

**EVANDRA CATHERINE**  
**Research Professor**  
**Early Childhood Education Consultant**  
Arizona State University  
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### **RESEARCH INTERESTS**

- Promoting healing through infant and early childhood mental health services and supports
- Racial-ethnic emotion socialization in Black families with young Black boys
- Building and sustaining high-quality equitable early care and learning systems

### **EDUCATION**

|      |              |  |
|------|--------------|--|
| 2024 | <b>IMH-E</b> | Infant and Toddler Mental Health Endorsement for Culturally Sensitive, Relationship-Focused Practice Promoting Infant Mental Health<br><i>Arizona Association for Infant Mental Health</i> |
| 2019 | <b>Ph.D</b>  | Special Education and Disability Policy<br><i>Virginia Commonwealth University</i>   |
| 2012 | <b>MPA</b>   | Masters Public Administration<br><i>Strayer University</i>   |
| 2008 | <b>B.A</b>   | African American Studies<br>Cum Laude<br><i>Virginia Commonwealth University</i>   |

### **PROFESSIONAL EXPERIENCE**

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|--------------|--|
| 2024-present | <b>External Evaluator</b><br>Educare National Evaluation, Frank Porter Graham, University of North Carolina                |
| 2023-present | <b>Research Professor</b><br>Children's Equity Project, College of Liberal Arts and Sciences, Arizona State University     |
| 2022-2024    | <b>Research and Evaluation</b><br>Center of Excellence for Infant and Early Childhood Mental Health, Georgetown University |
| 2021-2023    | <b>Assistant Professor</b><br>Mary Lou Fulton Teachers College, Arizona State University                                   |
| 2019-2021    | <b>Postdoctoral Scholar</b><br>Children's Equity Project, T. Denny Sanford School, Arizona State University                |
| 2015-2016    | <b>Director of Community Engagement</b><br>African American Studies Department, Virginia Commonwealth University           |

## REFEREED

- Catherine, E.**, Palomino, C., Eckley, L., & Heller, S. (under review). Relational foundations for equity: How reflective supervision supports mental health consultants' capacity to address bias. *Infant Mental Health Journal*.
- Fabes, R., Zuchao, S., McDonald, A., & **Catherine, E.** (under review). Levels of use of exclusionary discipline in U.S. public elementary schools: Patterns over time and relations with chronic student absenteeism. *Frontiers in Developmental Psychology*.
- Catherine, E.**, Mulitauopele, J., Perry, D. F., Rabinovitz, L., Hepburn, L., & Horen, N. (2025). Decolonizing infant and early childhood mental health consultation professional development. *Perspectives*, 33(2), 29–33.
- Catherine, E.**, Alexander, B., & Iruka, I. (2025). Leveraging IDEA to Advance Equity Through the Black Child National Agenda. *Young Exceptional Children*.
- Fabes, R. A., Shen, Z., **Catherine, E.**, McDonald, A., Low, S., & Xie, F. (2024). Relations of the use of out-of-school suspensions in U.S. Public pre-kindergarten programs to neighborhood opportunity. *Frontiers in Developmental Psychology*, 2.
- Morgan, J.J., Scott, L.A., Brendli, K., & **Catherine, E.** (2024). Understanding implications of varied state policies regarding alternative pathways to licensure for special education. *Journal of Education Human Resources*.
- Schoch, A., Tidus, K., **Catherine, E.**, Perry, D., Duran, F., & Rabinovitz, L. (2024). Essential elements of infant and early childhood mental health consultation: Inside the black box of preschool expulsion prevention. *Early Childhood Research Quarterly*.
- Fabes, R.A., O'Rourke, H., **Catherine, E.**, Zuchao, S., & McDonald, A. (2023) Out-of-School suspensions in U.S. public schools: Relations with chronic teacher. *Frontiers in Developmental Psychology*.
- Lozada, F. T., Riley, T. N., **Catherine, E.**, & Brown, D.W. (2022) Black emotions matter: Understanding the impact of racial oppression on Black youth's emotional development. *Journal of Research on Adolescence*. 1-21
- Fabes, R.A., **Catherine, E.**, Quick, M., & Musgrave, A. (2021). The price of punishment: An analysis of days missed due to suspension in U.S. K-12 public schools. *Psychology in the Schools*.
- Fabes, R. A., Quick, M., **Catherine, E.** & Musgrave, A. (2021). Exclusionary discipline in U.S. public schools: A comparative examination of use in pre-kindergarten and K-12 grades. *Educational Studies*.
- Catherine, E.**, & Swadener, B. (2021). Promoting racial justice with emotion and culturally focused strategies in early childhood classroom. *International Critical Childhood Policy Studies journal.*, 8(2), 40-62.
- Catherine, E.** (2019). Effects of practice-based coaching intervention on preschool teachers'

responses to black boys' negative emotion expression. [Dissertation]

### BOOKS and BOOK CHAPTERS

- Catherine, E.** (2024). An anti-bias approach: Using reflective consultation to increase Black teachers' use of emotionally supportive practices (pp. 26-41). In Barron, C. & Wilson, K. (Eds.). *Honoring Voices within Infant and Early Childhood Mental Health: Relationship-Based Stories from the Field*. ZERO TO THREE.
- Meek, S., Soto-Boykin, X., Blevins, D., and **Catherine, E.** (2024). *Equity for Children in the United States*. Elements in Child Development Series. Cambridge University Press.
- Catherine, E.** (2023). "John Adams didn't own slaves": Culturally affirming standards, assessments, and curriculum (pp.135-140). In Nagasawa, M., Peters, L., Bloch, M., & Swadener, B. (Eds.). *Transforming Early Years Policy in the U.S.* Teachers College Press. Columbia.

### POLICY AND RESEARCH REPORTS *(selected)*

- Catherine, E.,** Alexander, B., Iruka, I. U., Meek, S., & Edwards, M. (2024). *Review of Policy Effects on Black Families and Children: Advancing the Black Child National Agenda*. Equity Research Action Coalition at UNC Frank Porter Graham Child Development Institute and Children's Equity Project at Arizona State University. <https://equity-coalition.fpg.unc.edu/resource/review-of-policy-effects-on-black-families-and-children-advancing-the-black-child-national-agenda/>
- Alexander, B., Meek, S., Janssen, J., Cardona, M., Allen, R., Powell, T., Blevins, D., **Catherine, E.** (2023). National equity landscape of state exclusionary discipline policies: Across prek contexts. *The Children's Equity Project*, Arizona State University. Retrieved from: <https://cep.asu.edu/resources/state-policy>
- Davis Schoch, A., **Catherine, E.,** Perry, D.F., Tidus, K.M., Duran, F., & Rabinovitz, L. (2022). *The Essential Activities of Infant and Early Childhood Mental Health Consultation: Guidance for the Field from a Consensus-Building Study*. Center of Excellence for Infant and Early Childhood Mental Health Consultation
- Fabes, R.A., **Catherine, E.,** Blevins, D., O'Rourke, H., Quick, M., & Musgrave, A. (2021). Out-of-school suspensions in U.S. public schools: Visualized CRDC 2017-18 data for PK-12 students. *The Preschool (and Beyond) Exclusionary Discipline Study: Research Brief (Issue 1 & 2)*. Tempe, AZ: Arizona State University
- Catherine, E.,** Meek, S., Hemmeter, M.L., Fabes, R., & Edyburn, K. (2020). Segregated learning for young children with disabilities. In *Start with equity: From the early grades to the early grades*. (pp. 59-82) Washington, DC: *The Children's Equity Project* and Bipartisan Policy Center

### REFEREED PRESENTATIONS *(selected)*

- Catherine, E.** (2024). Advancing Anti-Bias Practice through Infant and Early Childhood Mental Health Consultation. SRCD Anti-Racist Developmental Science Summit. Panama City, Panama.

Williams, C., **Catherine, E.**, Meek, S., (2023). Equity Audit: Identifying Disparities and Implementing Systemic Change. Division for Exceptional Children Annual Conference. Minneapolis, MN.

**Catherine, E.**, Heller, S., Eckley, L., and Rand, J. (2023). Advancing Anti-bias Practices in IECMHC Through Reflective Supervision. The Center of Excellence for Infant & Early Childhood Mental Health Consultation. Washington, D.C. Virtual Conference.

Davis-Schoch, A., **Catherine, E.**, Tidus, K., Duran, F., Perry, D., and Rabinovitz, L. (2023). Unveiling the Essential IECMHC Activities for Promoting Equity and Relationships: Results of Consensus-Building Research. The Center of Excellence for Infant & Early Childhood Mental Health Consultation. Washington, D.C. Virtual Conference.

**Catherine, E.** (2023). Advancing Equity in IECMHC through Reflective Supervision. 18<sup>th</sup> Congress World Association for Infant Mental Health. Dublin, Ireland.

**Catherine, E.** (2023). Promoting Anti-racist Practices in Infant and Early Childhood Mental Health Consultation. Society for Research in Child Development (SRCD). Salt Lake City, Utah.

Meek, S., Soto-Boykin, X., & **Catherine, E.** (2022). Intersectionality and Equity in Early Childhood Special Education Policy. NAEYC Annual Conference. Washington, D.C.

Davis, A., Perry, D., Duran, F., **Catherine, E.**, & Tidus, K. (2022). A Consensus Building Study on the Essential Activities of IECMHC. The Center of Excellence for Infant & Early Childhood Mental Health Consultation. Washington, D.C. Virtual Conference

Fabes, R., Quick, M., **Catherine, E.**, Blevins, D., & Musgrave, A. (2022). Use of Out-of-School Suspensions in the Early Grades of U.S. Public Schools. AERA Annual Meeting, San Diego, CA

**Catherine, E.**, & Swadener, B. (2022). Promoting Racial Justice with Emotion and Culturally Focused Practices in Early Childhood Classrooms, AERA Annual Meeting, San Diego, CA

## POPULAR MEDIA

[Quoted] Carr, S. (2023) Black and Latino infants and toddlers often miss out on early therapies they need. Hechinger Report and USA Today <https://hechingerreport.org/black-and-latino-infants-and-toddlers-often-miss-out-on-early-therapies-they-need/>

[Quoted] Mincic, M. (2022). Answering the SOS, part II: Supporting mental health in the very young. National Conference of State Legislatures. <https://www.ncsl.org/news/details/answering-the-sos-part-ii-supporting-mental-health-in-the-very-young>

[Quoted] Morano, J. (2021). Virginia suspends preschoolers at high rate: What is the state doing about it? The Virginian-Pilot. <https://www.pilotonline.com/news/education/vp-nw-preschool-suspensions-20211106-rw3efu6kcbgczdmi3d2xe4n64-story.html>

Meek, S. & **Catherine, E.** (2020) New federal data show Black preschoolers still disciplined far higher than whites [Editorial]. *Washington Post*, Retrieved from <https://www.washingtonpost.com/education/2020/11/26/new-federal-data-shows-black-preschoolers-still-disciplined-far-higher-rates-than-whites>

Walther-Thomas, C., **Catherine, E.**, Carter, P., Pelt, R., Taylor, J., Thompson, M., Wallace, W., Whittenburg, H., & Wright, J. (2017). Three Critical Areas for Intellectual and Developmental Disabilities Research and Related Recommendations for Early Career Researchers. *American Association on Intellectual Disabilities Student and Early Career Special Interest Group*, <https://medium.com/aaidd-secp-sig/three-critical-areas-for-intellectual-and-developmental-disabilities-research-and-related-d70d62701108>

## TEACHING EXPERIENCE

**Guest Lecturer, IDEA in Practice.** ESE 548, Survey of Special Education. Arizona Teacher Residency Program. Northern Arizona University, Flagstaff, AZ (in person). *Fall 2025*

**Guest Lecturer, Discipline Policies in Early Childhood.** ECS 430, Systems, Policy and Advocacy in Early Childhood/ Special Education. Arizona State University, Tempe, AZ. (online). *Fall 2025*

**Guest Lecturer, Discipline Policies in Early Childhood.** ECS 430, Systems, Policy and Advocacy in Early Childhood/ Special Education. Arizona State University, Tempe, AZ. (online). *Spring 2025*

**Guest Lecturer, Discipline Policies in Early Childhood.** ECS 430, Systems, Policy and Advocacy in Early Childhood/ Special Education. Arizona State University, Tempe, AZ. (online). *Fall 2024*

**Adjunct Professor,** ESE 548, Survey of Special Education. Arizona Teacher Residency Program. Northern Arizona University, Flagstaff, AZ (face to face and online). *Fall 2024*

**Professor,** ECS 430, Systems, Policy and Advocacy in Early Childhood/ Special Education. Arizona State University, Tempe, AZ. (face to face and online). *Spring 2022*

**Professor,** ECS 430, Systems, Policy and Advocacy in Early Childhood/Special Education. Arizona State University, Tempe, AZ. (face to face and online). *Fall 2021*

**Professor,** FAS 361/SOC 391, Research Methods. Arizona State University, Tempe, AZ. (face to face and online). *Spring 2020*

**Guest Lecturer, Emotional Development of Preschool-aged Black Boys.** ECD321: Emerging Language and Literacy. Arizona State University, Tempe, AZ. *Fall 2019*

## GRANTS & AWARDS

### Funded Grants

2026      Raising Resilient Sons: Exploring Black Fatherhood and Emotional Socialization  
**Principal Investigator(s):** Evandra Catherine  
Spencer Foundation  
\$75,000

2022      Arizona Early Intervention Program Equity Analysis  
**Principal Investigator(s):** Evandra Catherine, Shantel Meek  
Arizona Department of Economic Security  
\$134,538

- 2022 Addressing Racial/Ethnic Disparities by Eliminating Exclusionary Discipline in U.S. Public Schools  
**Principal Investigator(s):** Richard Fabes, Holly O'Rourke, Evandra Catherine, Shantel Meek  
 Spencer Foundation  
 \$74,255
- 2022 A Mixed- Methods Approach to Describe the Implementation of Cultural Approaches During Classroom-Focused Early Childhood Mental Health Consultation  
**Principal Investigator:** Evandra Catherine  
 Foundation for Child Development  
 \$225,000
- 2021 Repository of Policies and Practices that Matter to Black Children  
**Principal Investigator(s):** Iheoma Iruka, Evandra Catherine  
 University of North Carolina Chapel Hill  
 \$37,500
- 2019 Dissertation Funding  
 Virginia Commonwealth University  
 \$1,000

## SERVICE

### *Academic Service*

|             |                         |  |
|-------------|-------------------------|--|
| 2023        | Leadership Team         | Children's Equity Project, ASU   |
| 2022 – 2023 | Faculty Advisor         | ASU Chapter of Aspiring Educators  |
| 2021 - 2023 | Faculty Representative  | Doctoral Executive Committee<br>Mary Lou Fulton Teachers College<br>Arizona State University |
| 2017-2018   | Search Committee Member | Ruth Harris Professorship, School of Education, VCU  |
| 2017-2018   | Chair                   | Community Engagement & Political Action<br>Black Graduate Student Association at VCU         |
| 2016-2017   | Co-Chair                | Mentoring committee for doctoral students<br>School of Education, VCU                        |
| 2016-2017   | Committee Member        | President's Action Group for Diversity & Inclusion,<br>President's Office, VCU               |

### *Professional Service*

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| 2022 | Journal Reviewer | Infant Mental Health Journal |
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| 2022      | Journal Reviewer | Elementary School Journal             |
| 2018-2019 | Journal Reviewer | The Teacher Educators' Journal (TTEJ) |
| 2018-2019 | Journal Reviewer | Journal of Child and Family Studies   |

### **PROFESSIONAL MEMBERSHIP**

- Board Member: (2025- present) Arizona Association for Infant Mental Health, Board member
- Board Member (2025): Alliance for Infant Mental Health
- Member: (2008) Zeta Phi Beta Sorority Incorporate