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EDUCATION

Ph.D. Psychology	Yale University	1982
M.S. Psychology	Yale University	1979
B.S. Psychology	Tufts University, <i>summa cum laude</i>	1977

RESEARCH INTERESTS

- Child care and early childhood education
- Education policy
- Parenting
- Poverty
- Behavior genetics theory

PROFESSIONAL EXPERIENCE

Smith College

President-elect.

Harvard University, Graduate School of Education

Dean. 2006 to present

Acting Dean. 2005 to 2006

Academic Dean. 2004 to 2005

Professor of Education. 2000 to present

University of New Hampshire

Professor. Psychology and Family Studies, 1997 to 2000

Director. UNH Child Study and Development Center, 1996 to 2000

Associate Professor. Psychology, 1990-1997

Assistant Professor. Psychology, 1987-1990

Harvard University, Faculty of Arts & Sciences

Assistant Professor. Psychology, 1982-1987

Bermuda Government

Child Psychologist. Child Development Project, an early childhood intervention program under the Ministries of Education and Health & Social Services, 1980-1981

BOARD MEMBERSHIPS

Member. edX Board of Directors, 2012-present.

Advisor. Center for Childhood Creativity, 2011-present

Member. Bellwether Education Partners Board, 2010-present

Trustee. Tufts University Board of Trustees, 2007-present

Member. Board of Advisers, Parents Magazine, 2002-present

Director. First Children's Finance Board of Directors, 2007-2010

Member. Board of Directors, Plus Time NH, 1998-2001

PROFESSIONAL MEMBERSHIPS

American Educational Research Association

American Psychological Association

Association for Psychological Science

Society for the Research of Child Development

HONORS

Harvard College Women's Professional Achievement Award. Harvard College, 2013.

Member. National Academy of Education, 2013

Fellow. American Academy of Arts & Sciences, 2012

30 Most Innovative People in Massachusetts. *Boston Globe*, 2011

Distinguished Contributions to Education in Child Development Award. Society for Research in Child Development, 2009

Inaugural Fellow. American Educational Research Association, 2008

Fellow. American Psychological Association, 2007

Gerald S. Lesser Professor in Early Childhood Development. 2005-present

Fellow. American Psychological Society, 1995

Visiting Research Scholar. Center for Research on Women, Wellesley College, 1993-1994

Outstanding Associate Professor. University of New Hampshire, 1993

Whitcomb Professorship. University of New Hampshire, 1988-1990

Fellow. Bush Center in Child Development & Social Policy, 1980-1982

NIMH Fellowship. Yale University, 1977-1982

EDITING/REVIEWING ACTIVITIES

Program Committee Member. Society for Research in Child Development, 2001-2007
(Co-chair 2004-05)

Study Panel Reviewer. Institute for Educational Sciences, Preschool Curriculum Panel,
May 2003

Editorial Board Member. *Child Development*, 1987-1990; 1994-1999

Editorial Board Member. *Monographs of the Society for Research in Child Development*, 1997

Ad Hoc Reviewer. NIH, Adolescent and Family Life Special Emphasis Panel, October
1995; April 1996

Ad Hoc Reviewer. NIH, Social Science and Populations Panel, June 1995

Editorial Board Member. *Developmental Psychology*, 1983-1986

TEACHING

Harvard University, Graduate School of Education

- Human Development and Psychology Proseminar
- Bridging Research, Practice and Policy for Children
- Early Care and Education: Theory and Practice
- Child Development and the Family

University of New Hampshire

- Child Development
- Introduction to Statistics
- Graduate seminar in Child Development and the Family
- Graduate seminar in Risk & Protective Factors in Development
- Graduate seminar on Attachment Throughout the Life Span
- Undergraduate special topics course in Developmental Behavior Genetics
- Undergraduate special topics course Mother-Child Attachment
- Undergraduate special topics course Social Development
- Undergraduate special topics course in the Psychology of Adolescence through Film
- Undergraduate special topics course on Behavior Disorders in Childhood and Adolescence

Harvard University, Psychology

- Junior tutorial in Environmental Influences on Development
- Junior tutorial in Research Methods
- Undergraduate special topics course Language Development
- Undergraduate survey course on Social Development
- Graduate seminar on Multivariate Statistics

Tufts University

- Elementary Education Teaching Certificate (kindergarten - 8th grade)
- Co-instructor for course in the Experimental College on sex differences

SELECTED SERVICE ACTIVITIES

Harvard University Committees:

Member. University Council of Deans, 2005-present

Member. HarvardX Leadership Team and Research Planning Group, 2012-present

Member. Advanced Leadership Initiative Steering Committee, Harvard University, 2012-present

Member. Search Committee, Provost, 2011

Member. Allston Work Team, 2010-present.

Member. Task force to review the Harvard Library System, 2009

Member. Search Committee, Assistant to the President for Diversity, 2009

Member. Search Committee, Vice President for Government, Community, and Public Affairs, 2008

Member. Search Committee, Vice President for Alumni Affairs and Development, 2007

Member. Allston Advisory Committee, 2006-present

Member. Committee on University Leadership Development, 2006-2007

Research and Community Service:

Member. National Council for Accreditation of Teacher Education's National Expert Panel on Increasing the Application of Knowledge about Child and Adolescent Development and Learning in Educator Preparation Programs, 2008-present

Member. Audit Committee, Society for Research in Child Development, 2007-2009

Member. National Academies Committee on Developmental Outcomes and Assessments for Young Children, 2007-2008

Member. Commonwealth of Massachusetts Department of Education, Economic Impact Advisory Board, 2003-2004

Member. New Hampshire Senate Bill 360 Committee, 1998-2000

Consultant on evaluation research. Whole Village Family Resource Center, Plymouth, New Hampshire, 1996-1997

Member. New Hampshire Media Violence Coalition, sponsored by the NH Division of Public Health Services and the New Hampshire Medical Society, 1996-1997

Member. Child Development, Public Policy, and Public Information Committee, Society for Research in Child Development, 1989-1993

GRANTS

Re-Imaging a School of Education, Bill and Melinda Gates Foundation, \$500,000, Co-Principal Investigator (with Keith Collar), June 2011-December 2011.

Education and the Transition into Adulthood, Spencer Foundation, \$32,000, Principal Investigator, September 2006-May 2007.

The NICHD Study of Early Child Care and Youth Development - Phase IV, NICHD, \$2,100,000, Principal Investigator, January 2004-December 2008.

The NICHD Study of Early Child Care and Youth Development - Phase III, NICHD, \$3,585,705, Principal Investigator, January 2000-December 2004.

The NICHD Study of Early Child Care - Phase II, NICHD, \$2,778,153, Principal Investigator, June 1995-May 1999.

Risk Factors Associated with Disrupted Adoptions, UNH Vice President's Discretionary Fund, \$5,095, Principal Investigator, May 1995- June 1996.

The Social Ecology of After-School Care, NICHD, \$600,000, Co-Principal Investigator (with Nancy Marshall and Cynthia Garcia-Coll), April 1993-March 1997.

The NICHD Study of Early Child Care, NICHD, \$2,940,127, Principal Investigator, May 1989-June 1995.

The Socioemotional Effects of Typical Center-Based Child Care, NIMH/NICHD, \$1,332,955, Co-Principal Investigator (with Sandra Scarr, Deborah Phillips, and Martha Abbott Shim), September 1989-June 1993.

How Children Make Their Own Language Environments, NIMH, \$36,603, Principal Investigator, April 1987-March 1988.

Bi-direction of Effects in Mother-Child Interaction, Spencer Foundation, \$4,800, Principal Investigator, July 1985-August 1986.

The Long-term Consequences of Day Care Environments on Children's Social, Intellectual, and Language Development, William T. Grant Foundation, \$40,750, Co-principal Investigator (with Sandra Scarr), March 1982-March 1983.

PUBLICATIONS

Books & Monographs:

National expert panel on increasing the application of knowledge about child and adolescent development and learning in educator preparation programs. (2010). *The Road Less Traveled: How the developmental sciences can prepare educators to improve student achievement: policy recommendations*. Washington, DC: NCATE.

McCartney, K. & Weinberg, R. (Eds.) (2009). *Experience and Development: A Festschrift in Honor of Sandra Wood Scarr*. New York: Taylor & Francis.

Snow, C. E., Van Hemel, S. B., & Committee on Developmental Outcomes and Assessments for Young Children. (2008). *Early childhood assessment : Why, what, and how*. Washington, D.C.: National Academies Press.

- McCartney, K., Burchinal, M., & Bub, K.L. (Eds.) (2006). Best Practices in Quantitative Methods for Developmentalists. *Monographs of the Society for Research in Child Development*, 71.
- McCartney, K. & Phillips, D. A. (Eds.) (2006). *Handbook of Early Childhood Development*. Oxford: Blackwell Publishing.
- McCartney, K., & Phillips, P. (Eds.) (1993). *An insider's guide to providing expert testimony before congress*. Society for Research in Child Development.
- Pillemer, K., & McCartney, K. (Eds.) (1991). *Parent-child relations throughout life*. Hillsdale, NJ: Erlbaum.
- McCartney, K. (Ed.) (1990). Child care and maternal employment. *New directions for child development* (No. 49). San Francisco: Jossey Bass.

Journal Articles and Book Chapters:

Submitted

- Bub, K.L., Willett, J.B, McCartney, K., Murnane, R.J., & Weissbourd, R. (revise resubmit). Classroom supports for academic achievement: Testing the mediating effect of social competence using latent growth modeling. *American Education Research Journal*.
- Owen, M. T., Burchinal, M., Booth-LaForce, C., Bradley, R., Campbell, S., McCartney, K., Weinraub, M., & NICHD Early Child Care Research Network. The dynamics of parenting sensitivity of mothers and fathers from early through middle childhood.

Published

- Berry, D., Deater-Deckard, K. McCartney, K., Wang, Z., & Petrill, S. (in press). Gene-environment interaction between DRD4 7-repeat polymorphism and early maternal sensitivity predicts inattention trajectories across middle childhood. *Development and Psychopathology*.
- Hardway, C.L. & McCartney, K. (in press). Child Care at the nexus of research, practice, and policy: In Durkin, K. and H.R. Schaffer (Eds.) *Blackwell Handbook of Developmental Psychology in Practice: Opportunities and Obstacles In Giving Developmental Psychology Away*. Oxford: Blackwell Publishing.
- Berry, D., McCartney, K., Petrill, S., Deater-Deckard, K., & Blair, C. (2013). Gene-environment interaction between DRD4 7-repeat VNTR and early child-care experiences predicts self-regulation abilities in prekindergarten. *Developmental Psychobiology*.
- Burchinal, M., McCartney, K., Steinberg, L., Friedman, S. L., McLoyd, V., Pianta, R., & NICHD Early Child Care Research Network. (2011). Examining the black-white

- achievement gap using the NICHD Study of Early Child Care and Youth Development. *Child Development*.
- O'Connor, E., Bureau, J.F., McCartney, K., & Lyons-Ruth, K. (2011). Risks and outcomes associated with disorganized/controlling patterns of attachment at age three years in the NICHD Study and Early Care and Education. *Infant Mental Health Journal*, 32(4), p. 450-472.
- Watamura, S.E., Phillips, D.A., Morrissey, T.W., McCartney, K., Bub, K.L. (2011). Double Jeopardy: Poorer social-emotional outcomes for children in the NICHD SECCYD experiencing home and child care environments that confer risk. *Child Development* 82(1), 48-65.
- McCartney, K., Burchinal, M. Grindal, T. (2011). The Case for Public Preschool. In Zigler, E., Gilliam, W.S., and Barnett, W.S. (Eds.). *The Pre-K Debates: Current Controversies and Issues*. Baltimore: Brookes.
- McCartney, K., Burchinal, M., Clarke-Stewart, A., Bub, K. L., Owen, M. T., Belsky, J. & NICHD Early Child Care Research Network. (2010). Testing a series of causal propositions relating time in child care to children's externalizing behavior. *Developmental Psychology*, 46(1), 1-17.
- Dearing, E., McCartney, K., & Taylor, B. A., (2009). Does higher-quality early child care promote low-income children's math and reading achievement in middle childhood? *Child Development*, 80(5), 1329-49.
- McCartney, K. & Berry, D. (2009). Whether the environment matters more for children in poverty. In McCartney, K. & Weinberg, R. (Eds.) *Experience and Development: A Festschrift in Honor of Sandra Wood Scarr*. New York: Taylor & Francis.
- McCartney, K. (2009). Foreword. In J.W. Towne, *Conversations with America's Best Teachers*. Los Angeles, CA: Inkster Publishing.
- Köles, B., O'Connor, E., McCartney, K. (2009). Teacher-Child Relationships in Prekindergarten: The Influences of Child and Teacher Characteristics. *Journal of Early Childhood Teacher Education*, 30(1), 3-21.
- Schwartz, R., & McCartney, K. (2007) Commentary on Porter & Polikoff. *Social Policy Report*, 21(4), 10.
- Belsky, J., Vandell, D. L., Burchinal, M., Clarke-Stewart, K. A., McCartney, K., Owen, M. T., & NICHD Early Child Care Research Network. (2007). Are there long-term effects of early child care? *Child Development*, 78(2), 681-701.
- Bub, K.L., McCartney, K., & Willet, J.B. (2007). Behavior problem trajectories and first grade cognitive ability and achievement skills: A latent growth curve analysis. *Journal of Educational Psychology*, 99(3), 653-670.
- Mann, E.A., McCartney, K., & Park, J.M. (2007). Predictors of early remedial and special educational services. *Elementary School Journal*. 107(3), 273-286.

- McCartney, K., Dearing, E., Taylor, B.A., & Bub, K.L. (2007). Quality child care supports the achievement of low-income children: Direct and indirect effects via caregiving and the home environment. *Journal of Applied Developmental Psychology, 28*(5-6), 411-426.
- O'Connor, E., & McCartney, K. (2007). Examining teacher-child relationships and achievement as part of an ecological model of development. *American Educational Research Journal, 44*(2), 340-369.
- O'Connor, E., & McCartney, K. (2007). Attachment and cognitive skills: An investigation of mediating mechanisms. *Journal of Applied Developmental Psychology, 28*(5-6), 458-476.
- McCartney, K. & Weiss, H. (2007). Data for a democracy: The evolving role of evaluation in policy and program development. In J.L. Aber, S.J. Bishop-Josef, S.M. Jones, K.T. McLearn, & D.A. Phillips (Eds.). *Child Development and Social Policy: Knowledge for Action* (pp. 59-76). Washington DC: American Psychological Association.
- Dearing, E., McCartney, K., & Taylor, B.A. (2006). Within-child associations between family income and externalizing and internalizing problems. *Developmental Psychology, 46*, 237-252.
- McCartney, K. (2006). The family-child care mesosystem. In A. Clarke-Stewart & J. Dunn (Eds.). *Families Count: Effects on Child and Adolescent Development* (pp. 155-175). Cambridge: Cambridge University Press.
- McCartney, K., & O'Connor, E. (2006). Psychosocial development: Attachment in young children. In K. M Thies & J. Travers (Eds.), *Handbook of Human Development for Health Care Professionals* (pp. 95-112). Sudbury, MA: Jones and Bartlett.
- Murnane, R.J., Willett, J.B., Bub, K.L., & McCartney, K.M. (2006). Understanding trends in the black-white achievement gaps during the first years of school. In G. Burtless & J. Rothenberg Pack (Eds.). *Brookings-Wharton Papers on Urban Affairs: 2006* (pp. 97-127). Washington, DC: Brookings Institution Press.
- Mulvaney, M. K., McCartney, K., Bub, K. L., & Marshall, N. L. (2006). Determinants of dyadic scaffolding and cognitive outcomes in first graders. *Parenting: Science and Practice, 6*, 297-320.
- O'Connor, E., & McCartney, K. (2006). Testing associations between young children's relationships with mothers and teachers. *Journal of Educational Psychology, 98*, 87-98.
- McCartney, K., Bub, K.L., & Burchinal, M. (2006). Selection, detection, and reflection. In K. McCartney, M. Burchinal, & K.L. Bub, (Eds.), *Best Practices in Quantitative Methods for Developmentalists, Monographs of the Society for Research in Child Development, 71*, 105-126.

- Yoshikawa, H., McCartney, K., Myers, R., Bub, K.L., & Lugo-Gil, J. (2006). Educación preescolar en México (Preschool Education in Mexico). In Reimers, F. (Editor) *Aprender Más y Mejor: Políticas, programas y oportunidades de aprendizaje en educación básica en México* (pp. 43-149). México: Fondo de Cultura Económica; SEP; Escuela de Posgrado en Educación de la Universidad de Harvard; ILCE.
- Simpkins, S.D., Weiss, H.B., McCartney, K., Kreider, H.M., Dearing, E. (2006). Mother - child relationship as a moderator of the relation between family educational involvement and child achievement. *Parenting: Science and Practice*, 6(1), 49-57.
- Phillips, D., & McCartney, K. (2005). Lessons learned from the disconnect between research and policy on child care. In D. B. Pillemer & S. H. White (Eds.), *Developmental psychology and the social changes of our time* (pp. 104-139). Cambridge University Press.
- Weiss, H., Dearing, E., Mayer, E., Kreider, H., & McCartney, K. (2005). Family educational involvement: Who can afford it and what does it afford? In C. Cooper, C.G. Coll, T. Bartko, H. Davis, & C. Chatman (Eds.), *Developmental Pathways through Middle Childhood: Rethinking Contexts and Diversity as Resources*. Mahway, NJ: Lawrence Erlbaum Associates.
- Bub, K.L., & McCartney, K. (2004). On child care as a support for maternal employment. *Journal of Social Issues*, 60, 819-834.
- Dearing, E., Taylor, B., & McCartney, K. (2004). The implications of family income dynamics for women's depressive symptoms. *American Journal of Public Health*, 94, 1372-1377.
- McCartney, K. (2004). Current Research on Child Care Effects. In R. E. Tremblay, R. G. Barr, & R. DeV. Peters (Eds.), *Encyclopedia on Early Childhood Development*. Centre of Excellence for Early Childhood Development. Published online February 3, 2004 at <http://www.excellence-jeunesenfants.ca/documents/McCartneyANGxp.pdf>.
- McCartney, K., Owen, M.T., Booth, C., Vandell, D.L., & Clarke-Stewart, K.A. (2004). Testing a maternal attachment model of behavior problems in early childhood. *Journal of Child Psychology and Psychiatry*, 45, 765-778.
- Taylor, B., Dearing, E., & McCartney, K. (2004). Incomes and outcomes in early childhood. *Journal of Human Resources*, 39, 980-1007.
- Dearing, E., McCartney, K., Weiss, H., Kreider, H., & Simpkins, S. (2004). The promotive effects of family educational involvement for low-income children's literacy: How and for whom does involvement matter? *Journal of School Psychology*, 42, 445-460.
- McCartney, K. (2003). On the meaning of models: A signal amidst the noise. In A. Booth & A.C. Crouter (Eds.), *Children's Influence of Family Dynamics: The Neglected Side of Family Relations* (pp. 27-36). Mahwah, NJ: Erlbaum.

- Vandell, D. L., McCartney, K., Owen, M. T., Booth, C., & Clarke-Stewart, A. (2003). Variations in grandparent care during the first three years. *Journal of Marriage and the Family*, 65, 375-381.
- McCartney, K. & Dearing, E. (2002). Attachment. In N. J. Salkind & L. H. Margolis (Eds.), *Child Development* (pp. 32-37). Farmington Hills, MI: Macmillan.
- Booth, C.L., Clarke-Stewart, K.A., Vandell, D.L., McCartney, K., & Owen, M.T. (2002). Child care usage and mother-infant "quality time." *Journal of Marriage and the Family*, 64, 16-26.
- Clarke-Stewart, K., Vandell, D.L., Burchinal, M., O'Brien, M., & McCartney, K. (2002). Do regulable features of child-care homes affect children's development? *Early Childhood Research Quarterly*, 17, 52-86.
- McCartney, K. (2002) Language environments and language outcomes: Results from the NICHD study of early child care and youth development. In L. Girolametto & E. Weitzman (Eds.) *Enhancing caregiver language facilitation in child care settings: Proceedings from the symposium – October 18, 2002*. Toronto, Canada: The Hanen Centre.
- McCartney, K., & Dearing, E. (2002). Evaluating effect sizes in the policy arena. *Evaluation Exchange*, 8, 4.
- Dearing, E., McCartney, K., Marshall, N.L., & Warner, R.M. (2001). Parental reports of children's sleep and wakefulness: Longitudinal associations with cognitive and language outcomes. *Infant Behavior and Development*, 24, 151-170.
- Dearing, E., McCartney, K., & Taylor, B. (2001). Change in family income-to-needs matters more for children with less. *Child Development*, 72, 1779-1793.
- Marshall, N.L., Noonan, A. E., McCartney, K., Marx, F., & Keefe, N. (2001). It takes an urban village: Parenting networks of urban families. *Journal of Family Issues*, 22, 163-182.
- Phillips, D., Mekos, D., Scarr, S., McCartney, K., & Abbott-Shim, M. (2001). Within and beyond the classroom door: Assessing quality in child care centers. *Early Childhood Research Quarterly*, 15, 475-496.
- Black, K. A., Jaeger, E., McCartney, K., & Crittenden, P. M. (2000). Attachment models, peer interaction behavior, and feelings about the self: Indications of maladjustment in dismissing/reoccupied (Ds/E) adolescents. In P. M. Crittenden & A. H. Claussen (Eds.), *The organization of attachment relationships: maturation, culture, and context*, (pp. 300-324). Cambridge, UK: Cambridge University Press.
- Clarke-Stewart, K. A., Vandell, D. L., McCartney, K., Owen, M. T., & Booth, C. (2000). Effects of parental separation and divorce on very young children. *Journal of Family Psychology*, 14, 304-326.

- McCartney, K. & Rosenthal, R. (2000). Effect size, practical importance, and social policy for children. *Child Development*, 71(1), 173-180.
- Black, K. A., & McCartney, K. (1997) Adolescent females' security with parents predicts the quality of peer interactions. *Social Development*, 6, 91-110.
- Marshall, N. L., Garcia-Coll, C., Marx, F., McCartney, K., Keefe, N., & Ruh, J. (1997). After-school time and children's behavioral adjustment. *Merrill-Palmer Quarterly*, 43, 497-514.
- McCartney, K., Scarr, S., Rocheleau, A., Phillips, D., Eisenberg, M., Keefe, N., Rosenthal, S., Abbott-Shim, M., & Ruh J. (1997). Teacher-child interaction and child care auspices as predictors of social outcomes in infants, toddlers, and preschoolers. *Merrill-Palmer Quarterly*, 43, 426-450.
- McCartney K., & Black, K. A. (1995). In search of transactional processes in the caregiving system. *Developmental Review*, 15, 86-91.
- Deater-Deckard, K., Scarr, S., McCartney, K., & Eisenberg, M. (1994). Paternal separation anxiety: Relationships with parenting stress, child-rearing attitudes, and maternal anxieties. *Psychological Science*, 5, 341-346.
- Scarr, S., McCartney, K., Miller, S., Hauenstein, E., & Ricciuti, A. (1994). Evaluation of an island-wide screening, assessment and treatment program. *Early Development and Parenting*, 3, 199-210.
- McCartney, K., Phillips, D., & Scarr, S. (1993). On using research as a tool (comment). *American Psychologist*, 48, 691-692.
- McCartney, K., Biryukov, S., Borkenau, P., Buss, D., Goldsmith, H. H., Kline, P., Loehlin, J. C., Maier, W., Nothen, M., Pedersen, W., Schepank, H., & Wailer, N. (1993). Group report: What can twin studies contribute to the understanding of personality? In T. Bouchard & P. Propping (Eds.), *Twins as a tool of behavior genetics* (pp. 165-178). NY: Wiley.
- Scarr, S., Phillips, D., McCartney, K. & Abbott-Shim, M. (1993). Quality of child care as an aspect of family and child care policy, *Pediatrics*, 91, 182-188.
- McCartney, K., & Robeson, W. W. (1992). The emergence of communication: Words, grammar, and first conversations. In J.R. Lally, P. L. Mangiore, & C. L. Young-Holt (Eds.), *A guide to language development and communication* (pp. 28-40). Sausalito, CA: Far West Laboratory for Educational Research and Development.
- McCartney, K., & Howley, E. (1991). Parents as instruments of intervention in home-based preschool programs. In L. Okagaki & R. J. Sternberg (Eds.), *Directors of development: Influences on the development of children's thinking* (pp. 181-202). Hillsdale, NJ: Erlbaum.
- McCartney, K., Robeson, W. W., Jordan, E., & Mouradian, V. (1991). Mothers' language with first and second-born children: A within-family study. In K. Pillemer & K.

- McCartney (Eds.), *Parent-child relations throughout life* (pp. 125-142). Hillsdale, NJ: Erlbaum.
- McCartney, K., & Rosenthal, S. (1991). Maternal employment should be studied within social ecologies. *Journal of Marriage and the Family*, 53, 1103-1107.
- McCartney, K., & Jordan, E. (1990). Parallels between research on child care and research on school effects. *Educational Researcher*, 19, 21-27.
- McCartney, K., Harris, M.J., & Bernieri, F. (1990). Growing up and growing apart: A developmental meta-analysis of twin studies. *Psychological Bulletin*, 107, 226-237.
- Scarr, S., Phillips, D., & McCartney, K. (1990). Facts, fantasies, and the future of child care in America. *Psychological Science*, 1, 26-35.
- Arcus, D., & McCartney, K. (1989). When baby makes four: Family influences in the stability of behavioral inhibition. In S. Reznick (Ed.), *Perspectives on behavioral inhibition* (pp. 197-218). Chicago: University of Chicago.
- McCartney, K., & Scarr, S. (1989). Far from the point: A reply to Levenstein. *Child Development*, 60, 517-518.
- McCartney, K. (1989). What is in a name? [Review of Development through life: A psychosocial approach]. *Contemporary Psychology*, 34, 28-29.
- McCartney, K. (1989). The stepfamily as a variation on a theme. [Review of Remarriage & stepparenting: Current research & theory]. *Contemporary Psychology*, 34, 353-354.
- Scarr, S., Lande, J., & McCartney, K., (1989). Child care and the family. In J. Lande, S. Scarr, & N. Gunzenhauser (Eds.), *Caring for children: Challenge to America* (pp. 1-22). Hillsdale, NJ: Erlbaum.
- Scarr, S., Phillips, D., & McCartney, K. (1989). Dilemmas of child care in the United States: Employed mothers and children at risk. *Canadian Psychology*, 30, 126-139.
- Scarr, S., Phillips, D., & McCartney, K. (1989). Working mothers and their families. *American Psychologist*, 44, 1402-1409.
- Tolman, A., Diekmann, K., & McCartney, K. (1989). Social connectedness and mothering: Effects of maternal employment and maternal absence. *Journal of Personality and Social Psychology*, 56, 942-949.
- McCartney, K., & Galanopoulos, A. (1988). Child care and attachment: A new frontier the second time around. *American Journal of Orthopsychiatry*, 58, 16-24.
- McCartney, K., & Phillips, D. (1988). Motherhood and child care. In B. Birns, & D. Hay (Eds.), *The different faces of motherhood* (pp. 157 - 183). NY: Plenum.
- Scarr, S., & McCartney, K. (1988). Far from home: An experimental evaluation of the Mother-Child Home Program in Bermuda. *Child Development*, 59, 531-543.

- McCartney, K. (1987). The problem of documenting systematic non-shared environmental effects directly (Comment on Plomin & Daniels). *The Behavioral and Brain Sciences*, 10, 32-33.
- McCartney, K. (1987). Quality: A child's point of view. *Child Care Action News, Newsletter of the Child Care Action Campaign*, 4(4).
- Phillips, D., McCartney, K., & Scarr, S. (1987). Child care quality and children's social development. *Developmental Psychology*, 23, 537-543.
- Phillips, D., McCartney, K., Scarr, S., & Howes, C. (1987). Selective review of infant day care research: A cause for concern! *Bulletin of the National Center for Clinical Infant Programs*, 7, 18 - 21.
- McCartney, K. (1986). [Review of Potentials of childhood] *First Language*, 6, 155-157.
- Hrncir, E., Goldfarb, A., Scarr, S., & McCartney, K. (1985). Report of a screening, assessment, and treatment program for high-risk two-year olds in Bermuda. In W.M. Frankenburg, R.N. Emde, & J.W. Sullivan (Eds.), *Early identification of children at risk: An international perspective* (pp. 289-302). NY: Plenum.
- McCartney, K., Scarr, S., Phillips, D., & Grajek, S. (1985). Day care as intervention: Comparisons of varying quality programs. *Journal of Applied Developmental Psychology*, 6, 247-260.
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PUBLICATIONS BY THE NATIONAL INSTITUTE OF CHILD HEALTH AND HUMAN DEVELOPMENT EARLY CHILD CARE RESEARCH NETWORK (NICHD ECCRN)

Note: The NICHD ECCRN consists of 10 principal investigators, including Kathleen McCartney, co-investigators, and the NICHD scientific coordinator for the study.

Books & Monographs:

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McCartney, K. (2011, March 14). Cutting Head Start is bad fiscal policy. CNN.com. at <http://www.cnn.com/2011/OPINION/03/14/mccartney.head.start/index.html?iref=allsearch>

McCartney, K. (2009, March 13). Finally getting smart about investing in learning. *The Boston Globe*, p. A15. Accessed April 22, 2009 at http://www.boston.com/bostonglobe/editorial_opinion/oped/articles/2009/03/13/finally_getting_smart_about_investing_in_learning/.

McCartney, K. (2008, August 27). Commentary: Education lost in hubbub of campaigning. CNN.com. Accessed on April 16, 2009 at <http://www.cnn.com/2008/POLITICS/08/27/candidates.education/index.html>.

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McCartney, K. (2001, April 22). The real child-care question: How can it be the best there is? *The Boston Globe*, p. E6.

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SELECTED RECENT PRESENTATIONS

- McCartney, K. (2012, July). Discussant at roundtable sponsored by the Bush Institute's Alliance to Reform Education Leadership, Mattapan, MA.
- McCartney, K. (2012, June). Moderator on *Will Technology Disrupt the Way We Learn? Part II*. Aspen Ideas Festival, Aspen, CO.
- McCartney, K. (2012, May). *Addressing the Problems Facing Education*. Delivered as part of the John Harvard Lecture Series, Cambridge Public Library, Cambridge, MA.
- McCartney, K. (2012, March). Discussant on *Education in Massachusetts: Updates and opportunities for private philanthropy*. Part of the 2012 Education Philanthropy Road-Show sponsored by the Philanthropy Center at JP Morgan Chase, Boston, MA.
- McCartney, K. (2011, December). *Early Childhood Education*. Presentation to Sesame Workshop, New York, NY.
- McCartney, K. (2011, September). *Child Care, Child Outcomes, and Child Policy*. Pediatric Grand Rounds, Boston Medical Center, Boston, MA.
- McCartney, K. (2011, July). Keynote address on *Child Care, Child Development, Cognitive Outcomes*. Educate the Mind, Mind the Education, International Conference of the International Association for Cognitive Education and Psychology, Boston, MA.
- McCartney, K. (2011, April). *Why We Should Invest in Young Children*. Presentation to the Ministry of Education of Chile, Santiago, Chile.
- McCartney, K. (2011, March) *Child Care, Child Outcomes, and Child Policy*. Child Mental Health Forum, Judge Baker Children's Center, Boston, MA.
- McCartney, K. (2010, November). *Why Care About Child Care?* Public lecture at the University of Johannesburg, South Africa.

- McCartney, K. (2010, October). *Developmental Perspective as a Foundation for Good Teaching*. HGSE Programs in Professional Education, PreK-3rd Institute, Cambridge, MA.
- McCartney, K. (2010, June). *Why the Environment Matters More for Children in Poverty*. Head Start's 10th National Research Conference, Washington, DC.
- McCartney, K. (2009, November). *Whether Environment Matters More for Children in Poverty*. Global Student Education Forum, University of Cambridge, Cambridge, UK.
- McCartney, K. (2009, October). *Whether Environment Matters More for Children in Poverty*. The Ricciuti Lecture, Department of Human Development, Cornell University, Ithaca, NY.
- McCartney, K. (2009, April). Discussant on *Classroom Quality and the Early Development of At-Risk Children*. Biennial Meeting of the Society for Research in Child Development, Denver, CO.
- McCartney, K. (2009, April). Discussant on *No Child Left Behind and National Educational Policy: How Do We Best Meet the Needs of America's Children?* Biennial Meeting of the Society for Research in Child Development, Denver, CO.
- McCartney, K. (2009, February). *The Effects of Environment on Children from Low-Income Families*. The William C. Friday Distinguished Lecture, School of Education, University of North Carolina, Chapel Hill.
- McCartney, K. (2008, November). *Developmental Perspective as a Foundation for Good Teaching*. HGSE Programs in Professional Education, Pre-K to 3rd Education: Promoting Early Success, Cambridge, MA.
- McCartney, K. (2007, December). *From Abacus to Avatar: Technology for Learning*. Public Services Summit 2007. Conference sponsored by the Cisco Foundation, Stockholm, Sweden.
- McCartney, K. (2007, November). *The Child Care Challenge: Why Quality Matters*. Parents 2008: Putting America's Children on the National Agenda. Conference sponsored by Parents Magazine, New York, NY.
- McCartney, K. (2007, July). *Child Care and Child Development*. HGSE Programs in Professional Education, Critical Issues in Urban Special Education, Cambridge, MA.
- McCartney, K. & Berry, D. (2007, May). *Why Environments Matter More for Children in Poverty*. Paper presented at Experience and Development: A Festschrift for Sandra Scarr, 19th Annual Convention of the American Psychological Society, Washington, DC.
- Yoshikawa, H., McCartney, K., Myers, R.G., Bub, K.L., Knaul, F., & Lugo-Gil, J. (2007, March). *Curricular Reform and the Move to Universal Preschool in Mexico*:

- Implications for Coverage and Quality*. Paper presented at the Biennial Meeting of the Society for Research in Child Development, Boston, MA.
- Bub, K.L. & McCartney, K. (2007, March). *The Role of Chronicity, Duration, and Onset of Borderline Clinical Behavior Problems in Children's Fifth Grade Academic Success*. Poster presented at the Biennial Meeting of the Society for Research in Child Development, Boston, MA.
- Caronongan, P. & McCartney, K. (2007, March). *Sustainability of Center Care Effects for Low-income Children*. Poster presented at the Biennial Meeting of the Society for Research in Child Development, Boston, MA.
- Dearing, E., McCartney, K., & Taylor, B.A. (2007, March) *Early Child Care as Protection Against the Effects of Low-Income on Achievement Trajectories through Middle Childhood*. Paper presented at the Biennial Meeting of the Society for Research in Child Development, Boston, MA.
- Berry, D.J. & McCartney, K. (2007, March). *Fueling the fire?: Peer adversity as a moderator between behavior problems and social skill growth across middle childhood*. Poster presented at the Biennial Meeting of the Society for Research in Child Development, Boston, MA.
- McCartney, K. (2007, April). *Poverty and Child Development*. Lecture given at East China Normal University, Shanghai, China.
- McCartney, K. (2007, April). *Child Care and Child Development: Results from the NICHD Study of Early Child Care and Youth Development*. Lecture given at East China Normal University, Shanghai, China.
- McCartney, K. (2006, November). Presenter and Keynote Speaker at Beat the Odds Dinner: A Celebration of Five Extraordinary Young People. Sponsored by the Children's Defense Fund, Washington, DC.
- McCartney, K. (2006, November). *Preschool Education in Mexico*. Presentation to President Vicente Fox and the Ministry of Education, Mexico City, Mexico.
- McCartney, K. (2006, October). *How Business Leaders Can Become Effective School Leaders*, United States Chamber of Commerce Education Workforce Summit, Dallas, TX.
- McCartney, K. (2006, July). *The National Institute of Child Health and Human Development (NICHD) Study of Early Child Care and Youth Development: An Overview*, Conference at the David Rockefeller Center for Latin American Studies Center, Santiago, Chile.
- McCartney, K. (2006, July). *Investing in Quality Early Childhood Education*. National Conference on Enhancing Quality in Early Education in Chile, Santiago, Chile.
- McCartney, K. (2004, June). Keynote address on *The importance of child care quality*. Samsung Child Welfare Foundation International Conference on Child Care. Seoul, South Korea.

- McCartney, K. (2004, May). *Improving Early Education and Care in Massachusetts*, Policymakers' meeting sponsored by The Harvard Graduate School of Education and The Rennie Center for Education Research & Policy at MassINC, Boston, MA.
- McCartney, K. (2004, April). Keynote address on *The student-professor relationship: A developmental perspective*. Northeast National Collegiate Honors Council Conference, Hartford, CT.
- McCartney, K. & Weiss, H. (2003, March). *The evolving role of evaluation in policy and program development*. Child Development and Social Policy: Knowledge for Action: A Festschrift in honor of Edward Zigler, Georgetown University, Washington, D.C.
- McCartney, K., Dearing, E., & Taylor, B. A. (2003, April). *Is higher-quality child care an intervention for children from low-income families?* Poster presented at the Biennial Meeting of the Society for Research in Child Development, Tampa, FL.
- O'Connor, E., & McCartney, K. (2003, April). *Does the Early Mother-Child Attachment Relationship Influence the Quality of Later Teacher-Child Relationships?* Poster presented at the Biennial Meeting of the Society for Research in Child Development, Tampa, FL.
- McCartney, K. (2002, July). *Child Care Quality*. National Conference of State Legislatures, Denver, CO.
- McCartney, K. (2002, November). *Child care and poverty as contexts for development*. Colloquium Yale University, New Haven, CT.
- McCartney, K. (2002, May). Guest. *Universal Pre-Kindergarten*. WBUR The Connection, Boston, MA.
- McCartney, K. (2002, June). *Does child care research shape child care policy?* Education Writers Association, Cambridge, MA.
- McCartney, K. (2002, May). *Key Findings on the Bracken Basic Concepts Scale in the NICHD Study of Early Child Care and Youth Development*. Cognitive Assessment Workshop, National Institute of Child Health and Human Development and the National Center for Educational Statistics, Washington D.C.
- McCartney, K. (2002, May). *Child Care Media Coverage: Past, Present, & Future*. First Annual Invitational Journalism – Work/Family Conference, Boston University, Boston, MA.
- NICHD Early Child Care Research Network. (2002, March). Congressional Briefing Presentation on the NICHD Study of Early Child Care and Youth Development, Washington D.C.
- McCartney, K. (2002, February). *Why Care About Child Care?* Cambridge Forum, Cambridge, MA

McCartney, K. (2001, May). *Bridging Research, Practice, & Policy*. Keynote address at the Sargent College of Health and Rehabilitation Sciences Annual Conference, Boston, MA.

NICHD Early Child Care Research Network. (2001, April). *Structure → Process → Outcome: Direct and Indirect Effects of Caregiving Quality on Young Children's Development*. Paper presented at the Biennial Meeting of the Society for Research in Child Development, Minneapolis, MN.

McCartney, K. (2001, April). *Testing a Relational Model of Behavior Problems in Early Childhood*. Poster presented at the Biennial Meeting of the Society for Research in Child Development, Minneapolis, MN.

NICHD Early Child Care Research Network. (2000, July). *Child Outcomes when child-care classes meet recommended standards for quality*. Paper presented at the Sixteenth Biennial Meeting of the International Society for the Study of Behavioral Development, Beijing, China.