**Cara L. Kelly (Adams)**

Human Development and Family Sciences

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Newark, DE 19716 [Google Scholar](https://scholar.google.com/citations?user=1WSYF8EAAAAJ&hl=en&oi=ao)

**EDUCATION**

*Ph.D.(anticipated) Human Development and Family Sciences*; expected May 2024

University of Delaware, Newark, DE

Dissertation Title: *Investigating Classroom Quality in a Head Start Context: A Mixed Methods Approach*

Committee: Dr. Jason T. Hustedt (chair), Dr. Rena A. Hallam, Dr. Anamarie A. Whitaker, Dr. Laura L. Brock

*Master of Education in Teaching, Learning, and Advocacy*; December 2016

College of Charleston, Charleston, SC

*Bachelor of Science in Psychology*; May 2012

College of Charleston, Charleston, SC

**PROFESSIONAL EXPERIENCE**

2021-present *Graduate Research Assistant*, Department of Human Development and Family Sciences, University of Delaware

* Used secondary datasets to examine aspects of quality in early care and education programs that promote children’s development
* Assisted with a systematic review of pre-kindergarten studies that were published between 2000-2020
* Supervised by Dr. Anamarie Whitaker

2019-2021 *Graduate Research Assistant*, Delaware Institute for Excellence in Early Childhood, Department of Human Development and Family Sciences, University of Delaware

* Created quarterly and annual reports for the state
* Distributed surveys to early child care providers throughout the state
* Assisted with communities of practice for family child care providers in Delaware
* Collected and analyzed qualitative data for two graduate students’ dissertations
* Supervised by Dr. Martha Buell (2019-2020) and Dr. Jason Hustedt (2020-2021)

2017-2019 *Program Evaluator,* Department of Teacher Education, College of Charleston

* Evaluated the Talent Development Academies research project
* Conducted classroom observations in elementary schools
* Disseminated surveys to teachers and input survey data
* Supervised by Dr. Laura Brock

2016-2017 *Research Specialist,* Department of Teacher Education, College of Charleston

* Assisted with training and supporting teachers on the Engineering is Elementary research project
* Conducted classrooms observations at elementary schools
* Supervised by Dr. Laura Brock

2012-2017 *Research Associate,* Center for Advanced Study of Teaching and Learning, University of Virginia

* Recruited and followed study participants from 2012 to 2017
* Supervised data collection, including child assessments, teacher surveys, parent interviews, and classroom observations
* Assisted with writing manuscripts and reports
* Supervised by Dr. Laura Brock (College of Charleston) and Dr. Elizabeth Cottone (University of Virginia)

**AWARDS AND HONORS**

Spring 2023 AERA Early Childhood/Child Development SIG Graduate Student Travel Grant ($500)

Spring 2023 SRCD Graduate Student Travel Award ($300)

Fall 2022 Human Development and Family Sciences Dissertation Support Grant, Human Development and Family Sciences Department, University of Delaware ($500)

Fall 2022 Graduate Student Travel Award, Graduate College, University of Delaware ($698)

Spring 2022 Graduate Student Travel Award, Graduate College, University of Delaware ($1,088)

Fall 2016 Outstanding Graduate Student Award, Department of Teacher Education, College of Charleston

**PEER REVIEWED PUBLICATIONS**

**Kelly, C. L.**, Slicker, G., & Hustedt, J. T. (2022). Family characteristics, parenting behaviors, and infants’ and toddlers’ social-emotional skills. *Early Childhood Education Journal*, 1-13. https://doi.org/10.1007/s10643-022-01425-z

**Kelly, C. L.**, Brock, L. L., Swanson, J. D., & Russell, L. (2022). Teacher engagement scale for professional development. *Journal of Educational Issues, 8*(1), 261-278. https://doi.org/10.5296/jei.v8i1.19636

Tang, J., **Kelly, C. L.**, & Pic, A. (2021). Latent profile analysis of toddler parents’ perceptions of early care and education arrangements. *Children and Youth Services Review*, *129*, 106206. https://doi.org/10.1016/j.childyouth.2021.106206

Slicker, G., Tang, J., & **Kelly, C. L.** (2020). Workforce-, classroom-, and program-level predictors of quality in infant and toddler programs: How subsidized programs compare with other center-based programs. *Children and Youth Services Review*, *119*, 1-11. https://doi.org/10.1016/j.childyouth.2020.105675

Brock, L. L., Kim, H., **Kelly, C. L.,** Mashburn, A., & Grissmer, D. (2019). Theory of mind directly and indirectly facilitates kindergarten adjustment via verbal ability, executive function, and emotion knowledge. *Psychology in Schools,* *56*, 176-193. https://doi.org/10.1002/pits.22216

Kim, H., Cameron, C. E., **Kelly, C. L**., West, H., Mashburn, A., & Grissmer, D. (2018). Using an individualized observational measure to understand children’s interactions in low-income kindergarten classrooms. *Journal of Psychoeducational Assessment, 37*(8), 935-956. https://doi.org/10.1177/0734282918819579

**MANUSCRIPTS UNDER REVIEW**

Stoffers, M., **Kelly, C. L.**, Whitaker, A. A., & Barnes, T. (under review). Long-term associations between parental warmth and social-emotional well-being for children with disabilities. *Social and Emotional Learning: Research, Policy, and Practice*.

Tang, J., Pic, A., **Kelly, C. L.**, & Hallam, R. A. (under review). Preschool parents’ perspectives on child care search processes and consumer education resources. *Early Child Development and Care*.

Slicker, G., Hustedt, J. T., Lewis, S., Hallam, R. A., **Kelly, C. L.**, & Buell, M. (under review). Expectations and transition supports for entering kindergarteners: Profiles of Delaware kindergarten teachers. *The Elementary School Journal.*

Whitaker, A. A., & **Kelly, C. L.** (under review). Do curriculum and coaching supports in Head Start predict classroom and child outcomes?. *Early Childhood Research Quarterly.*

**MANUSCRIPTS IN PROGRESS**

**Kelly, C. L.**, Whitaker, A. A., Burchinal, M., & Jenkins, J. M. (in progress). An empirical examination of the early care and education structure-process-outcomes model.

**Kelly, C. L.**, Whitaker, A. A., & Burchinal, M. (in progress). Do Head Start’s quality thresholds predict child outcomes?.

**Kelly, C. L.**, Brock, L. L., Curby, T., & Swanson, J. D. (in progress). Assessing the long-term effects of a professional development intervention on teachers’ beliefs and classroom practices.

**Kelly, C. L.**, Stoffers, M., Whitaker, A. A., Barnes, T. N., & Rutherford, T. (in progress). How classroom quality relates to academic and behavioral outcomes for children with and without disabilities.

Slicker, G., Hustedt, J. T., Stoffers, M., & **Kelly, C. L.** (in progress). Comparing early education center enrollment priorities based on participation in Arkansas’s state pre-k program.

**BOOK CHAPTERS**

Gutshall, C. A., & **Kelly, C. L.** (2021). Noncognitive influences on talent development. In J. D. Swanson & M. Van Sickle (Eds.), *Talent development in school: An educator’s guide to implementing a culturally responsive talent identification and development program* (1st ed., pp. 203-216). Prufrock Press Inc.

**Kelly, C. L.**, & Brock, L. L. (2021). Assessing the impact of teacher learning. In J. D. Swanson & M. Van Sickle (Eds.), *Talent development in school: An educator’s guide to implementing a culturally responsive talent identification and development program* (1st ed., pp. 261-279). Prufrock Press Inc.

**RESEARCH AND TECHNICAL REPORTS**

Stoffers, M., **Kelly, C. L.**, Hustedt, J. T., & Francis, J. (2021). *Demographic trends on access to professional development during the COVID-19 pandemic*. Delaware Institute for Excellence in Early Childhood. https://www.dieec.udel.edu/wp-content/uploads/2021/11/Research-Snapshots-Demographic-Trends-on-Access-to-PD-during-the-COVID-19-pandemic-11-21.pdf

**Adams, C. L.\*,** Blodgett, J., Brewer, A., Brock, L., Cameron, C., Cordier, A., Cottone, E., Deutsch, N., Dormal, J., Duran, C., Grissmer, D., Jiranek, P., Kim, H., Lieberman, S., Lorick, B., Mashburn, A., Murrah, W., Thomas, J., Walker, K., Warne, R., & West, H. (2017). Evaluating and improving the WINGS for kids after-school social and emotional learning program, Edna McConnell Clark Foundation. https://www.nationalservice.gov/sites/default/files/evidenceexchange/EMCF\_WINGS\_Final\_report\_v2\_011218\_508v2.pdf (\*authors in alphabetical order)

**NATIONAL CONFERENCE PRESENTATIONS**

Slicker, G., **Kelly, C. L.**, & Hustedt, J. T. (2023, April). *Comparing early education center enrollment priorities based on participation in Arkansas’s state pre-k program*. Paper presentation at the 2022 meeting of the American Educational Research Association (AERA), April 13th-16th,, Chicago, Illinois.

Stoffers, M., **Kelly, C. L.**, Whitaker, A. A., & Barnes, T. N. (2023, April). *Examining classroom quality and academic and behavioral outcomes for children with and without disabilities.* Paper presentation at the 2022 meeting of the American Educational Research Association (AERA), April 13th-16th,, Chicago, Illinois.

**Kelly, C. L.**,Whitaker, A. A., & Burchinal, M. (2023, March). *An empirical examination of the structure-process-outcomes model within Head Start programs*. Paper presentation at the 2023 meeting of the Society for Research in Child Development (SRCD), March 23rd-25th, Salt Lake City, Utah.

**Kelly, C. L.**, Stoffers, M., Whitaker, A. A., Barnes, T. N., & Rutherford, T. (2023, March). *Relationship between classroom quality and children with and without disabilities’ academic and behavioral outcomes*. Flash talk presentation at the 2023 meeting of the Society for Research in Child Development (SRCD), March 23rd-25th, Salt Lake City, Utah.

Hustedt, J. T., Slicker, G., Stoffers, M., & **Kelly, C. L.** (2023, March). *Enrollment practices and child diversity in state pre-k, Head Start, and other early childhood centers*. Poster presentation at the 2023 meeting of the Society for Research in Child Development (SRCD), March 23rd-25th, Salt Lake City, Utah.

Whitaker, A. A., Watts, T., Bailey, D., Duncan, G., Jenkins, J., Lipsey, M., Amaya, J. C., Botvin, C., Cordero, T., **Kelly, C. L.**, & Stoffers, M. (2022, November). *Reviewing the research methods used to evaluate pre-k programs.* Paper presentation at the 2022 meeting of the Association for Public Policy Analysis & Management (APPAM), November 17th-19th, Washington, DC.

**Kelly, C. L.**,Whitaker, A. A., & Burchinal, M. (2022, September). *An empirical examination of the structure-process-outcomes model in early care and education*. Paper presentation at the 2022 meeting of the Society for Research on Educational Effectiveness (SREE), September 21st–24th, Arlington, Virginia.

Whitaker, A. A., Watts, T., Bailey, D., Duncan, G., Jenkins, J., Lipsey, M., Amaya, J. C., Botvin, C., Cordero, T., **Kelly, C. L.**, & Stoffers, M.(2022, September). *A systematic review of research methods used to evaluate state and local pre-kindergarten programs*. Paper presentation at the 2022 meeting of the Society for Research on Educational Effectiveness (SREE), September 21st–24th, Arlington, Virginia.

**Kelly, C. L.** & Whitaker, A. A. (2022, June). *Do curriculum and coaching supports in Head Start classrooms predict classroom and child outcomes*. Poster presentation at the 2022 meeting of the Administration for Children and Families’ National Research Conference on Early Childhood (NRCEC), June 27th-29th, virtual conference.

Stoffers, M., **Kelly, C. L.**,Hustedt, J. T.,& Francis, J. (2022, June). *Demographic trends on access to professional development during the COVID-19 pandemic*. Poster presentation at the 2022 meeting of the Administration for Children and Families’ National Research Conference on Early Childhood (NRCEC), June 27th-29th, virtual conference.

**Kelly, C. L.**, Stoffers, M., Whitaker, A. A., & Barnes, T. N. (2022, April). *Understanding the relationship between parental warmth and social-emotional well-being for children with and without disabilities*. Paper presentation at the 2022 meeting of the American Educational Research Association (AERA), April 21st-26th, San Diego, California.

**Kelly, C. L.**, Slicker, G., & Hustedt, J. T. (2021, November). *Examining associations between family characteristics, parenting behaviors, and infants’ and toddlers’ social-emotional skills*. Poster session at the 2021 meeting of the National Council on Family Relations (NCFR), November 2nd-5th, virtual conference.

**Kelly, C. L.**, Slicker, G., & Hustedt, J. T. (2021, April). *Contributions of mothers’ parenting behaviors to infants’ and toddlers’ social-emotional development*. Poster session at the 2021 meeting of the Society for Research in Child Development (SRCD), April 7th-9th, virtual conference.

Tang, J., **Kelly, C. L.**, & Pic, A.(2021, April). *Latent profile analysis of toddler parents' perceptions of child care arrangements*. Poster session at the 2021 meeting of the Society for Research in Child Development (SRCD), April 7th-9th, virtual conference.

Slicker, G., Tang, J., & **Kelly, C. L.** (2021, April). *Workforce and program features of quality: How does Early Head Start compare to other programs?*. Paper presentation at the 2021 meeting of the Society for Research in Child Development (SRCD), April 7th-9th, virtual conference.

Slicker, G., Tang, J., & **Kelly, C. L.** (2021, April). *Comparing predictors of quality in infant and toddler early education programs operating in lower-income areas*. Paper presentation at the 2021 meeting of the American Educational Research Association (AERA), April 9th-12th, virtual conference.

**Kelly, C. L.**, Brock, L. L., & Swanson, J. D. (2020, April). *Measuring teacher growth in beliefs and behaviors during a sustained professional development experience*. Paper presentation at the 2020 meeting of the American Educational Research Association (AERA), April 17th-21st, San Francisco, California. (Conference canceled)

Brock, L. L., Kim, H., & **Adams, C. L.** (2017, April). *Longitudinal associations among executive function, visuomotor integration, and achievement: Timing is everything*. Paper presentation at the 2017 meeting of the American Educational Research Association (AERA), San Antonio, Texas.

Brock, L. L., Kim, H., & **Adams, C. L.** (2017, April). *Mental representation, theory of mind, and social skills: Cross-lagged associations across kindergarten and first grade.* Poster session at the 2017 meeting of the American Educational Research Association (AERA), San Antonio, Texas.

Brock, L. L., Kim, H., & **Adams, C. L.** (2017, April). *The development of theory of mind: Predictors and moderators of improvement in kindergarten*. Paper presentation at the 2017 meeting of the American Educational Research Association (AERA), San Antonio, Texas.

Brock, L. L, Kim, H., **Adams, C. L.**, Mashburn, A. J., & Grissmer, D. (2017, April). *Self-regulation, perspective-taking, and student-teacher relationships in kindergarten*. Paper presentation at the 2017 meeting of the Society for Research in Child Development (SRCD), April 6th-8th, Austin, Texas.

West, H., **Adams,** **C. L**., & Kim, H. (2017, April). *Classroom quality as a predictor of classroom behavior in a sample of socio-demographically at-risk students*. Poster session at the 2017 meeting of the Society for Research in Child Development (SRCD), April 6th-8th, Austin, Texas.

Kim, H., Cameron, C. E., **Adams, C. L.**, & West, H. (2016, April). *Validating an individualized child observational measure in low-income kindergarten classrooms*. Paper presented in B. L. Alford (chair), Classroom observations: Instruments, application, and findings, 2016 American Educational Research Association (AERA) Annual Conference, Washington, D.C.

Cameron, C. E., Kim, H., Mashburn, A., **Adams, C. L.,** West, H., & Grissmer, D. (2015, March). *Classroom conditions to consider when testing the impacts of an after-school SEL program on kindergarteners’ classroom engagement*. Paper symposium at the 2015 meeting of the Society for Research in Child Development (SRCD), March 18th- 22nd, Philadelphia, Pennsylvania.

**Brock, L. L.,** Kim, H., & **Adams, C. L**. (2015, March). Theory of mind as an indicator of school readiness: The role of perspective taking. Poster presented the 2015 meeting of the Society for Research in Child Development (SRCD), March 18th- 22nd, Philadelphia, Pennsylvania.

**STATE AND LOCAL CONFERENCE PRESENTATIONS**

**Kelly, C. L.** (2022, April). *Features of quality as a predictor of children’s outcomes: Examining the structural-process quality pathway*. Paper session at the 2022 Marion Steele Research Symposium, April 29th, Newark, Delaware.

**Kelly, C. L.** & Brock, L. L. (2021, April). *Validating a teacher engagement scale for professional development*. Paper session at the 2021 Marion Steele Research Symposium, April 23rd, Newark, Delaware.

**Adams, C. L**. & Brock, L. L. (2014, March). *Theory of mind as an indicator of school readiness.* Paper presentation at the 2014 meeting of the Southeastern Psychological Association (SEPA), March 5th -8th, Nashville, Tennessee.

**Adams, C. L**. & Kolak, A. M. (2013, March). *Contributions of child characteristics and parenting behavior to toddlers’ self-regulation*. Poster presentation at the 2013 meeting of the Southeastern Psychological Association (SEPA), March 12th – 15th, Atlanta, Georgia.

**TEACHING**

Spring 2022 *Guest Lecturer*, HDFS 220: Child Development I: Ages Prenatal to Age 3, Department of Human Development and Family Sciences, University of Delaware

Spring 2022 *Guest Lecturer*, HDFS 221: Child Development II: Ages 3 to 10, Department of Human Development and Family Sciences, University of Delaware

Spring 2022 *Guest Lecturer*, HDFS 402: Child and Family Policy, Department of Human Development and Family Sciences, University of Delaware

Fall 2021 *Guest Lecturer*, HDFS 402: Child and Family Policy, Department of Human Development and Family Sciences, University of Delaware

Fall 2020 *Guest Lecturer,* HDFS 615: Research Methods, Department of Human Development and Family Sciences, University of Delaware

Spring 2016 *Guest Lecturer,* EDFS: 303: Human Growth and Development and the Education Process, Department of Teacher Education, College of Charleston

Spring 2011 *Teaching Assistant,* PSYC 224: Lifespan Development, Department of Psychology, College of Charleston

**PROFESSIONAL SERVICE**

*Vice President of the Education Graduate Association*

University of Delaware, 2020-2022

*Treasurer of the Human Development and Family Sciences Graduate Association*

University of Delaware, 2021-2022

*Delaware Days Annual Volunteer*

University of Delaware, 2020-2022

*Ad Hoc Journal Manuscript Reviewer*

Journal of Applied Developmental Psychology, Child Development, Journal of Early Childhood Research, and Infant and Child Development, 2022

*Ad Hoc Conference Reviewer*

The Administration for Children and Families (ACF) National Research Conference in Early Childhood (NRCEC) and the Society for Research in Child Development (SRCD), 2019-2022

**CERTIFICATIONS AND LICENSES**

Designing and Conducting a Mixed Methods Dissertation or Thesis (2021)

Certificate of Complete of College of Charleston’s Distance Readiness Course (2020)

Certificate of Completion of the University of Delaware’s Summer Institute on Teaching (2020)

Engineering is Elementary Certified: Engineering curriculum created by the Boston Museum of Science for grades 1-5 (2017)

CLASS Certified: Classroom Assessment Scoring System (2014)

inCLASS Trainer: The Individualized Classroom Assessment Scoring System (2013)

**PROFESSIONAL MEMBERSHIPS**

Society for Research in Child Development

American Educational Research Association

Society for Research on Educational Effectiveness