

EVANDRA CATHERINE

Arizona State University
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EDUCATION

- PhD Special Education and Disability Policy
Virginia Commonwealth University, 2019
- MPA Masters Public Administration
Strayer University, 2012
- BA African American Studies
Virginia Commonwealth University, 2008

RESEARCH INTERESTS

- Advancing equity through Infant and Early Childhood Mental Health Consultation (IECMHC)
- Emotional and mental wellbeing of children and teachers in ECE
- Positive Early Childhood Discipline Practices
- Building and sustaining High-Quality Equitable Early Intervention and Early Childhood Special Education Systems

PROFESSIONAL EXPERIENCE

- 2022 **Director of Disability and Mental Health Policy** The Children's Equity Project, College of Liberal Arts and Sciences, Arizona State University
- 2021-2023 **Assistant Professor**, Early Childhood Education/Special Education, Mary Lou Fulton Teachers College, Arizona State University
- 2021-2022 **Senior Scientist of Mental Health Equity and Director of Leadership Engagement** Children's Equity Project, Arizona State University
- 2019-2021 **Postdoctoral Scholar**, Children's Equity Project, Arizona State University

POLICY AND RESEARCH REPORTS

Meek, S.E., Alexander, B.L., Bucher, E., Soto-Boykin, X., Catherine, E., Palomino, C., Ameley-Quaye, A. (November, 2023). Start with Equity Arizona: Increasing Access, Improving Quality, and Advancing Equity in Arizona's Early Care and Learning Systems. *The Children's Equity Project*, Arizona State University. Retrieved from: <https://cep.asu.edu/resources/Start-with-Equity-Arizona>

- 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
- Allen, R., Meek, S., Alexander, B., Palomino, C., Blevins, B., **Catherine, E.**,... Soto-Boykin, X. (2022). A Holistic Approach to Ending Exclusionary Discipline for Young Learners. *The Children's Equity Project*: Arizona State University. Retrieved from: <https://cep.asu.edu/exclusionary-discipline>
- Meek, S., Iruka, I., Dunbar, W., Williams, C., Cardona, M., Gilliam, W., ... **Catherine, E.** (2022). 10 Ways the Biden administration Can Advance Equity for Young Learners Today. *The Children's Equity Project*: Arizona State University. Retrieved from: <https://cep.asu.edu/resources/10-Ways-The-Biden-Administration-Can-Advance-Equity-For-Young-Learners-Today>
- Meek, S., Williams, C., Bostic, B., Iruka, I., Blevins, B., **Catherine, E.**, & Alexander, B. (2021). Building a universal preschool system around Head Start. *The Children's Equity Project*: Arizona State University. Retrieved from: <https://cep.asu.edu/initiatives/building-universal-preschool>
- 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 2). Tempe, AZ: Arizona State University
- Fabes, R. A., Quick, M., **Catherine, E.**, Blevins, D., O'Rourke, H., & Musgrave, A. (2021). Out-of-school suspensions in U.S. public elementary schools: Prevalence at national and state levels. *The Preschool (and Beyond) Exclusionary Discipline Study*: Research Report (Issue 1). Tempe, AZ: Arizona State University
- Meek, S., Iruka, I., **Catherine, E.**, Yazzie, D., Gilliam, W., Fernandez, V., ...Garcia, E. (2021) Advancing equity in early care and education systems: American rescue plan (Policy Recommendations) *The Children's Equity Project*: Arizona State University
- Fabes, R.A., Quick, M., Musgrave, A., Meek, S., & **Catherine, E.**, (2020). Exclusionary discipline in U.S. public pre-K programs: An initial look at the 2017-2018 CRDC data. *The Preschool (and Beyond) Exclusionary Discipline Project*: Research Brief (Issue 1). Tempe, AZ: Arizona State University

- Meek, S., Iruka, I., Allen, R., Yazzie, D., Fernandez, V., **Catherine, E.**, ... Powell, T. (2020) Start with equity: 14 Priorities to dismantle systemic racism in early care and education (Policy recommendations) *The Children's Equity Project*: Arizona State University
- Meek, S., Blevins, D., **Catherine, E.**, & Alexander, A. (2020). Start with equity: California *The Children's Equity Project*: Arizona State University
- Meek, S., Gordon, L., Allen, R., McIntosh, K., Smith, C., Gilliam, W., ... **Catherine, E.** (2020). Considering equity in the transition back to school and early childhood programs: Policy recommendations for congress. Washington, DC: *The Children's Equity Project*
- 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
- Meek, S., Allen, R., **Catherine, E.**, Fabes, R., McIntosh, K., Gordon, ... Gilliam, W. (2020). Harsh discipline and its disproportionate application in learning settings. In Start with equity: From the early grades to the early grades. (pp. 26-58) Washington, DC: *The Children's Equity Project*, & Bipartisan Policy Center
- Meek, S., Smith, L., Allen, R., **Catherine, E.**, Edyburn, K., Williams, C., ... Pontier, R. (2020). Start with equity: From the early years to the early grades – Data, research, and an actionable child equity policy agenda. Washington, DC: *Children's Equity Project*, & Bipartisan Policy Center
- Massaro, V., Taylor, N., **Catherine, E.**, & Wallace, W. (2017). Armstrong Priorities Freshman Academy: A Case Study Report of Year Two. *Metropolitan Educational Research Consortium*. Virginia Commonwealth University, Richmond, VA.

REFEREED

- Morgan, J.J., Scott, L.A., Brendli, K., & **Catherine, E.** (in press). 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.

BOOKS and BOOK CHAPTERS

Catherine, E. (in press). An anti-bias approach: Using reflective consultation to increase Black teachers' Use of emotionally supportive practices. *Infant Mental Health Case Studies Book*. Zero to Three

Meek, S., Soto-Boykin, X., Blevins, D., and **Catherine, E.** (in press). *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.

PROFESSIONAL DEVELOPMENT AND TRAININGS

Year(s)	Model	Role	Title	Audience
2024	Extension for Community Health Outcomes (ECHO) ^a	Trainer	Embedding Culturally Relevant Emotion-Focused Content in Course Syllabi	Arizona Institutions of Higher Early Childhood Education Faculty
2023-2024	Extension for Community Health Outcomes (ECHO) ^a	Designer (8 monthly sessions)	Enhancing Early Learning Environments to Successfully Include Young Children with Disabilities Series	Arizona Early Intervention and Early Childhood Special Education Workforce
2022-2023	Nanocourse ^b	Designer 15 min Lessons (4)	Supporting young children’s emotional and mental well-being	National Early Childhood Community Educators
2022-2023	Extension for Community Health Outcomes (ECHO) ^a	Trainer	Developmentally Appropriate Practices: Defining Commonality, Individuality, and Context.	Arizona Early Childhood (Birth to Five) Workforce
2022-2023	Extension for Community Health Outcomes (ECHO) ^a	Trainer	Developmentally Appropriate Practices: Considering Commonality, Individuality, and Context Through the Lens of Equity	Arizona Early Childhood (Birth to Five) Workforce
2022	Extension for Community Health Outcomes (ECHO) ^a	Designer (6 weekly sessions)	Supporting the Emotional Well-being of Teachers and Children in Early Childhood Environments Series	Arizona Early Childhood (Birth to Five) Workforce
2021-2022	Extension for Community Health Outcomes (ECHO) ^a	Trainer	Promoting Equity in Early Childhood Environments	Arizona Early Childhood (Birth to Five) Workforce

^a Arizona Early Childhood Professional Development Collaborative

^b Mary Lou Fulton Teachers College Community Educators Hub

REFEREED PRESENTATIONS

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. 18th 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

Catherine, E. (2021). Humanizing Black Children: Race and Emotional Learning. **Presenter.** Zero to Three Annual Conference, Virtual

Catherine, E. (2021). Humanizing Black Children: Intersection of Race and Emotional Development. **Presenter.** Early Childhood Education Conference, Arizona State University, Tempe, AZ

Catherine, E. (2019). Emotion Socialization of Preschool-aged Black Boys. **Poster**

Presentation, Council for Exceptional Children 2019 Special Education Convention & Expo, DDEL Student Research Forum, Indianapolis, IN.

Catherine, E. (2018). Enhancing Emotion Knowledge in Preschool-aged Black Boys. **Presenter**, 41st Teacher Education Division Conference, Las Vegas, NV.

Catherine, E. (2018). Emotional Development of Preschool Aged Black Boys. **Presenter**, 15th Annual Metropolitan Education Research Consortium, Virginia Commonwealth University, Richmond, VA.

Catherine, E. (2018). The Need for Emotional Learning in Public Urban Preschool Programs. **Presenter**, 6th Annual Black Doctoral Network Conference, Charlotte, NC.

Catherine, E. (2017). Culturally Relevant Pedagogy and Black Boys in Urban Education Settings. **Presenter** at 14th Annual Metropolitan Education Research Consortium, Virginia Commonwealth University, Richmond, VA.

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-rw3efu6kcbgczldmi3d2xe4n64-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/aaid-secp-sig/three-critical-areas-for-intellectual-and-developmental-disabilities-research-and-related-d70d62701108>

GUEST PRESENTATIONS AND WORKSHOPS

Catherine, E. (2023). The Influence of Racial-Ethnic Emotion Socialization on Black Children's Emotional Development: Implications for Practice. Merrill Palmer Skillman Institute Colloquium. Wayne State University. Virtual 25 attendees

Catherine, E. (2022). Disproportionality in School Discipline. 11th Annual African American Disability Conference. Virtual. 450-500 attendees

Catherine, E. (2022). Diversity, Equity, Inclusion in Early Childhood Education. Harcum College Early Childhood Department, Bryn Mawr, PA

GRANTS & AWARDS

Funded Grants

2022 Early Childhood Technical Assistance Center
Principal Investigator(s):
University North Carolina, Chapel Hill
\$49,499

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 Early Childhood TA Center
Principal Investigator(s)
University North Carolina, Chapel Hill
18,000

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

Awards

2022 Arizona's 48 Most Intriguing Women Recipient
2015 Richmond's Style Weekly Top 40 Under 40
2002 Air Force Commendation Medal

TEACHING EXPERIENCE

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

Instructor, UNIV 291, Urban Education Experience. Virginia Commonwealth University (face to face) (Freshmen First Year Experience course). *Fall 2018*

Guest Lecturer, SEDP 707, Critical Issues in Special Education. Topic: Policy, Practice, Research in Early Childhood. Virginia Commonwealth University, Richmond, VA. *Fall 2018*

Teaching Internship, SEDP 619, Multicultural Perspectives in Education, Virginia Commonwealth University, Richmond, VA. *Summer 2018*

Guest Lecturer, SEDP 330, Introduction into Special Education. Topic: Students with Visual Impairments., Virginia Commonwealth University, Richmond, VA. *Spring 2018*

Guest Lecturer, SEDP 330, Introduction into Special Education. Topic: Students with Visual Impairments., Virginia Commonwealth University, Richmond, VA. *Fall 2017*

Guest Lecturer, SEDP 330, Introduction into Special Education Topic: Students with Visual Impairments. Virginia Commonwealth University, Richmond, VA. *Spring 2017*

SERVICE

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

Professional Service

2022	Journal Reviewer	Infant Mental Health Journal
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

- National Council of Negro Women
- Council for Exceptional Children
- Division for Culturally and Linguistically Diverse Exceptional Learners (DDEL)
- Teacher Education Division (TED)
- Zeta Phi Beta Sorority Incorporated