaches to learning

B.S. Early Childhood Education
University of Central Florida, December 2008
Florida professional educator's certificates:
Prekindergarten/Primary Education (Age 3 – Grade 3); English for Speakers of Other Languages (ESOL) Endorsement

A.A. General Education
Eastern Florida State College, December 2006

PROFESSIONAL POSITIONS

2021-Present Visiting Lecturer, Early Childhood Development and Education, School of Teacher Education, College of Community Innovation and Education, University of Central Florida

- 2017-2021 Associate in Research, Department of Child and Families Studies, College of Behavioral and Community Sciences, University of South Florida
- 2015-2017 Postdoctoral Research Scholar, Department of Child and Families Studies, College of Behavioral and Community Sciences, University of South Florida
- 2012-2015 Graduate Teaching Assistant and Associate, Early Childhood Development and Education, University of Central Florida
- 2010-2011 Kindergarten Teacher, Cambridge Elementary School, Brevard County Public Schools
- Fall 2011 Adjunct Instructor, Early Childhood Development and Education, University of Central Florida
- 2009-2010 Early Childhood Education Teaching Facilitator, Early Childhood Development and Education, University of Central Florida
- 2009-2010 Graduate Assistant, Early Childhood Development and Education, University of Central Florida

RELATED INTERNATIONAL PROFESSIONAL EXPERIENCE

- Spring 2019 Professional Development in Reggio Emilia, Italy
- Spring 2016 Study Abroad Program Participant to Helsinki and Tampere, Finland
- Summer 2014 Study Abroad Program Participant to Reggio Emilia, Italy
- Summer 2012 Study Abroad Program Participant to Reggio Emilia, Italy
- Summer 2010 Study Abroad Program Participant to University College of St. Mark & St. John, Plymouth, England

HONORS AND AWARDS

Outstanding Advocate, Florida Association for the Education of Young Children (FLAEYC) (2013), awarded to Florida community advocates who have support and spoken out for children's issues.

Emerging Activist Leaders Scholarship, RESULTS Educational Fund (2013), awarded to young adults who wish to advocate for global and domestic equal access to healthcare, education, and economic opportunity for those in poverty.

Graduate Grant Research Project Award (G²RASP) (2013), awarded by the College of Education at the University of Central Florida to assist a faculty member in completing a grant application in the health literacy field (\$363.00).

PUBLICATIONS

REFERED JOURNAL ARTICLES

Payne, T., Joseph, R., Yampolskaya, S., & **Vatalaro, A.** (2020). Florida HIPPY parents successfully prepare their children for kindergarten. *Early Childhood Research Quarterly*, 53(4), 650-657. <https://doi.org/10.1016/j.ecresq.2020.07.007>

Vatalaro, A., Culp, A. M., Hahs-Vaughn, D. L., & Barnes, A. C. (2018). A quasi-experiment examining expressive and receptive vocabulary knowledge of preschool Head Start children using mobile media apps. *Early Childhood Education Journal*, 46(4), 451-466. <https://doi.org/10.1007/s10643-017-0877-3>

Goldstein, K., **Vatalaro, A.**, & Yair, G. (2017). Parent-based early childhood interventions do make a difference! A rebuttal to See and Gorard 2015a. *Journal of Children's Services*, 12(4), 224- 238. <https://doi.org/10.1108/JCS-07-2017-0030>

Vatalaro, A., Szente, J., & Levin, J. (2015). Transformative learning of pre-service teachers during study abroad in Reggio Emilia, Italy: A case study. *Journal of the Scholarship of Teaching and Learning*, 15(2), 42-55. <https://doi.org/10.14434/josotl.v15i2.12911>

INVITED PUBLICATIONS

Vatalaro, A., & Nguyen, L. (2015). *Text box 1. iPad use in a kindergarten classroom*. In Eriksson, G. A comprehensive plan for authentic integration of technology in the gifted curriculum. In H. E. Vidergor & C. R. Harris (Eds.), *Applied practice for educators of gifted and able learners* (pp. 286). Rotterdam, The Netherlands: Sense Publishers.

TECHNICAL REPORTS

Swan, B., Levin, J., Reese, E., Vatalaro, A., Brasel, N., Turner, S., & Towson, J. (2022, November). *Pasco County School District early literacy school pilot program evaluation: Year 1 provider interview and survey results from Spring 2022* (Rep. No. 77PASCOELSPP2022.Y1F1). Orlando, FL: University of Central Florida, Program Evaluation and Educational Research Group (PEER).

Joseph, R., Akiwumi, F. A., Thomas, L. C., **Vatalaro, A.**, Anderson, R., & Briscoe, R. (2021, August). *Learning while black: Students facing racial and educational challenges in high school and college*. Tampa, FL: University of South Florida, College of

Behavioral and Community Sciences, Department of Child and Family Studies.
[Technical Report.]

McNeish, R., Massey, O. T., Walker, C., Sowell, C., **Vatalaro, A.**, Simmons, C., Rigg, K., Tran, Q., & Gilbert-Smith, T. (2020). *Final evaluation report: Making connections for the mental health and wellbeing of men and boy of color and veterans*. Tampa, FL: University of South Florida, College of Behavioral and Community Sciences, Department of Child and Family Studies. [Technical Report.]

Vatalaro, A., Joseph, R., & Mothershed, T. (2020, November). *Bradenton-Manatee County parent involvement and Bracken School Readiness Assessments results fiscal year - 2019/2020*. Tampa, FL: University of South Florida, College of Behavioral and Community Sciences. Department of Child and Family Studies. [Technical Report.]

Vatalaro, A., Joseph, R., & Mothershed, T. (2020, November). *North Miami-Dade County parent involvement and Bracken School Readiness Assessments results fiscal year - 2019/2020*. Tampa, FL: University of South Florida, College of Behavioral and Community Sciences. Department of Child and Family Studies. [Technical Report.]

Vatalaro, A., Joseph, R., & Mothershed, T. (2020, November). *Ocala-Marion County parent involvement and Bracken School Readiness Assessments results fiscal year - 2019/2020*. Tampa, FL: University of South Florida, College of Behavioral and Community Sciences. Department of Child and Family Studies. [Technical Report.]

Vatalaro, A., Joseph, R., & Mothershed, T. (2020, November). *St. Petersburg-Pinellas County parent involvement and Bracken School Readiness Assessments results fiscal year - 2019/2020*. Tampa, FL: University of South Florida, College of Behavioral and Community Sciences. Department of Child and Family Studies. [Technical Report.]

Vatalaro, A., Joseph, R., & Mothershed, T. (2020, November). *West Palm Beach-Palm Beach County parent involvement and Bracken School Readiness Assessments results fiscal year - 2019/2020*. Tampa, FL: University of South Florida, College of Behavioral and Community Sciences. Department of Child and Family Studies. [Technical Report.]

Vatalaro, A., Joseph, R., & Mothershed, T. (2020, November). *Tampa-Hillsborough County parent involvement and Bracken School Readiness Assessments results fiscal year - 2019/2020*. Tampa, FL: University of South Florida, College of Behavioral and Community Sciences. Department of Child and Family Studies. [Technical Report.]

Vatalaro, A., Joseph, R., Payne, T., Mothershed, T., & Watkins, J. (2020, October). *Parent involvement survey Florida HIPYPY results & findings Fiscal Year 2019-2020. Volume 6*. Tampa, FL: University of South Florida, College of Behavioral and Community Sciences. Department of Child and Family Studies. [Technical Report.]

Joseph, R., **Vatalaro, A.**, Payne, T., Mothershed, T., & Watkins, J. (2020, October). *Bracken School Readiness Assessment Florida HIPYPY results & findings (ages 3-6) fiscal year*

2019-2020. Volume 6. Tampa, FL: University of South Florida, College of Behavioral and Community Sciences. Department of Child and Family Studies. [Technical Report.]

Joseph, R., & **Vatalaro, A.** (2020, September). *Family Central, Inc. parent involvement and Bracken School Readiness Assessment results Fiscal Year 2018/2019*. Tampa, FL: University of South Florida, College of Behavioral and Community Sciences. Department of Child and Family Studies. [Technical Report.]

Joseph, R., **Vatalaro, A.**, Mothershed, T., Payne, T., & Watkins, J. (2020, June). *Florida HIPPIY summary report of parent involvement survey: Pre and post test results 2019-2020*. Tampa, FL: University of South Florida, College of Behavioral and Community Sciences, Department of Child and Family Studies. [Technical Report.]

Mowery, D., Malmi, Jr., M., **Vatalaro, A.**, & Flynn, K. (2019, December). *Arizona's children's system of care practice review fiscal year 2018 statewide report*. Tampa, FL: University of South Florida, College of Behavioral and Community Sciences, Child and Family Studies. [Technical Report.]

Joseph, R., **Vatalaro, A.**, Moneke, N., & Michael-Asalu, A. (2019, November). *Bradenton-Manatee County parent involvement and Bracken School Readiness Assessments results fiscal year - 2018/2019*. Tampa, FL: University of South Florida, College of Behavioral and Community Sciences. Department of Child and Family Studies. [Technical Report.]

Joseph, R., **Vatalaro, A.**, Moneke, N., & Michael-Asalu, A. (2019, November). *Fort Lauderdale-Broward County parent involvement and Bracken School Readiness Assessments results fiscal year - 2018/2019*. Tampa, FL: University of South Florida, College of Behavioral and Community Sciences. Department of Child and Family Studies. [Technical Report.]

Joseph, R., **Vatalaro, A.**, Moneke, N., & Michael-Asalu, A. (2019, November). *Gainesville-Alachua County parent involvement and Bracken School Readiness Assessments results fiscal year - 2018/2019*. Tampa, FL: University of South Florida, College of Behavioral and Community Sciences. Department of Child and Family Studies. [Technical Report.]

Joseph, R., **Vatalaro, A.**, Moneke, N., & Michael-Asalu, A. (2019, November). *North Miami-Dade County parent involvement and Bracken School Readiness Assessments results fiscal year - 2018/2019*. Tampa, FL: University of South Florida, College of Behavioral and Community Sciences. Department of Child and Family Studies. [Technical Report.]

Joseph, R., **Vatalaro, A.**, Moneke, N., & Michael-Asalu, A. (2019, November). *Ocala-Marion County parent involvement and Bracken School Readiness Assessments results fiscal year - 2018/2019*. Tampa, FL: University of South Florida, College of Behavioral and Community Sciences. Department of Child and Family Studies. [Technical Report.]

Joseph, R., **Vatalaro, A.**, Moneke, N., & Michael-Asalu, A. (2019, November). *Port St. Joe-Gulf County parent involvement and Bracken School Readiness Assessments results fiscal year - 2018/2019*. Tampa, FL: University of South Florida, College of Behavioral and Community Sciences. Department of Child and Family Studies. [Technical Report.]

Joseph, R., **Vatalaro, A.**, Moneke, N., & Michael-Asalu, A. (2019, November). *Quincy-Gadsden County parent involvement and Bracken School Readiness Assessments results fiscal year - 2018/2019*. Tampa, FL: University of South Florida, College of Behavioral and Community Sciences. Department of Child and Family Studies. [Technical Report.]

Joseph, R., **Vatalaro, A.**, Moneke, N., & Michael-Asalu, A. (2019, November). *Sarasota-Sarasota County parent involvement and Bracken School Readiness Assessments results fiscal year - 2018/2019*. Tampa, FL: University of South Florida, College of Behavioral and Community Sciences. Department of Child and Family Studies. [Technical Report.]

Joseph, R., **Vatalaro, A.**, Moneke, N., & Michael-Asalu, A. (2019, November). *South Miami Homestead-Dade County parent involvement and Bracken School Readiness Assessments results fiscal year - 2018/2019*. Tampa, FL: University of South Florida, College of Behavioral and Community Sciences. Department of Child and Family Studies. [Technical Report.]

Joseph, R., **Vatalaro, A.**, Moneke, N., & Michael-Asalu, A. (2019, November). *St. Petersburg-Pinellas County parent involvement and Bracken School Readiness Assessments results fiscal year - 2018/2019*. Tampa, FL: University of South Florida, College of Behavioral and Community Sciences. Department of Child and Family Studies. [Technical Report.]

Joseph, R., **Vatalaro, A.**, Moneke, N., & Michael-Asalu, A. (2019, November). *Starke-Bradford County parent involvement and Bracken School Readiness Assessments results fiscal year - 2018/2019*. Tampa, FL: University of South Florida, College of Behavioral and Community Sciences. Department of Child and Family Studies. [Technical Report.]

Joseph, R., **Vatalaro, A.**, Moneke, N., & Michael-Asalu, A. (2019, November). *Tampa-Hillsborough County parent involvement and Bracken School Readiness Assessments results fiscal year - 2018/2019*. Tampa, FL: University of South Florida, College of Behavioral and Community Sciences. Department of Child and Family Studies. [Technical Report.]

Joseph, R., **Vatalaro, A.**, Moneke, N., & Michael-Asalu, A. (2019, November). *West Palm Beach-Palm Beach County parent involvement and Bracken School Readiness Assessments results fiscal year - 2018/2019*. Tampa, FL: University of South Florida, College of Behavioral and Community Sciences. Department of Child and Family Studies. [Technical Report.]

- Joseph, R., **Vatalaro, A.**, Moneke, N., & Payne, T. (2019, October). *Bracken School Readiness Assessment Florida HIPPY results & findings (ages 3-6) fiscal year 2018-2019. Volume 5*. Tampa, FL: University of South Florida, College of Behavioral and Community Sciences. Department of Child and Family Studies. [Technical Report.]
- Vatalaro, A.**, Joseph, R., Payne, T., & Moneke, N. (2019, October). *Parent involvement survey Florida HIPPY results & findings Fiscal Year 2018-2019. Volume 5*. Tampa, FL: University of South Florida, College of Behavioral and Community Sciences. Department of Child and Family Studies. [Technical Report.]
- McNeish, R., Massey, T., Sowell, C., Walker, C., **Vatalaro, A.**, Landers, M., Tran, Q., Rigg, K., Simmons, C., & Gilbert-Smith, T. (2019, September). *Annual report year 4: Implementation year 3 outcomes. Evaluation of Making Connections for the Mental Health and Wellbeing of Men and Boys*. Tampa, FL: University of South Florida, College of Behavioral and Community Sciences, Department of Child and Family Studies. [Technical Report.]
- McNeish, R., Massey, T., Sowell, C., Walker, C., **Vatalaro, A.**, Landers, M., Tran, Q., Rigg, K., Simmons, C., & Gilbert-Smith, T. (2019, July). *Draft annual report year 4: Implementation year 3 outcomes. Evaluation of Making Connections for the Mental Health and Wellbeing of Men and Boys*. Tampa, FL: University of South Florida, College of Behavioral and Community Sciences, Department of Child and Family Studies. [Technical Report.]
- Vatalaro, A.**, Joseph, R., Moneke, N., & Payne, T. (2019, July). *Florida HIPPY summary report of parent involvement survey: Pre and post test results 2018-2019*. Tampa, FL: University of South Florida, College of Behavioral and Community Sciences, Department of Child and Family Studies. [Technical Report.]
- Callejas, L. M., Yampolskaya, S., Walker-Egea, C., & **Vatalaro, A.** (2019, April). *Miami impact: Preliminary evaluation findings*. Tampa, FL: University of South Florida, College of Behavioral and Community Sciences. Department of Child and Family Studies. [Technical Report.]
- Joseph, R., **Vatalaro, A.**, & Moneke, N. (2019, February). *Bradenton-Manatee County parent involvement and Bracken School Readiness Assessments results fiscal year - 2017/2018*. Tampa, FL: University of South Florida, College of Behavioral and Community Sciences. Department of Child and Family Studies. [Technical Report.]
- Joseph, R., **Vatalaro, A.**, & Moneke, N. (2019, February). *Fort Lauderdale-Broward County parent involvement and Bracken School Readiness Assessments results fiscal year - 2017/2018*. Tampa, FL: University of South Florida, College of Behavioral and Community Sciences. Department of Child and Family Studies. [Technical Report.]
- Joseph, R., **Vatalaro, A.**, & Moneke, N. (2019, February). *Gainesville-Alachua County parent involvement and Bracken School Readiness Assessments results fiscal year -*

- 2017/2018. Tampa, FL: University of South Florida, College of Behavioral and Community Sciences. Department of Child and Family Studies. [Technical Report.]
- Joseph, R., **Vatalaro, A.**, & Moneke, N. (2019, February). *North Miami-Dade County parent involvement and Bracken School Readiness Assessments results fiscal year - 2017/2018*. Tampa, FL: University of South Florida, College of Behavioral and Community Sciences. Department of Child and Family Studies. [Technical Report.]
- Joseph, R., **Vatalaro, A.**, & Moneke, N. (2019, February). *Ocala-Marion County parent involvement and Bracken School Readiness Assessments results fiscal year - 2017/2018*. Tampa, FL: University of South Florida, College of Behavioral and Community Sciences. Department of Child and Family Studies. [Technical Report.]
- Joseph, R., **Vatalaro, A.**, & Moneke, N. (2019, February). *Port St. Joe-Gulf County parent involvement and Bracken School Readiness Assessments results fiscal year - 2017/2018*. Tampa, FL: University of South Florida, College of Behavioral and Community Sciences. Department of Child and Family Studies. [Technical Report.]
- Joseph, R., **Vatalaro, A.**, & Moneke, N. (2019, February). *Quincy-Gadsden County parent involvement and Bracken School Readiness Assessments results fiscal year - 2017/2018*. Tampa, FL: University of South Florida, College of Behavioral and Community Sciences. Department of Child and Family Studies. [Technical Report.]
- Joseph, R., **Vatalaro, A.**, & Moneke, N. (2019, February). *Sarasota-Sarasota County parent involvement and Bracken School Readiness Assessments results fiscal year - 2017/2018*. Tampa, FL: University of South Florida, College of Behavioral and Community Sciences. Department of Child and Family Studies. [Technical Report.]
- Joseph, R., **Vatalaro, A.**, & Moneke, N. (2019, February). *South Miami-Dade County parent involvement and Bracken School Readiness Assessments results fiscal year - 2017/2018*. Tampa, FL: University of South Florida, College of Behavioral and Community Sciences. Department of Child and Family Studies. [Technical Report.]
- Joseph, R., **Vatalaro, A.**, & Moneke, N. (2019, February). *St. Petersburg-Pinellas County parent involvement and Bracken School Readiness Assessments results fiscal year - 2017/2018*. Tampa, FL: University of South Florida, College of Behavioral and Community Sciences. Department of Child and Family Studies. [Technical Report.]
- Joseph, R., **Vatalaro, A.**, & Moneke, N. (2019, February). *Starke-Bradford County parent involvement and Bracken School Readiness Assessments results fiscal year - 2017/2018*. Tampa, FL: University of South Florida, College of Behavioral and Community Sciences. Department of Child and Family Studies. [Technical Report.]
- Joseph, R., **Vatalaro, A.**, & Moneke, N. (2019, February). *Tampa-Hillsborough County parent involvement and Bracken School Readiness Assessments results fiscal year -*

2017/2018. Tampa, FL: University of South Florida, College of Behavioral and Community Sciences. Department of Child and Family Studies. [Technical Report.]

Joseph, R., **Vatalaro, A.**, & Moneke, N. (2019, February). *West Palm Beach-Palm Beach County parent involvement and Bracken School Readiness Assessments results fiscal year - 2017/2018*. Tampa, FL: University of South Florida, College of Behavioral and Community Sciences. Department of Child and Family Studies. [Technical Report.]

Joseph, R., **Vatalaro, A.**, Moneke, N., & Payne, T. (2019, January). *Bracken School Readiness Assessment Florida HIPPY results & findings (ages 3-6) fiscal year 2017 – 2018. Volume 4*. Tampa, FL: University of South Florida, College of Behavioral and Community Sciences. Department of Child and Family Studies. [Technical Report.]

Joseph, R., **Vatalaro, A.**, & Payne, T. (2019, January). *Parent involvement survey Florida HIPPY results & findings Fiscal Year 2017-2018. Volume 4*. Tampa, FL: University of South Florida, College of Behavioral and Community Sciences. Department of Child and Family Studies. [Technical Report.]

McNeish, R., Massey, T., Sowell, C., Walker, C., Rigg, K., Simmons, C., Landers, M., **Vatalaro, A.**, Gilbert-Smith, T., & Tran, Q. (2018, July). *Draft annual report year 3: Implementation year 2 outcomes. Evaluation of Making Connections for the Mental Health and Wellbeing of Men and Boys*. Tampa, FL: University of South Florida, College of Behavioral and Community Sciences, Department of Child and Family Studies. [Technical Report.]

McNeish, R., Massey, T., Landers, M., Simmons, C., Sowell, C., Rigg, K., Walker, C., **Vatalaro, A.**, Tran, Q., & Gilbert-Smith, T. (2018, September). *Annual report year 3: Implementation year 2 outcomes. Evaluation of Making Connections for the Mental Health and Wellbeing of Men and Boys*. Tampa, FL: University of South Florida, College of Behavioral and Community Sciences, Department of Child and Family Studies. [Technical Report.]

Joseph, R., & **Vatalaro, A.** (2018, August). *Florida HIPPY summary report of parent involvement survey: Pre and post test results 2017-2018*. Tampa, FL: University of South Florida, College of Behavioral and Community Sciences, Department of Child and Family Studies. [Technical Report.]

Joseph, R., Lindsey, M., & **Vatalaro, A.** (2018, February). *Bracken School Readiness Assessment Florida HIPPY results & findings (ages 3-6) fiscal year 2016-2017. Volume 3*. Tampa, FL: University of South Florida, College of Behavioral and Community Sciences. Department of Child and Family Studies. [Technical Report.]

Joseph, R., **Vatalaro, A.**, Lindsey, M. & Michael-Asalu, A. (2018, February). *Parent involvement survey Florida HIPPY results & findings Fiscal Year 2016-2017. Volume 3*. Tampa, FL: University of South Florida, College of Behavioral and Community Sciences. Department of Child and Family Studies. [Technical Report.]

- Joseph, R., Yampolskaya, S., Lindsey, M., & **Vatalaro, A.** (2017, June). *Bracken School Readiness Assessment: Florida HIPPY results & findings (ages 3-5) fiscal year 2015-2016*. Tampa, FL: University of South Florida, College of Behavioral and Community Sciences. Department of Child and Family Studies. [Technical Report.]
- Joseph, R., Yampolskaya, S., Lindsey, M., & **Vatalaro, A.** (2017, June). *Bracken School Readiness Assessment: Florida HIPPY results & findings (ages 3-6) fiscal year 2015-2016*. Tampa, FL: University of South Florida, College of Behavioral and Community Sciences. Department of Child and Family Studies. [Technical Report.]
- Joseph, R., Yampolskaya, S., Lindsey, M., **Vatalaro, A.**, Michael-Asalu-, A., & Romero-Aldano, D. (2017, June). *Florida HIPPY summary report of parent involvement survey: Pre and post test results 2016-2017*. Tampa, FL: University of South Florida, College of Behavioral and Community Sciences. Department of Child and Family Studies. [Technical Report.]
- Joseph, R., Yampolskaya, S., Lindsey, M., & **Vatalaro, A.** (2017, May). *Bracken School Readiness Assessment: Florida HIPPY results & findings fiscal year 2015-2016*. Tampa, FL: University of South Florida, College of Behavioral and Community Sciences. Department of Child and Family Studies. [Technical Report.]
- Callejas, L., Mowery, D., & **Vatalaro, A.** (2017). *Sulphur Springs stability study: Final report 2017*. Tampa, FL: University of South Florida, College of Behavioral and Community Sciences. Department of Child and Family Studies. [Technical Report.]
- Joseph, R., **Vatalaro, A.**, & Lindsey, M. (2016, December). *Working collaboratively to serve children with autism spectrum disorder*. Tampa, FL: University of South Florida, College of Behavioral and Community Sciences. Department of Child and Family Studies. [Technical Report.]
- Joseph, R., Mowery, D., Lindsey, M., Michael-Asalu, A., **Vatalaro, A.**, Mowery, H. (2016, December). *Parental involvement survey Florida HIPPY results & findings fiscal year 2015-2016 volume 2*. Tampa, FL: University of South Florida, College of Behavioral and Community Sciences. Department of Child and Family Studies. [Technical Report.]
- Mowery, D., Lindsey, M., Joseph, R., Mowery, H., Michael-Asalu, A., & **Vatalaro, A.** (2016). *Florida HIPPY results and findings: Parent Involvement Survey matched sample results 2015-2016*. Tampa, FL: University of South Florida, College of Behavioral and Community Sciences. Department of Child and Family Studies. [Technical Report.]

FUNDED RESEARCH

CURRENT GRANTS AND CONTRACTS

Co-Investigator (2021 – Present). Program Evaluation and Educational Research (PEER) Group, University of Central Florida. Pasco County School District Early Literacy Program Evaluation. The Early Literacy Project seeks to create action research sites to inform district wide best practices. In 2020, the Superintendent identified several key initiatives termed Strive for 25. Early Literacy was established as one of the key initiatives and a group of shareholders from within the Pasco County Schools created a task force to discuss various proposals. Each of these strategies had benefit, and yet when attempted in past practices had a barrier to the desired goal. The Early Literacy Project sites are designed to implement these strategies, mitigating the barriers while maximizing the benefits. The goal is to determine the high impact strategies for replication at future sites, lending to all students reading on grade level by the end of their first grade.

COMPLETED GRANTS AND CONTRACTS

Co-Investigator (2020 – 2021). Child and Family Studies, College of Behavioral and Community Sciences, University of South Florida. Parent Partners for Families of Miami-Dade (PPFF). The PPFF program includes a comprehensive evaluation of collaboration, program implementation and process, and program outcomes. A stepped wedge cluster randomized study will be conducted to assess child and family outcomes. The evaluation will develop components of a manual specifying the components of the PPFF model for replication by other child welfare lead agencies. Funded through Administration for Children and Families (ACF), US DHHS.

Co-Investigator (2020 – 2021). Child and Family Studies, College of Behavioral and Community Sciences, University of South Florida. Strengths-Based Approach to Addressing Racial Challenges Impacting Black Students. This project, funded by USF’s Office of the Provost and USF Research & Innovation, is a pilot study that examines racial, educational, and other challenges faced by two groups of Black students: (1) University of South Florida undergraduate Juniors and Seniors and (2) 12th grade students in East Tampa who are planning to attend a post-secondary institution in 2021-2022. The study aims to develop a comprehensive action plan of solutions that address specific disparities in enrollment, graduation, and other issues identified in focus groups with participants.

Co-Investigator (2019 – 2020). Child and Family Studies, College of Behavioral and Community Sciences, University of South Florida. Arizona System of Care Practice Review (SOCPR). The purpose of this project is to provide analysis of statewide System of Care Practice Review (SOCPR) data for the Arizona Health Care Cost Containment System (AHCCCS). This SOCPR project will help identify trends and opportunities for practice improvement at both the regional and statewide levels. As part of this, a data collection and data storage process will be developed which will allow comparison of data trends over time.

Co-Investigator (2018 – 2019). Child and Family Studies, College of Behavioral and Community Sciences, University of South Florida. National Training and Technical Assistance Center (NTTAC) for Children’s Behavioral Health. The objective of the NTTAC TA Network is to support the University of Maryland Baltimore (UMB) School of Social Work, Institute for Innovation and Implementation (“The Institute”) as the lead and coordinating entity for the Technical Assistance Network for Children’s Behavioral Health (“TA Network”), the technical

assistance contractor for the Substance Abuse and Mental Health Services Administration (SAMHSA) Children's Mental Health Initiative (CMHI), the communities and states funded to implement systems of care for children and families via systems of care grants, and other identified states and communities on the implementation of Tasks 2, 4 and 13 of the contract. Task 2 includes, in part, maintaining the Cultural and Linguistic Competency (CLC) Hub and providing the core operations for the CLC TA needs of grantees funded under the CMHI and ensure that cultural and linguistic competence are pervasive throughout all processes. Task 4 includes, in part, providing Cultural Competence Consultation to grantees and system of care communities in the area of CLC. Task 13 includes, in part, providing translation and interpretation, through a subcontract with the Center for Community Learning.

Co-Investigator (2017 – 2020). Child and Family Studies, College of Behavioral and Community Sciences, University of South Florida. IMPACT Project. The overarching objective of the IMPACT (Identify Measure and Prevent Addiction and Childhood Trauma) Project is to demonstrate that an integrated continuum of care, combined with an intensive family engagement component and peer support, will result in increased parental retention in treatment, enhanced provision of targeted services for children and parents, improved parenting practices, and a decrease in family trauma. The ultimate aim is to enhance child and family well-being and reduce incidences of re-abuse, child welfare re-referrals and removals. Funded through Administration for Children and Families (ACF), US DHHS.

Co-Investigator (2017 – 2020). Child and Family Studies, College of Behavioral and Community Sciences, University of South Florida. Making Connections for the Mental Health and Wellbeing of Men and Boys (Making Connections). The overarching objective of Making Connections is to develop community-driven prevention efforts for men and boys, as well as veterans and their families. Funded by the Movember Foundation and implemented in collaboration with the Prevention Institute (PI), this 5-year initiative supports the planning and implementation of prevention strategies intended to transform the community conditions that influence mental health and wellbeing for these vulnerable populations. In 2020, there were 11 active grantees across the United States in the evaluation.

Co-Investigator (2016 – 2017). Child and Family Studies, College of Behavioral and Community Sciences, University of South Florida. Sulphur Springs Neighborhood of Promise (SSNOP) Stability Study. The purpose of this study is to help the SSNOP Leadership Council learn more about the conditions experienced by community residents in their homes and in the neighborhood, which may affect the long-term stability of Sulphur Springs. One of the key objectives of the SSNOP is to enhance neighborhood stability as a means of ensuring the long-term academic success of children attending Sulphur Springs K-8. The study focus is on identifying the issues that local residents and their families face despite services received, which place them at risk of high rates of mobility – i.e., moving with high frequency both within and outside of Sulphur Springs – and which places their children at risk of poor academic outcomes.

Co-Investigator (2016 – 2020). Child and Family Studies, College of Behavioral and Community Sciences, University of South Florida. HIPPY (Home Instruction for Parents of Preschool Youngsters) Study. A home-based, early intervention program that helps parents create experiences for their children that lay the foundation for success in school and later life.

The program is designed specifically for those parents who may not feel confident in their own abilities to teach their children. HIPPY is a two or three-year program for parents with children ages three, four and five. The purpose is to evaluate dosage, timing, and academic outcomes of children who participate in the program.

PRESENTATIONS

- Tran, Q., **Vatalaro, A.**, & McNeish, R. (2019, November). *Measuring mental well-being: Lessons learned from developing and piloting one universal measure in a multi-site initiative*. Poster presented at the American Public Health Association's (APHA) 2019 Annual Meeting & Expo
- Vatalaro, A.** (2019, March). Florida HIPPY children's development of school readiness skills: Results from Bracken School Readiness Assessment fiscal year 2016-2017. In. T. Payne (Chair), *Parent engagement works: How findings from Home Instruction for Parents of Preschool Youngsters (HIPPY), an early education program, impacts family engagement, school readiness, and educational outcomes of low-income children in Florida*. Symposium conducted at the 32nd Annual Research and Policy Conference on Child, Adolescent, and Young Adult Behavioral Health. Tampa, FL.
- Lindsey, M., **Vatalaro, A.**, & Reed, M. (2017, August). *The Magic of HIPPY*. Presented at Early Childhood Council of Hillsborough County, Inc. The Magic Years Conference. Tampa, FL.
- Vatalaro, A.**, & Culp, A. M. (2016, October). *A quasi-experiment examining expressive and receptive vocabulary knowledge of preschool Head Start children using mobile media apps*. Presented at University of South Florida Postdoctoral Research Symposium. Tampa, FL.
- Levin, J., Brasel, N., Taylor, T., & **Vatalaro, A.** (2015, November). *If you give a preschooler a muffin: Bringing children, families, and university students together for literacy in an urban poverty neighborhood*. Presented at National Association for the Education of Young Children Conference. Orlando, FL.
- Szente, J., **Vatalaro, A.**, & Levin, J. N. (2015, May). *Transformative learning of pre-service teachers during a study abroad program*. Presented at Lilly International Conference. Bethesda, MD.
- Vatalaro, A.**, Forward, C., Crow, C., & Garfinkel, H. (2015, March). *Early Childhood Global Hub*. Presented at the Hult Prize Regional Competition. Boston, MA.
- Vatalaro, A.**, & Nguyen, L. (2014, April). *iPad use in a kindergarten classroom*. Presented at the 2014 Graduate Research Forum. University of Central Florida. Orlando, FL.
- Vatalaro, A.**, Reynolds, W., Mitchell, K., Devere, J., & Perez, L. (2013, January). *The 100 languages of children: How children construct learning the Reggio way*. Presented at

the HAPPY (Having Active Participation Prepares You) Hour Student Showcase.
University of Central Florida.
Orlando, FL.

TRAININGS CONDUCTED

Vatalaro, A. (2018, October). *Bracken School Readiness Assessment training*. Training delivered to Brevard and Orange County, FL HIPPY programs.

Joseph, R., & **Vatalaro, A.** (2018, October). *Basics for new HIPPY programs – technical assistance: Research and program evaluation*. Training delivered to Brevard and Pasco-Hernando HIPPY programs.

Vatalaro, A. (2018, August). *HIPPY home visitors' orientation training – South FL: Research and evaluation activity*. Training delivered to South Region HIPPY programs.

Vatalaro, A. (2018, August). *HIPPY home visitors training: Bracken School Readiness Assessment*.
Training delivered to St. Petersburg HIPPY program.

Vatalaro, A. (2018, August). *HIPPY home visitors' orientation training – North FL: Research and evaluation activity*. Training delivered to North Region HIPPY programs.

Joseph, R., & **Vatalaro, A.** (2018, August). *HIPPY technical assistance session: Bradenton – Manatee County*. Training delivered to Bradenton, FL HIPPY program.

Joseph, R., & **Vatalaro, A.** (2018, August). *HIPPY home visitors' orientation training – Central FL: Research and evaluation activity*. Training delivered to Central Region HIPPY programs.

Joseph, R., & **Vatalaro, A.** (2017, September). *Bracken School Readiness Assessment training*. Training delivered to Ocala, FL HIPPY program.

Joseph, R., & **Vatalaro, A.** (2017, February). *Bracken School Readiness Assessment training*. Training delivered to Sarasota, FL HIPPY program.

CONSULTATION

Consultant (2016-2021). Consultation regarding research, data representation, and connections between the University of South Florida and the Tampa Preschool Partnership, a partnership of Tampa-based preschools funded by the Conn Memorial Foundation.

TEACHING – INSTRUCTOR OF RECORD

UNDERGRADUTE

ARE 2000: Early Childhood Art and Creativity (partially online), Early Childhood Development and Education program, University of Central Florida.

EEC 3613: Observation and Assessment of Young Children (partially online), Early Childhood Development and Education program, University of Central Florida.

EEC 4235C: Early Childhood Education Seminar, Early Childhood Development and Education program, University of Central Florida.

EEC 4402: Cultural and Family Systems (partially online), Early Childhood Development and Education program, University of Central Florida.

EEC 4940: Practicum: Early Childhood Development, Early Childhood Development and Education program, University of Central Florida.

GRADUATE – MASTER’S LEVEL

EEC 5205: Programs and Trends in Early Childhood (fully online), Early Childhood Development and Education program, University of Central Florida.

GRADUATE – DOCTORAL LEVEL

EEC 7055: Advocacy, Public Policy, and Program Evaluation (fully online), Early Childhood Development and Education program, University of Central Florida.

EEC 7058: Theoretical Foundations of Early Childhood (fully online), Early Childhood Development and Education program, University of Central Florida.

TEACHING – TEACHING FACILITATOR AND GRADUATE TEACHING ASSISTANT

UNDERGRADUATE

ARE 2000: Early Childhood Art and Creativity (partially online), Early Childhood Development and Education program, University of Central Florida.

EEC 3613: Observation and Assessment of Young Children (partially online), Early Childhood Development and Education program, University of Central Florida.

EEC 3700: Social and Emotional Development of Young Children (partially online), Early Childhood Development and Education program, University of Central Florida.

EEC 4207: Assessment and Evaluation of Young Children (partially online), Early Childhood Development and Education program, University of Central Florida.

EEC 4235C: Early Childhood Education Seminar, Early Childhood Development and Education program, University of Central Florida.

EEC 4268: Curriculum Activities in Early Childhood (partially online), Early Childhood Development and Education program, University of Central Florida.

EEC 4303: Planning Creative Activities in Early Childhood Education (partially online), Early Childhood Development and Education program, University of Central Florida.

EEC 4604: Classroom Management and Guidance of Young Children (partially online), Early Childhood Development and Education program, University of Central Florida.

EEC 4661: Early Childhood Education Theory and Practice (partially online), Early Childhood Development and Education program, University of Central Florida.

EEC 4940: Practicum: Early Childhood Development, Early Childhood Development and Education program, University of Central Florida.

EEX 3450: Young Children with Special Needs (partially online), Early Childhood Development and Education program, University of Central Florida.

EEX 4751: Parent Involvement in Education (partially online), Early Childhood Development and Education program, University of Central Florida.

MAE 4300: Math Curriculum and Assessment in Early Childhood Education (partially online), Early Childhood Development and Education program, University of Central Florida.

RED 3310: Early Reading, Writing, and Language Arts (partially online), Early Childhood Development and Education program, University of Central Florida.

RED 4311: Primary Reading, Writing, and Language Arts Curriculum and Assessment (partially online), Early Childhood Development and Education program, University of Central Florida.

SCE 4304: Teaching Science and Technology to Young Children (partially online), Early Childhood Development and Education program, University of Central Florida.

GRADUATE – MASTER’S LEVEL

EEC 5205: Programs and Trends in Early Childhood, Early Childhood Development and Education program, University of Central Florida.

EEC 6947: Practicum in Child, Family, and Community Sciences, Early Childhood Development and Education program, University of Central Florida.

SUPERVISION EXPERIENCE

2021-Present Early Childhood Practicum Field Experience Coordinator and University Supervisor for the Early Childhood Development and Education Track 2 degree, School of Teacher Education, College of Community Innovation and Education, University of Central Florida.

2020-2021 Academic Advisor, Comprehensive Exam Coordinator, and Field Experience Coordinator for the Child and Adolescent Behavioral Health Master of Science degree, College of Behavioral and Community Sciences, University of South Florida.

COMMITTEES

DOCTORAL DISSERTATION

CURRENT

Hejazin, Nadine. *Teachers' beliefs about the effectiveness of the iRead reading program in supporting reading development of early education students*. University of Central Florida, College of Community Innovation and Education, School of Teacher Education, Committee Member.

Katsavria, Ioanna. *Racial/ethnic mismatch in candidate teacher and student in early childhood in public education in Florida*. University of Central Florida, College of Community Innovation and Education, School of Teacher Education, Committee Member.

Silvester, Jody. *How do parents perceive school readiness?* University of Central Florida, College of Community Innovation and Education, School of Teacher Education, Committee Member.

SERVICE

SERVICE TO THE PROFESSION

Editorial Positions

2013 Article Reviewer, *Childhood Education*, Educating Children in the New Millennium Theme Issue

TRAINING AND CERTIFICATES

- Spring 2016 National Training Institute on Effective Practices: Addressing Challenging Behavior Conference, St. Petersburg, FL, Teaching Pyramid Observation Tool (TPOT) Reliability Training
- Fall 2013 Faculty Center for Teaching and Learning, University of Central Florida, GTA Associate Training
- Fall 2013 College of Education and Human Performance, University of Central Florida Met requirements for Ethics/Responsible Conduct of Research Workshops by successfully passing IDS 7501: Issues and Research in Education
- Summer 2012 Collaborative Institutional Training Initiative (CITI), University of Central Florida Social/Behavioral Research Investigators and Key Personnel: Basic Course
- Summer 2012 Collaborative Institutional Training Initiative (CITI), University of Central Florida Social and Behavioral Responsible Conduct of Research: Basic Course
- Summer 2012 Faculty Center for Teaching and Learning, University of Central Florida, GTA Grader Training
- Summer 2012 Faculty Center for Teaching and Learning, University of Central Florida, GTA Assistant Training
- Fall 2011 Training to teach in online and mixed-mode settings
Center for Distributed Learning, Course Development and Web Services,
University of Central Florida