

**Workgroup 2: Interventions Child Care/Early Education (Dale Walker, Lead)**

<b>Person</b>	<b>Affiliation/Discipline</b>	<b>Summary of Contribution to the Network</b>
<b>Barbara Wasik</b>	Univ. of N. Carolina – Clinical Psychology	Preschool and home-based interventions and curriculum for early literacy and oral language
<b>Carla Peterson</b>	Iowa State University – Family Studies	EHS Research and Evaluation Network, professional development for child care
<b>Christa Haring</b>	University of South Florida Behavior/Comm Sciences	Language, social communication, early literacy interventions
<b>David Dickinson</b>	Vanderbilt – Teaching and Learning	Relation between language and literacy and scaling teacher-implemented interventions
<b>Diane Horm</b>	Univ. of Oklahoma – Early Childhood Ed.	Applied research initiatives, evaluation of Educare programs and assessment birth -3
<b>Erika Hoff</b>	Florida Atlantic University Cognitive Science	Analysis of factors that predict successful oral language and preliteracy outcomes at school
<b>Gary Bingham</b>	Georgia State University- Early Childhood Education	Factors contributing to language, achievement, and literacy of culturally/linguistically diverse
<b>Heather Schrotberger</b>	University of Kansas Medical Center	Director Educare, KC Child care professional development, parent-teacher partnerships
<b>Helen Raikes</b>	Univ. of Nebraska – Family Studies	Child care quality, workforce characteristics. Consult ACF, EHS, and Educare
<b>Ilene Schwartz</b>	Univ. of Washington – Special Education	Language and social communication intervention, child care and inclusion
<b>Karen Diamond</b>	Purdue Univ. - Human Dev. & Psych.	Past Editor of Early Child. Res. Quarterly. Interventions for low-income preschoolers
<b>Meredith Rowe</b>	Harvard University – Education	Influence of child-caregiver interaction and poverty on literacy and vocabulary develop.
<b>Philip Dale</b>	Univ. of New Mexico – Speech & Hearing	Genetic and environmental influences on vocabulary development and assessment
<b>Robyn Ziolkowski</b>	Univ. of No Colorado Speech-Lang Sciences	Language and early literacy measurement and intervention
<b>Sanna Harjusola-Webb</b>	Kent State University – Special Education	Evidence-based practices fostering early communication development
<b>SusanGoldin-Meadow</b>	University of Chicago – Psychology	Impact of the linguistic environment on language learning; role of gestures for children
<b>Susan Levine</b>	University of Chicago – Psychology	Input effects on development, language and literacy skills in diverse children.
<b>Susan Neuman</b>	University of Michigan – Education	Former U.S. Assistant Secretary for Education. Early literacy, oral language and vocabulary.
<b>Susan Sandall</b>	University of Washington	Professional development with emphasis on evidence-based instructional practices
<b>Tony Raden</b>	The Ounce – Research & Policy	Strategies for engaging early childhood champions and stakeholders.