



UNL ↔ BRAZIL

PARTNERS WORKING MEETING

MAY 18 & 19, 2016



SÃO PAULO, BRAZIL

AGENDA, PROGRAM & WORKING DOCUMENT



Launching a global partnership for **change**.

IMPROVING THE LIVES OF **CHILDREN**



A **UNL-Brazil** Collaborative on **Early Childhood** Research & Practice



NEBRASKA CENTER FOR RESEARCH ON
CHILDREN, YOUTH, FAMILIES & SCHOOLS

Nebraska Early Childhood
Research Academy



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WELCOME / BEM-VINDOS

Dear Colleagues,

The University of Nebraska-Lincoln and the Maria Cecilia Souto Vidigal Foundation welcome you to the working meeting, *Improving the Lives of Children: A UNL-Brazil Collaborative on Early Childhood Research and Practice*. This event will serve as a forum for sharing and discussing research on the most formative stage in the developmental trajectory—a stage that contributes so much to children’s long-term identities, values, and capacities.

The critical importance of early childhood dictates that we thoroughly study its every facet, from the influences of ecological systems and early learning to the design and evaluation of approaches aimed at enhancing children’s development.

This two-day working meeting will bring together researchers, policymakers, and practitioners from the University of Nebraska-Lincoln and Brazil. Our objectives are to improve young children’s lives through global interdisciplinary research collaboration, and to share evidence-based practices that promote the intellectual, behavioral, physical, and social-emotional development and functioning of young children. This meeting is designed to provide opportunities for meaningful face-to-face interactions, constructive dialogue, and planning for collaborative research projects. We envision this meeting as a starting point for long-lasting and engaged research partnerships between Brazil and the University of Nebraska-Lincoln. Our goal for this meeting, then, is to form collaborative teams and for those teams to develop collaborative action plans for future work together.

Today, we are delighted to launch this global partnership for change—change that is only made possible through close partnerships that extend to all children in the United States, Brazil, and beyond. Thank you for your invaluable perspectives, participation and ongoing support of early education and development. Together, we are improving the lives of children.

Queridos Colegas,

A Universidade de Nebraska-Lincoln e a Fundação Maria Cecilia Souto Vidigal querem te dar as boas-vindas à nossa reunião de trabalho, Melhorando a Vida das Crianças: Uma Parceria Colaborativa entre a UNL e Brasil em Pesquisa e Prática de Educação Infantil/Primeira Infância. O evento servirá como um fórum para compartilharmos e conversarmos sobre pesquisas relacionadas à fase mais formativa da trajetória de desenvolvimento – uma fase que contribui tanto para as identidades, valores, e capacidades das crianças.

A importância vital da infância exige que nós estudemos cuidadosamente todos os seus aspectos, desde as influências dos sistemas ecológicos e do aprendizado infantil até o modelo e avaliação de abordagens focalizadas em intensificar o desenvolvimento infantil.

A missão destes dois dias de reunião de trabalho é juntar pesquisadores, formuladores de políticas e profissionais da Universidade de Nebraska-Lincoln e do Brasil para melhorar a vida das crianças através da colaboração em pesquisa interdisciplinar e global, bem como compartilhar práticas baseadas em evidências que promovam o desenvolvimento e funcionamento intelectual, comportamental, físico, e sócio-emocional infantil. A reunião está esboçada para oferecer oportunidades de interações face a face, diálogo construtivo e planejamento para os projetos de pesquisa colaborativa. Nós vemos este encontro como o ponto inicial para uma parceria de longo prazo e uma parceria de pesquisa engajada entre o Brasil e a Universidade de Nebraska-Lincoln. Nossa meta para esta reunião é criar equipes colaborativas e fazer com que estas equipes desenvolvam planos de ação colaborativa para o trabalho que realizaremos juntos futuramente.

Hoje, nós estamos entusiasmados para lançar esta parceria global para mudança – mudança que só se torna possível através da parceria próxima e que se estende a todas as crianças do Brasil, dos Estados Unidos e além. Muito obrigado por suas inestimáveis perspectivas, participação e apoio contínuo à educação e desenvolvimento infantil. Juntos, estamos melhorando as vidas das crianças.



RONNIE GREEN

CHANCELLOR-ELECT
University of Nebraska-Lincoln



EDUARDO DE C. QUEIROZ

CEO
Fundação Maria Cecilia Souto Vidigal



SUSAN M. SHERIDAN

DIRECTOR
Nebraska Center for Research on
Children, Youth, Families & Schools
University of Nebraska-Lincoln

8:00 AM REGISTRATION

8:30 AM INTRODUCTIONS & ORIENTATION

Susan Sheridan
University of Nebraska-Lincoln
Ricardo Zuniga
Consulate General of the United States, São Paulo
Eduardo Queiroz
Fundação Maria Cecília Souto Vidigal
Ronnie Green
University of Nebraska-Lincoln

9:00 AM STRUCTURED NETWORKING SESSION

This session is meant to jump-start the development of new research partnerships. Feel free to share information about yourself, your research or anything that can help others get to know you.

10:00 AM COFFEE BREAK

10:20 AM BIG NEEDS & PRIORITIES IN EARLY CHILDHOOD IN THE U.S. & BRAZIL

This session will provide a summary of significant early childhood education challenges in the U.S. and Brazil through presentations about the state of the field by representatives from the U.S. and Brazil.

Maria Malta Campos
Fundação Carlos Chagas
Helen Raikes
University of Nebraska-Lincoln

11:00 AM STRUCTURED BREAKOUT SESSION #1

This session will be an open discussion about needs and priorities of early childhood in Brazil and the U.S. Framing questions can be found on page 10.

11:30 AM TOPICS IN EARLY CHILDHOOD EDUCATION: RESEARCH TO ADDRESS BIG ISSUES IN PRACTICE

This session will introduce the research topics of early learning, ecological approaches, program quality, and professional development.

Claudia Berlim de Mello
Universidade Federal de São Paulo
Susan Sheridan
University of Nebraska-Lincoln
Lisa Knoche
University of Nebraska-Lincoln

12:20 PM LUNCH

Lunch will be provided in the Terraco Jardins Restaurant, located inside the Renaissance Hotel.

1:50 PM PANEL 1. STATE OF THE SCIENCE IN THE U.S. AND BRAZIL

Panelists will present specific examples of applied, research-based programs in the areas of early learning, ecological approaches, program quality, and professional development.

Soo-Young Hong
University of Nebraska-Lincoln
Tizuko Kishimoto
Universidade de São Paulo
Natalie Williams
University of Nebraska-Lincoln
Gisela Wajskop
Pontifícia Universidade Católica de São Paulo

3:30 PM COFFEE BREAK

3:50 PM STRUCTURED BREAKOUT SESSION #2

This session will allow participants to begin to apply information from today's sessions to potential projects. Small groups of participants from the U.S. and Brazil with shared research interests will discuss potential joint projects. Discussion questions can be found on page 11.

5:00 PM REPORT BACK TO LARGE GROUP

A representative from each small group will share initial project ideas with the larger group.

5:30 PM CLOSING REMARKS & OVERVIEW OF DAY TWO

Susan Sheridan
University of Nebraska-Lincoln

6:30 PM COCKTAIL RECEPTION

Reception will be held in the Yukon Room at the Renaissance Hotel until 8 p.m.

8:00 AM REGISTRATION

8:30 AM ORIENTATION & WELCOME

Lisa Knoche
University of Nebraska-Lincoln

8:45 AM PANEL 2. ASSESSMENT & EVALUATION: METHODS TO DRIVE BEST PRACTICES

Panelists will describe the importance of rigorous methods to advancing research-based practice in early childhood education, and review practical research and evaluation methods for the early childhood field.

Ricardo Paes de Barros
Inspier, Instituto Ayrton Senna
Michelle Howell Smith
University of Nebraska-Lincoln
Greg Welch
University of Nebraska-Lincoln

10:00 AM COFFEE BREAK

10:20 AM PANEL 3. RESEARCH PRIORITIES AND POTENTIAL FUNDING OPPORTUNITIES

Panelists will link research priorities with short-term pilot project funding and long-term research support opportunities.

Ronnie Green
University of Nebraska-Lincoln
Simone Godoi
Fundação de Amparo à Pesquisa do Estado de São Paulo
Eduardo Marino
Fundação Maria Cecília Souto Vidigal
Susan Sheridan
University of Nebraska-Lincoln

11:45 AM STRUCTURED BREAKOUT SESSION #3

This session's purpose will be to formulate ideas for UNL-Brazil Pilot Impact Projects. Discussion questions can be found on page 12.

12:45 PM REPORT BACK TO GROUP

A representative from each small group will share initial project ideas with the larger group.

1:15 PM LUNCH

Lunch on your own; participants can identify options inside or outside of the hotel.

2:30 PM COLLABORATIVE RESEARCH DEVELOPMENT

Purpose: To develop a plan for UNL-Brazil Pilot Impact Projects funding proposals. Researchers, methodologists, and funding agency representatives will be available for consultation and conversation.

Coffee and refreshments will be provided.

5:00 PM CLOSING

Susan Sheridan
University of Nebraska-Lincoln

PRESENTER TITLES AND BIOGRAPHIES BEGIN ON PAGE 14



PURPOSE, GOALS & EXPECTATIONS

PURPOSE OF THE WORKING MEETING

This working meeting is intended to launch a global research effort to improve the lives of young children through the development of co-created, research-based, practice-driven approaches to support children's learning, development, and social inclusion. The meeting provides an opportunity to capitalize on respective institutional strengths through meaningful face-to-face interaction, constructive dialogue, and planning for collaborative research projects. We envision this meeting as a starting point for long-lasting and engaged research partnerships between the University of Nebraska-Lincoln and Brazil. As such, it is the first of several anticipated opportunities for researchers, practitioners, and policy makers to work together in new and exciting ways through the generation and execution of innovative research lines. The specific purposes of this international meeting are to foster linkages among researchers, create common understandings of the state of early childhood science in the U.S. and Brazil, identify needs and possible solutions in early childhood education and development, share research findings regarding evidence-based practices, and co-develop collaborative research programs.

CENTRAL GOALS FOR THE WORKING MEETING

The central goals of this working meeting are for UNL-Brazil teams to create collaborative pilot impact projects and to identify potential funding opportunities for future work together. These goals will be achieved through the following action steps:

- ▶ **Solidify research partnerships**
- ▶ **Develop plans for potential UNL-Brazil Pilot Impact Projects**
- ▶ **Construct timelines for completing UNL-Brazil Pilot Impact Project proposals**

PURPOSE, GOALS & EXPECTATIONS



EXPECTATIONS OF PARTICIPANTS

This meeting represents a dynamic, interactive forum for creating new directions in the area of early childhood research. Thus, the best outcomes will be achieved when all participants contribute freely, openly, and critically. Many of us have thought for a long time—over a career—about challenges and opportunities to advance the scientific bases for early childhood education and development. This working meeting is the starting place for specifying important conceptual, procedural, and methodological needs and directions. To maximize our time together, it will be essential that participants be willing to vocalize their best ideas and make thoughtful contributions regarding important next steps that will formulate a research agenda for the field.

Beyond time at the meeting, to fully experience the power and potential of our collective knowledge, wisdom, and expertise, we will benefit from ongoing dialogue and action. We envision the publication or presentation of papers, development of research grant proposals, and execution of studies by international teams. We hope you will join us in these ambitious, achievable goals.

RESEARCH TOPIC DESCRIPTIONS

FORMING THE FOCUS OF THE MEETING

Early education and development are the foundation upon which children build their futures. We aim to improve the opportunities, experiences, and outcomes for children by applying and implementing the lessons learned through research in the following topical areas:

EARLY LEARNING

This topic is concerned with uncovering effective methods to improve outcomes for young children in the following domains:

- ▶ Science, Technology, Engineering & Math (STEM) Education
- ▶ Social-Emotional Development
- ▶ Executive Functioning
- ▶ Approaches to Learning
- ▶ Early Language/Literacy Development
- ▶ Special Needs Programming
- ▶ Physical Health & Development

ECOLOGY OF DEVELOPMENT

This topic focuses on aspects of children's development and the environment that affect positive educational outcomes. It includes the following domains:

- ▶ Parenting/Parent Engagement
- ▶ Families
- ▶ Parent-Child Relationships
- ▶ Teacher-Child Relationships
- ▶ Family-School Relationships & Partnerships
- ▶ Nutrition

RESEARCH TOPIC DESCRIPTIONS



ECOLOGY OF DEVELOPMENT, CONTINUED:

- ▶ Nature/Environment
- ▶ Rural Populations
- ▶ Community Engagement
 - ▶ Social Justice
 - ▶ Underserved Populations

PROGRAM QUALITY

This topic is concerned with practices and strategies within programs and classrooms that relate to positive outcomes for young children. Included are the following domains:

- ▶ Classroom Environments
- ▶ Quality Indicators
- ▶ Quality Home Visitation
- ▶ Transitions/Transitional Programming (Pre-Kindergarten to Grade 3)
- ▶ Administrative Structure & Practices

PROFESSIONAL DEVELOPMENT

This topic targets programs, practices and strategies intended to support early childhood educators as they learn and practice research-based approaches in their interactions with young children and families. It includes the following domains:

- ▶ Teacher Education (Preservice)
- ▶ Early Childhood Educator Training (Inservice)
- ▶ Coaching/Consultation Models of Support

STRUCTURED BREAKOUT SESSION 1

Purpose: To discuss the significant needs and priorities of early childhood in Brazil and the U.S.

Goal: To connect your current work and potential future research to the significant needs and priorities of early childhood.

FRAMING QUESTIONS

How do the “big needs and priorities” relate to your work?

Where do culture and geography (urban, rural issues) fit when conceptualizing solutions to the big needs in early childhood?

How can cross-cultural research inform the “big needs and priorities”?

STRUCTURED BREAKOUT SESSION 2

Purpose: To apply information from today’s sessions to potential projects.

Goal: To develop as a group an idea for a shared study or pilot impact project.

DISCUSSION QUESTIONS

What were the “take home” messages from the Panel 1 presentations?

How can we apply information from today’s sessions to potential projects?

What do we still need to know about early learning, ecological approaches, program quality, and professional development?

How can we utilize our unique strengths and resources, across UNL and Brazil, in a potential project?

STRUCTURED BREAKOUT SESSION 3

Purpose: To formulate ideas for possible UNL-Brazil Pilot Impact Projects.

Goals: To create an outline for the group's UNL-Brazil Pilot Impact Projects and develop a plan for writing the grant proposal.

DISCUSSION QUESTIONS

What are our goals as a collaborative team?

What are the short- and long-term goals of our project?

What resources do we need to execute our project?

OPTIONAL GUIDE FOR PROPOSAL DEVELOPMENT

Principal Investigators:

Tentative Title:

The goal of our research project is to...

The specific aims (or research questions) are...

The sample is comprised of...

The setting is...

The measures we will use to answer our research questions are...

Describe the research procedures, including data collection and intervention procedures (if appropriate).

What research design is being considered for this project? (Examples include large group, random assignment, small n, correlational, descriptive, secondary data analysis, qualitative/mixed methods.)

PRESENTER BIOGRAPHIES



Claudia Berlim de Mello
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Professor, Universidade Federal de São Paulo

Claudia Mello is a psychologist, neuropsychologist, and professor in the Department of Psychobiology at the Federal University of São Paulo (UNIFESP). Mello is also a master's degree supervisor in the Program for Education and Health at UNIFESP. She currently works as a researcher and training supervisor with a neurodevelopmental outpatient clinic for children and adolescents with neurodevelopmental disorders. Her research areas are: (a) neuropsychological phenotype on genetic syndromes; (b) development and adaptation of neuropsychological procedures; and (c) assessment and rehabilitation for neurodevelopmental disorders. Her early childhood work has been developed in academic and clinical contexts. These contexts include the training and coordination of multidisciplinary team activities in neuropsychological assessment of young children with neurodevelopmental delay, as well as family and teacher support for cognitive, language and motor stimulation.



Cody Hollist
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Associate Professor, University of Nebraska-Lincoln

Cody Hollist is an associate professor at the University of Nebraska-Lincoln and the director of UNL's Marriage and Family Therapy program. His work is centered on the treatment of children who experience trauma. Most of his work is conducted in Brazil in conjunction with the Federal University of Rio Grande do Sul. Their team has been collecting data in the at-risk community of Porto Alegre for approximately 15 years and is studying child development, family functioning and mental health. Hollist's clinical and research interests are focused on treating children, within family contexts, who have experienced trauma. While there is existing research on approaches that treat children individually, there is a lack of research that includes the family as part of the child's treatment. Hollist's aim is to develop family-based treatment protocols for children who have been traumatized.



Eduardo de Campos Queiroz
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CEO, Fundação Maria Cecília Souto Vidigal

Eduardo de Campos Queiroz is the CEO of the Fundação Maria Cecília Souto Vidigal, a Brazilian family foundation created in 1965 that emphasizes the importance of investing in early childhood development. Queiroz is a board member of United Way Brazil, ESPRO and Outward Bound Brazil. His previous experience includes roles as an advisor to the Secretary of Education of the State of São Paulo and as an executive director of Outward Bound Mexico and Brazil. Earlier in his career, Queiroz worked as an investment banker and a currency trader for approximately 11 years. He has a bachelor's degree in business administration with a specialization in banking from Getulio Vargas Foundation and a master's in public administration from the Harvard Kennedy School of Government, where he was a Mason and Lemann Fellow.



Eduardo Marino
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Program Manager, Fundação Maria Cecília Souto Vidigal

Eduardo Marino is the program manager of the Fundação Maria Cecília Souto Vidigal. He earned his master's degree in business administration from the University of São Paulo, Brazil, and holds a bachelor's in animal science from the State University of São Paulo. He is an evaluator of social programs and has experience in evaluating areas of sustainability, environmental conservation, and early child development programs.



Gisela Wajskop
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Postdoctoral Fellow & Associate Researcher, Pontifícia Universidade Católica de São Paulo - FORMEP

Gisela Wajskop is a postdoctoral fellow and a research associate at the Center for Studies on Professional Development of Teachers at Pontifícia Universidade Católica de São Paulo. She is an international researcher associated with the NOW-Play team at the Ontario Institute for Studies in Education, University of Toronto. Wajskop earned her doctorate from the University of São Paulo, specializing in play-based learning in childhood education and early childhood education professional development. The president of Brazil has recognized her academic career with the Grand Master of National Order of Educational Merit Award in 2002. Wajskop is also a member of Le Comité Scientifique de La Revue Internationale du CRIRES: innover dans la tradition de Vygotsky (Université de Laval, Canada) and a member of the editorial review board of Revista Patto de Educação Infantil (Brazil). She has been a member of the American Educational Research Association since 2014 and is a counselor at Turma da Touca Associação Recreativa e Social. Wajskop's research is focused on early childhood education and research-based interventions; play-based learning and kindergarten practice and curriculum; early literacy-based learning; research-based early childhood professional development in daycare centers and kindergarten; and early childhood teacher programs. She has published books, chapters, and refereed journal articles on early childhood, play-based learning, and teacher education development programs.



Greg Welch
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Research Associate Professor, University of Nebraska-Lincoln

Greg Welch is a research associate professor at the Nebraska Center for Research on Children, Youth, Families and Schools at the University of Nebraska-Lincoln. He also serves as the director of the Bureau for Education Research, Evaluation and Policy, and the lead evaluator at the Nebraska Academy for Methodology, Analytics and Psychometrics. Welch's primary research interests focus on evaluation and research methodology, structural equation modeling, and educational policy. He is currently serving as an evaluator on numerous projects, including the Superintendents' Early Childhood Plan developed by the Buffett Early Childhood Institute at the University of Nebraska. Welch is also co-chair of the Nebraska Early Childhood Data Coalition and a core member of the Nebraska Early Childhood Integrated Data Systems team.



Helen Raikes
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Willa Cather Professor, University of Nebraska-Lincoln

Helen Raikes is a Willa Cather Professor in the Department of Child, Youth, and Family Studies at the University of Nebraska-Lincoln. Raikes is also a professor and associate of the Center on Children, Families and the Law at the University of Nebraska-Lincoln. She is the principal investigator for the five-state Midwest Child Care Research Consortium, which studies child care quality, workforce characteristics, and Quality Rating System interventions. She is also one of several state-level principal investigators in a five-state Quality Intervention in Early Care and Education study. Raikes provides consultation to the Administration for Children and Families, U.S. Department of Health and Human Services, the Early Head Start Research and Evaluation Project, the Bill & Melinda Gates Foundation's Early Learning Initiative, and the Bounce Learning Network. Prior to her appointment at UNL, Raikes served as an associate at The Gallup Organization, where she directed public opinion and other studies related to children and families. She also served as a Society for Research in Child Development executive policy fellow, where she was project monitor for the Early Head Start study and was awarded the Government Award of Excellence in Evaluations for reports issued in 2002 and 2003.



Lisa Knoche
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Research Associate Professor, University of Nebraska-Lincoln

Lisa Knoche is a research associate professor at the Nebraska Center for Research on Children, Youth, Families and Schools at the University of Nebraska-Lincoln. She also serves as the director of the center's Nebraska Early Childhood Research Academy. Knoche is an applied developmental psychologist with expertise in the design, development, and evaluation of early childhood intervention and prevention programs to support healthy development in young children and support family engagement in early learning. Specifically, she has extensive experience in implementing collaborative research programs with educational partners. Knoche is currently investigating the Getting Ready parent engagement intervention in infant/toddler and preschool settings serving at-risk children through two funded projects. She is also exploring early learning practices as they relate to children's development as part of a national research network.



Maria Malta Campos
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 Senior Researcher, Fundação Carlos Chagas

Maria Malta Campos served as a professor at the Catholic University of São Paulo before retiring in 2016. She graduated with a bachelor's degree in pedagogy before earning her doctorate in sociology from the University of São Paulo in 1983. She has served as a visiting scholar at Stanford University and the University of London, and has served as the president of the National Association of Educational Research from 1995 to 1999. Campos also served as the president of the non-governmental organization, Ação Educativa. Since 2013, she has been working as an advisor at the Municipal Department of Education in São Paulo on a project evaluating public and nonprofit early childhood education centers.



Michelle Howell Smith
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 Research Assistant Professor, University of Nebraska-Lincoln

Michelle Howell Smith is a research assistant professor in the Nebraska Academy for Methodology, Analytics and Psychometrics, which is housed in the Nebraska Center for Research on Children, Youth, Families and Schools at the University of Nebraska-Lincoln. She specializes in mixed methods research design and currently teaches an introduction to mixed methods research course. Howell Smith's research interests include instrument development procedures such as grounded theory analysis, cognitive interviews, and factor analysis. She is also interested in educational supports for at-risk students and increasing the number of women and underrepresented students in science, technology, engineering and mathematics. Howell Smith earned her bachelor's degree in English from the University of Nebraska-Lincoln. She earned her master's degree in counseling and personnel services from the University of Maryland at College Park and earned her doctorate in educational psychology at the University of Nebraska-Lincoln, specializing in quantitative, qualitative, and psychometric methods. Her dissertation, a mixed methods instrument development study, received the 2013 Outstanding Mixed Methods Dissertation Award from the American Educational Research Association.



Natalie Williams
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 Assistant Professor, University of Nebraska-Lincoln

Natalie Williams received a joint doctoral degree in clinical and developmental psychology from the University of Missouri and completed a postdoctoral fellowship in behavioral medicine at St. Jude Children's Research Hospital in Memphis, Tennessee. Williams' program of research is broadly concerned with promoting physical and psychosocial wellbeing in vulnerable child populations and their families. This work is rooted in a socio-ecological theoretical framework that assumes children's outcomes are influenced not only by characteristics of individuals but also by features of their home, school, and community environments. Over the past ten years, she has conducted research focusing on injury prevention in toddlers, psychosocial adjustment of children with cancer, the impact of childhood food allergies on parenting practices and caregiver quality of life, and family and child influences on childhood obesity. Williams' current work is focused on understanding individual and family factors that increase obesity risk in children during the first five years of life. She is also conducting research with families in the context of pediatric medical rehabilitation subsequent to a severe child injury or illness. This research aims to reduce parental distress in order to promote healthy parent-child interaction and facilitate children's progress in therapy.



Ricardo Paes de Barros
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 Professor, Insper; Chief-Economist, Instituto Ayrton Senna

Ricardo Paes de Barros earned his doctorate in economics from the University of Chicago in 1987. He served as the director of Social Studies at the Institute of Applied Economic Research in Rio de Janeiro, Brazil. He has also served as an assistant professor at Yale University's Economic Growth Center and as a member of Yale's Council for Latin American Studies. Barros twice received the Haralambos Simeonidis Award for articles on poverty and inequality in Brazil. He received the Mario Henrique Simonsen Award in 2000 from the Brazilian Economy Magazine for his article on the public-private wage gap in Brazil. In 2012, Barros was awarded the TWAS-Celso Furtado Prize in Social Sciences. For four years, he worked at the Department of Strategic Affairs for the presidency. In 2015, Barros joined the faculty at Insper. His research is dedicated to identifying major national challenges by evaluating public policies and influencing policy development. Barros' research is focused on productivity, education, early childhood, youth, demography, immigration, inequality, poverty and the labor market.



Ronnie Green
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 Chancellor-Elect, University of Nebraska-Lincoln

Ronnie Green was appointed chancellor-elect of the University of Nebraska-Lincoln on April 6, 2016. Since 2010, Green has served as the Harlan Vice Chancellor of the UNL Institute of Agriculture and Natural Resources. Since 2015, Green also has served as UNL's senior vice chancellor for academic affairs, acting as the institution's chief academic officer and its responsible authority in the absence of the chancellor. Green received his bachelor's and master's degrees in animal science from Virginia Tech University and Colorado State University, respectively. His doctoral program in animal breeding and genetics was completed jointly at the University of Nebraska-Lincoln and the United States Department of Agriculture-Agricultural Research Service's U.S. Meat Animal Research Center. Green has published 130 refereed publications and abstracts, nine book chapters and 56 invited symposia papers, and has delivered invited presentations in 43 U.S. states and 21 countries. He is a past-president of both the American Society of Animal Science and the National Block and Bridle Club, and has served in a number of leadership positions for the U.S. Beef Improvement Federation, National Cattlemen's Beef Association, National Pork Board, Federated Animal Science Societies and the National Research Council. He was named a fellow of the American Society of Animal Science in 2014 and, in 2015, a fellow of the American Association for the Advancement of Science, the world's largest general scientific society.



Soo-Young Hong
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 Associate Professor, University of Nebraska-Lincoln

Soo-Young Hong's research focuses on early childhood professional development in the areas of science education and preschool inclusion. She is interested in studying effective ways to engage teachers and children in science learning. She is also interested in promoting children's acceptance of peers with disabilities and their teachers' understanding of children with different levels of abilities. Hong received her doctorate in child development and family studies from Purdue University.



Susan Sheridan
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 George Holmes University Professor, University of Nebraska-Lincoln

Susan M. Sheridan is the director of the Nebraska Center for Research on Children, Youth, Families and Schools, director of the National Center for Research on Rural Education, and a George Holmes University Professor of educational psychology at the University of Nebraska-Lincoln. She graduated from the University of Wisconsin-Madison in 1989 with a doctorate in educational psychology, specializing in school psychology. The American Psychological Association's Division 16 (school psychology) has recognized her research excellence with both the 1993 Lightner Witmer Award for early career accomplishments and the 2015 Senior Scientist Award for distinguished career scholarship. Sheridan's research is focused on early childhood education and interventions; parent-teacher relationships; the development of meaningful home-school partnerships; family and parenting interventions; and interventions promoting children's social skills, social-emotional development, and behavioral competencies. She has published more than 100 books, chapters, and refereed journal articles on early childhood, family engagement, family-school partnerships, school readiness, social-emotional skills and development, and behavioral interventions.



Tizuko Morchida Kishimoto
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 Senior Professor, University of São Paulo

Tizuko Morchida Kishimoto is a full senior professor at the School of Education at the University of São Paulo. She created and coordinated library and pedagogical material for the Education and Toy Museum and chaired its International Cooperation Commission. Kishimoto earned her doctorate in childhood education at São Paulo State University and completed her postdoctoral studies at the Tokyo Gakugei University, Japan, and the Université Paris 13, France. She has investigated children's play in childhood curriculum by maintaining international projects with Japan, France, Mozambique, and Portugal. She has received prizes from the Ministry of Culture and from public and private organizations for her work related to children's play. Kishimoto collaborates with the Ministry of Education and with municipal public schools in São Paulo to discuss curriculum, children's play, quality of education, and teacher education. Her themes of investigation include: curriculum in childhood education; toys and games; teacher education; quality in teacher education involving families; and children and professionals. Kishimoto has 130 publications, including books, chapters, articles, and specialized journals.

PARTICIPANT BIOGRAPHIES



Aimee Verdisco

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Lead Education Specialist, Inter-American Development Bank

Aimee Verdisco entered the Inter-American Development Bank in September of 2001. Since October 2015, she has served as a lead specialist in the education division of Brazil's Inter-American Development Bank. She also leads a regional project on child development indicators (PRIDI) and provides technical assistance to various operations throughout the region. Verdisco has worked on loan operations in nearly all the bank's member countries and has undertaken analytical work on topics related to education and early childhood development. She is the author of peer-reviewed articles, book chapters, and institutional reports, as well as a book on how improve the performance of regional education systems. Prior to coming to the Inter-American Development Bank, she held positions at Louisiana State University, the United Nations, and a training project financed by the United States Agency for International Development. Verdisco has a doctorate in public policy from the State University of New York at Buffalo, a master's in international development from the Monterey Institute of International Studies, and a bachelor's in language from the State University of New York at Binghamton. She was also a Fulbright scholar in Uruguay.



Alessandra Schneider

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Technical Advisor, Conselho Nacional de Secretários de Saúde

Alessandra Schneider is a doctoral student in developmental psychology and education, with an early learning emphasis, at the Ontario Institute for Studies in Education, University of Toronto, Canada. She is a psychologist with a specialization in perinatal health, early childhood development and education, and also holds a master's degree in psychology. Schneider is a technical advisor at Conselho Nacional de Secretários de Saúde (National Council of Health Secretaries in Brazil), advising on early childhood and health promotion. She co-edits the Portuguese version of the Encyclopedia on Early Childhood Development produced by the Centre of Excellence for Early Childhood Development at the Université de Montréal, Canada. Schneider is a former UNESCO national advisor on early childhood education and development at the UNESCO Brasilia Office, Brazil, and former coordinator of the UNESCO Branch Office in Porto Alegre, Rio Grande do Sul State (RS), Brazil. As coordinator, she provided technical support to the RS State Government for the development of the Primeira Infância Melhor (the Better Early Childhood Development program).



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Assistant Professor, Universidade de São Paulo

Alicia Matijasevich Manitto holds degrees in medicine, with a specialization in pediatrics and neonatology. From 1999 to 2000, she completed a master course and doctoral degree in epidemiology at the Federal University of Pelotas, Brazil. In 2007, she held a postdoctoral fellowship at the University of Bristol, U.K. Matijasevich is currently an assistant professor in the Department of Preventive Medicine at the Universidade de São Paulo. For more than ten years, she has been working with cohort studies and coordinates several research projects in Brazil, including the assessment of children's developmental status. Matijasevich is currently involved in three areas of research: mental health of mothers and their offspring, assessment of cognitive and non-cognitive skills, and inequalities in health and healthcare. Her principal collaborations are with the Federal University of Pelotas, Brazil, and the Universities of Oxford and Bristol, U.K.



Amanda Witte

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Project Manager, University of Nebraska-Lincoln

Amanda Witte's primary research area is focused on family-school partnerships. For the last 10 years, Witte has been a key team member at the Nebraska Center for Research on Children, Youth, Families and Schools. She has contributed to numerous publications and presentations. Witte has been instrumental in developing and implementing family-school partnership training and facilitating ongoing coaching for research studies. She delivers workshops on family-school partnerships to educators

WITTE, CONTINUED:

and service providers across North America. Witte has also led teams conducting large-scale educational research in communities across three states. She has collaborated with approximately 50 school districts to create mutually beneficial research partnerships. Witte is currently the principal investigator on a pilot project for family-school partnership intervention training and coaching for distance technology delivery. She earned her doctorate from the University of Nebraska-Lincoln.



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Executive Director, Laboratório de Educação

Andrea Guida holds a master's degree in education in history, politics and society from the Catholic University of São Paulo. Since 1989, she has served as an elementary school teacher and pedagogical supervisor for a private school network, and has led continued professional development programs for teachers in various public school districts. From 1999 to 2011, Guida was a member of the Comunidade Educativa team, working as a teacher-trainer in the Portuguese language and as a pedagogical supervisor for the Escola que Vale program. In this program, she coordinated the internal teacher-trainers course and also co-authored a set of guidelines entitled Referenciais de Formação de Professores. Guida has also taught a post-graduate course at the Escola da Vila Teachers School in São Paulo.



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Anna Maria Chiesa is a registered nurse and public health specialist. She earned her master's and doctoral degrees from the University of São Paulo. Chiesa has also held an associate professorship in community health nursing and a postdoctoral position at the Florence Nightingale School of Nursing and Midwifery at King's College London. Chiesa has experience in nursing with an emphasis in health promotion, child development, family health, children's health, and health education. Currently, Chiesa is an associate professor in the Department of Nursing in Collective Health, EEUSP. She also serves as a technical consultant to the Fundação Maria Cecília Souto Vidigal and as a fellow on productivity in technological development and innovative extension at the National Council of Research.



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Augusto Buchweitz is an associate professor at Pontifícia Universidade Católica do Rio Grande do Sul. He is the coordinator of research in language and fMRI at the Brain Institute of Rio Grande do Sul. Buchweitz also serves as the principal investigator for Project ACERTA (Evaluation of Children at Risk for Learning Disorders). Augusto was formerly a postdoctoral research associate at the Center for Cognitive Brain Imaging, Carnegie Mellon University, from 2001 to 2007. He holds a bachelor's degree in language from the Universidade Federal do Rio Grande do Sul and a doctorate in language from the Universidade Federal de Santa Catarina. His research interests include the study of the brain as related to reading and dyslexia. Buchweitz's current research is focused on project ACERTA: a longitudinal study of children who, in 2013, enrolled in their first year of elementary school in Porto Alegre, Brazil. This includes approximately 160 children (including groups in Florianópolis and Natal) who are evaluated early in relation to the development of reading and writing skills. A subsample (60 children) is part of a group that was invited to participate in yearly brain scans at the Brain Institute.



Beatriz Abuchaim

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Researcher, Fundação Carlos Chagas

Beatriz Abuchaim is a psychologist who earned her master's and doctoral degrees in education from Pontifical Universidad Católica de São Paulo. She was a Fulbright fellow and a visiting researcher from 2011 to 2012 at the University of North Carolina at Chapel Hill under the supervision of Richard Clifford. Abuchaim has worked as a consultant for UNESCO and for Centro de Estudios de Políticas y Prácticas en Educación (Chile) on the project "Background and criteria for developing policies for training and professional development of early childhood teachers in Latin America and Caribbean." Abuchaim has worked as a researcher at Fundação Carlos Chagas since 2010 and as a lecturer at the Centro Universitário Faculdades Metropolitanas Unidas in São Paulo, Brazil. She has regularly published in major scientific journals in Brazil as a result of her involvement in research projects for the past eight years. Abuchaim's main research interests include the following topics: early childhood education, public policy, assessment, curriculum, and teacher training.



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Education Manager, Fundação Maria Cecília Souto Vidigal

Beatriz Ferraz earned her doctorate from the School of Education at the University of São Paulo and her master's in education from the Pontifical Catholic University of São Paulo. She also earned a specialization in executive leadership in early childhood development at the Center on the Developing Child at Harvard University. Ferraz acted as program assessor for the Ministry of Education's PROINFANCIA and PROINFANTIL, which aim to improve the quality of infant education. She has served as the director of educational projects at the Instituto Natura (Nature Institute). She also served as a consultant for the Instituto Superior de Educação Singularidades, Escola de Educação Infantil Bacuri and the Escola de Educadores. For these institutes, Ferraz led projects related to teacher development and education. Ferraz is the manager of infant education for the Fundação Maria Cecília Souto Vidigal and serves with a group of consultants for the Ministry of Education working on the national common curriculum of infant education. She is also a consultant for São Paulo municipalities in areas including educational evaluation, the history of education, and school leadership.



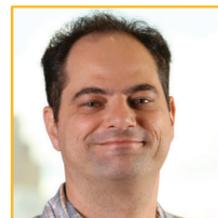
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Bruna Seibel is a psychologist and doctoral student at the Universidade Federal do Rio Grande do Sul. Her primary research area is focused on families in vulnerable situations. Alongside Professor Silvia Koller, Seibel coordinates the Brazilian extension program titled, "Florescendo pela Educação" (Flourishing through Education). The program aims to better connect children, youth, and their families with schools in poverty stricken regions of Brazil. The program ultimately aims to address the high dropout rate and high engagement in drug trafficking among children and youth. Given this objective, the program is also involved in interventions with the healthcare system, teachers, families, and community stakeholders. Beginning last year, the program received federal funding for the development of its proposed intervention.



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Carolyn Pope Edwards is a Cather Professor Emeritus at the University of Nebraska-Lincoln with joint appointments in psychology and child, youth, and family studies. She has expertise in international early childhood education and cultural studies of moral and social development. She earned her doctorate in human development from Harvard University and has held visiting appointments in China, Italy, and Norway. Beginning with research in East Africa, she has studied cultural influences on child development and parent-child interactions in countries including Italy, China, Norway, Korea, and Kenya. She was recently part of research projects at the University of Nebraska to strengthen parent-child-teacher relationships and help children get ready for school. She has also contributed to projects aiming to improve mathematics education throughout the state of Nebraska. Edwards is known for lectures and collaborations seeking to improve the quality of children's early childhood programs worldwide through dialogue with Reggio Emilia and Pistoia, Italy. She is the author and editor of many books, articles, and chapters about early childhood education, multi-cultural education, and the cultural, social, and emotional contexts of infant and child development.



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Charles Kirschbaum holds a doctorate in business administration in organizational studies from the Getulio Vargas Foundation and completed his postdoctorate in economic sociology at Columbia University. At Insper he has served as an assistant professor since 2009 and an associate dean of the master's in business administration program since 2013. Kirschbaum is a member of the Center for Strategy, where he has conducted research related to the analysis of social networks at companies. He has taught organizational strategy in the master's in business administration program and in undergraduate programs. He also teaches an elective course, Management through Social Connections, in the MBA program. Kirschbaum's research in creative industries has generated a range of international and Brazilian publications. He serves as an expert for international meetings and periodicals, including Organization, Organization Studies, Poetics, and American Sociological Review. He currently is developing a project financed by FAPESP (CEPID) associated with CEM-Cebrap that involves public schools and social capital. He has contributed to NCPI as a case writer and Scientific Forum member.



Christine Marvin
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Christine Marvin is a professor of special education and communication disorders at the University of Nebraska-Lincoln. She teaches graduate courses on home-visiting and infant intervention services, family-centered services, consultation and co-teaching in preschool classrooms for children with disabilities and early childhood special education issues and research. She has also designed many graduate-level courses for distance delivery and serves on the UNL undergraduate Inclusive Early Childhood Education Curricula/Admission Committee. Her past research interests include the study of contextual factors that influence young children's communication patterns at home and school; the home literacy experiences of preschool children who are at-risk or disabled; and the structure and design of home-visiting and coaching sessions in early childhood programs. Marvin is a nationally certified speech-language pathologist. For 15 years, she provided oral-motor, feeding and language intervention services for infants, toddlers and preschool children and their families while working in the pediatric unit of a large rehabilitation center. Currently, Marvin serves as a member of the University of Nebraska's Online Worldwide Steering Committee and the Strategic Planning Commission for the University of Nebraska's Buffett Early Childhood Institute. She has also been a key investigator on the Getting Ready early childhood research project through the Nebraska Center for Research on Children, Youth, Families and Schools.



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Daniel Santos earned his doctorate in economics from the University of Chicago in 2008 and is currently a professor at the University of São Paulo. He is now the coordinator of the Laboratory of Social Economics Research and is mainly interested in early childhood development and social and emotional development in educational environments. Other activities include roles as the vice-coordinator of the Neurodevelopment and Mental Health Research Center, and as a senior member of the Science for Early Childhood Center and the scientific committee of Edulab21. His recent research has focused on the development of large-scale assessment tools for early childhood development and social and emotional development, and the evaluation of interventions aimed at improving child-adult attachments.



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Doctoral Student, University of São Paulo, School of Nursing

Daniel Silva, an expert in public health and child health, is a doctoral student in the School of Nursing at the University of São Paulo, Brazil. He received his master's of nursing from the Federal University of Paraná in 2012 and his bachelor's of nursing at the Adventist University of São Paulo in 2002. Silva is a member of the research group on health care and child development promotion at the School of Nursing, University of São Paulo.



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Denise Bandeira earned a doctorate in psychology from the University of Rio Grande do Sul in 2000. Bandeira is chief of the Post-Graduation Program in Psychology at UFRGS. She is also a master's and doctoral advisor and chair of the Study Group of Application and Research on Psychological Assessment. Bandeira was the editor of the journal *Psicologia: Reflexão e Crítica / Psychology* from 2009 to 2013. Bandeira's focus is on psychology with an emphasis on construction and validity of tests, scales and other psychological measures, child development, and personality.



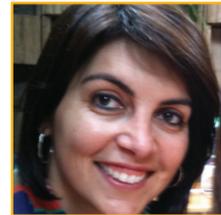
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Eliana Bhering has been working in the field of early childhood and early childhood education for almost three decades, with international experience as a university lecturer and researcher. Currently, she works for the Universidade Federal do Rio de Janeiro as a lecturer for the pedagogy course and teaches subjects related to early childhood education. Bhering also works as an early childhood education researcher at Fundação Carlos Chagas. She has regularly published in Brazilian scientific journals and also helped produce documents for early childhood education public systems.



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Francisco Mota is a doctor, pediatrician, and professor of pediatrics in the School of Medicine at the Federal University of Ceará. He received his master's in pediatrics at the Federal University of Rio de Janeiro and is the author of several papers published in national and international magazines. While at the Federal University of Ceará, Mota founded an integrated clinic of pediatrics and a neonatal unit. He also founded the first breast milk bank of North and Northeast Brazil. Mota is the founder and former president of the Nucleus of Treatment and Early Intervention that assists 750 children with special needs. He is the former president of SAMEAC, an entity that supports the administration of the Maternity Hospital and the University Hospital of the Federal University of Ceará. Mota is the current president of the Instituto da Primeira Infância (Early Childhood Institute).



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 Coordination Team Member, Strategic Relationships and Research Areas, Primeira Infância Melhor

Giuliana Chiapin is a psychologist with more than 15 years of experience in early childhood development working with children, families, and communities. Chiapin has built relationships with professionals from various sectors, including private organizations, government, academia, and international organizations. While living in England, she supported families with young children from many countries by conducting family outreach work in nursery schools and children's centers. Chiapin returned home to Porto Alegre, Brazil, to apply the knowledge and experience she acquired in the U.K. Through her consulting business, Investir Infância (Investing in Early Childhood), Chiapin provides parents and professionals with multidisciplinary strategies to promote early childhood social-emotional development and healthier families and societies. Since 2012, she has served as a UNESCO consultant for Primeira Infância Melhor (PIM), a home visiting program for vulnerable families in Brazil. PIM has inspired and supported the implementation of early years policies and programs across the country. Chiapin establishes and manages PIM networks, trains local teams, advocates for more government investment in early years projects, supports monitoring and evaluation systems, and coordinates research projects.



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Guilherme Polanczyk completed the adult psychiatry and the child and adolescent psychiatry training programs at Hospital de Clínicas de Porto Alegre, Brazil. He earned his master's and doctoral degrees at the Universidade Federal do Rio Grande do Sul, Brazil, focused on genetic and epidemiological aspects of ADHD. He worked as a postdoctoral researcher at the MRC SGDP Centre at the Institute of Psychiatry, King's College London, and at Duke University, focused on the developmental origins and courses of mental disorders through the Dunedin and E-Risk Studies. Currently, he is an assistant professor of child and adolescent psychiatry at the University of São Paulo Medical School (FMUSP), Brazil. He directs the Early Diagnosis and Interventions Program and the Inpatient Unit at the Child & Adolescent Psychiatric Division at Hospital das Clínicas FMUSP, and the Research Center on Neurodevelopment and Mental Health at USP. He is a co-editor of the European Child and Adolescent Psychiatry, and member of the editorial board of the JAACAP. His research interests include etiological mechanisms, early manifestations, and interventions for mental disorders, specifically ADHD and related disorders. Currently, he is the principal investigator and co-principal investigator of three randomized controlled trials. These trials are testing universal and selective preventive interventions and treatment strategies in the context of childhood mental development. His work is funded by National Council for Scientific and Technological Development (CNPq), the São Paulo Research Foundation (FAPESP), Fundação Maria Cecília Souto Vidigal, Grand Challenges Canada, the Bill & Melinda Gates Foundation, and NARSAD, and was recognized by the Brazilian Psychiatric Association and the AACAP. He has approximately 115 papers published in peer-reviewed journals and 6300 citations resulting in h-index 28.



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Josh Davis was appointed assistant vice chancellor for global engagement in the Institute of Agriculture and Natural Resources (IANR) in January 2015. He leads internationalization efforts across the institute and serves as part of the IANR leadership team. Prior to coming to IANR, Davis served as assistant vice president for global strategy and international initiatives for the University of Nebraska system. In this role, he worked closely with all four NU campuses to provide vision and strategic direction to NU's global engagement efforts and to advance the university's key relationships in places like China, Brazil, India, and Turkey. Davis worked for the federal government before coming to Nebraska. He has served in multiple positions at the U.S. Department of State, both domestically and overseas. Davis has also worked in the Office of the Secretary of Defense, the U.S. Senate as a foreign policy advisor, and the Brookings Institution as a legislative fellow. He is a graduate of the University of Akron School of Law and a member of the Ohio Bar Association.



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Kathleen Rudasill is an associate professor of educational psychology at the University of Nebraska–Lincoln. Prior to that, she served as an assistant professor at the University of Louisville. Rudasill earned her doctorate from the University of Virginia in 2006. Her research is focused on understanding how children's individual differences, particularly in temperament, are related to their academic and social success, and how these relationships are moderated and mediated by classroom processes. One of her primary goals is to gain insight into how specific classroom processes, such as student-teacher interactions, may facilitate or hinder success for students with particular temperamental characteristics. Rudasill is currently conducting a longitudinal study of sleep and self-regulation development in toddlers age two to three. She is also conducting a follow-up study to investigate children's sleep and self-regulation, as well as the quality of pre-kindergarten classrooms and children's behavior within classrooms.



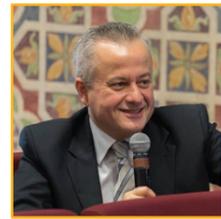
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 Teacher, Supervisor, and Researcher, Instituto Pensi, José Luiz Egydio Setubal Foundation and Instituto de Psicologia, USP/NCPI

Lino De Macedo has been a developmental psychology teacher and researcher since 1970. His academic life has been dedicated to teaching developmental psychology. He has supervised 80 doctoral dissertations and master's theses. Macedo received his master's degree in pedagogy. He completed his doctorate in developmental psychology and served as a full professor in developmental psychology. He is a member of Academia Paulista de Psicologia and a member of the NCPI Scientific Committee. For the last five years, he has worked with Harvard University's Center on the Developing Child. His primary research seeks to understand how to observe and promote learning and developmental processes in children by using play and games. He also studies executive function and its vital importance to developmental and learning processes in the first six years of life.



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Magda Lahorgue Nunes is a professor of neurology at the Pontifícia Universidade Católica do Rio Grande do Sul (PUCRS). Nunes obtained her doctor of medicine in 1982 at the PUCRS School of Medicine and did her training in pediatrics and neurology. In 1994, she completed a doctorate in neuroscience at the University of Campinas. Nunes was the recipient of the Bernard J. D'Souza Award of the Child Neurology Society (U.S.) in 1999. She is board certified in pediatrics, neurology, pediatric neurology, and sleep medicine. Nunes is also an active member of many international and Brazilian medical societies and the former president of the Brazilian League Against Epilepsy. She belongs to the editorial board of *Journal de Pediatria* and was a former member of the editorial board of *Clinical Neurophysiology* and the *Journal of Epilepsy and Clinical Neurophysiology*. Nunes has published scientific papers in many journals and book chapters, and has edited three books. She is the former director of the PUCRS graduate program of medicine and health sciences and director for Continuous Education of InsCer (Brain Institute of RS-PUCRS). Nunes has also served as the academic coordinator of the Brain Institute of RS-PUCRS since 2014. Her main areas of interest include neurodevelopment, epilepsy in childhood, sleep ontogenesis and bioelectrogenesis, models for epilepsy, and malnutrition in the developing brain.



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Marco Arruda's primary research areas include child development, mental health, executive functions, and metacognition. Since 2009, his group has conducted and published numerous population and clinical studies. They are currently conducting an interventional study on executive functions, creativity, resilience, and social networking in a cohort of 600 adolescents living in a small city in Brazil.



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Maria de La Ó Ramallo Veríssimo is a professor in the School of Nursing at the University of São Paulo. She has taught pediatric nursing and child healthcare for undergraduate and graduate programs at the nursing school for more than 20 years. Veríssimo has participated in public policy projects to improve child care and development in her municipality. She also participated in the creation of the project "Our Children: Windows of Opportunities" that was developed in São Paulo from 2001 to 2003. This project was a partnership with the Primary Health Care Municipality Office and it became part of the key interventions of the Program São Paulo pela Primeiríssima Infância (São Paulo for early childhood) da Fundação Maria Cecília Souto Vidigal. Veríssimo has delivered courses and trainings to health care professionals, social workers and child educators about child development promotion. She has contributed to multiple scientific and technical publications. Veríssimo is now helping master's and doctoral students with their research projects on topics including: participatory family education for child development promotion; vulnerability markers of infants for dysfunction in their socio-emotional development; and helping families promote the functional development of premature children.



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Maria Thereza Marcilio is a licensed teacher. She graduated from the Universidade Federal da Bahia and earned a master's degree in education from the Harvard Graduate School of Education. Marcilio has taught preschool and high school, and served as a professor at the University of Brasília. She has also worked for the federal government with the Ministério da Educação and at the municipal level with the Secretaria da Educação de Salvador. Recently, she has been working at Avante-Educação e Mobilização Social, a non-governmental organization in Salvador-Bahia, and has been part of the executive board since its inception. Marcilio has coordinated many projects related to service training for school personnel and has written and produced educational technologies. She is also involved with advocacy for young children and participates in the Rede Nacional Primeira Infância (National Network for Early Childhood) and in the World Forum Foundation, where she coordinates the Global Leaders for Latin America.



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Monica Miranda has degrees in psychology and neuropsychology. She earned her doctorate in psychobiology from Universidade Federal de São Paulo in 2004. Miranda has experience in cognitive neuropsychology and focuses on the following subjects: early childhood intervention, poverty, cross-cultural adaptation, the development of neuropsychological tests, and cognitive development.



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Naercio Menezes Filho is an IFB Professor of Economics at Insper. Menezes Filho previously served as an associate professor of economics at the University of São Paulo. He has also served as the director of the Centre for Public Policies at Insper since March 2009. Menezes Filho is a fellow of the Brazilian Academy of Sciences and a consultant in the Evaluation of Social Project (Fundação Itaú Social) since March 2004. He served as a columnist for Valor Econômico since July 2006. Menezes Filho earned his doctorate in economics from University College London in London, England, and a Master of Philosophy in economics from the University of São Paulo, Brazil, in 1992. He also earned his bachelor's in economics from the University of São Paulo.



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Nicole Paulet Piedra obtained her master's degree in international education policy at the Harvard Graduate School of Education in 2015. Originally from Peru, she is an alumna of the United World Colleges movement. She has previously conducted research for Comunidade Educativa CEDAC, a nonprofit organization that leads large-scale teacher training programs in collaboration with municipal school districts throughout Brazil. She currently serves as a member of the leadership team at Laboratório de Educação, a São Paulo-based education nonprofit dedicated to helping adults who interact with young children on a daily basis, both inside and outside of schools. Piedra is currently responsible for the monitoring and evaluation of Laboratório de Educação's holistic teacher-training intervention in Casimiro de Abreu, a municipal school district of the state of Rio de Janeiro.



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Paul Springer is an associate professor in the Marriage and Family Therapy program at the University of Nebraska-Lincoln. His research program surrounds the pressing needs related to addressing mental health disparities locally and globally. This has resulted in the development of a global model to address mental health disparities in the U.S. and developing countries. Sustainable solutions to reducing mental health disparities must make mental health care more accessible and also ensure that it is acceptable to consumers and families by emphasizing culturally sensitive collaborative care practices. These global solutions work within the local cultural context to: a) build community capacity to make a difference by mobilizing existing resources, b) collaborate with local medical providers, and c) determine sustainable ways to increase access to mental health care (including tele-mental health). Springer recently served as co-principal investigator of a federally funded grant that trains clinicians in collaborative healthcare practices to better serve underserved populations through innovative uses of technology, such as videoconferencing. He is currently working on two projects in Brazil that are applying community-based participatory research. One project is focused on addressing high dropout rates and drug trafficking among children and youth in high poverty communities in Porto Alegre. He is also developing a mixed model of tele-therapy in Southern Brazil as a means of offering mental health services for children, youth, couples, and families who are in need.


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Pompéia Villachan-Lyra is a psychologist and has a bachelor's in psychology from the Federal University of Pernambuco. She is also a neuropsychologist, with a master's and doctoral degrees in cognitive psychology. She earned her doctorate from the University of Utah (U.S.) with a specialization in early childhood. Villachan-Lyra is also a professor in the Department of Education of the Federal Rural University of Pernambuco and the Program of Graduate Studies in Education, Culture and Identity. She is also the coordinator of the Research Center for Neuropsychology, Affection and Early Childhood. Her topics of interest include: professional qualifications in early childhood education; the impact of early experiences on children's learning, development, and social inclusion; neuropsychology of development; the importance of early affective experiences across the lifespan; the contribution of professionals working in early childhood education; and vulnerability and neurodevelopment in early childhood. Villachan-Lyra is the author of the books "Mother-Child Attachment Relationships: A Dynamic Look, Historical and Relational" and "New Trends in Development Psychology: Theory, Research and Intervention."


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Renata Gomes has a degree in education from the University of Anhanguera and master's in education and health in childhood and adolescence from the Federal University of São Paulo. She received training as a specialist in educational psychology from the University Mackenzie and training in neuropsychology from the Federal University of São Paulo. Gomes has experience teaching in higher education at the University Mackenzie and completed the Mediator's Instrumental Enrichment Program. She is currently a researcher at the Paulista Center for Neuropsychology. Gomes serves as a professor supervisor of clinical internships in the Neuropsychological Diagnostic Center and a professor supervisor of monograph at the Institute of Teaching and Research in Psychology and Health. She is a learning specialist at Casa Hunter and an educational psychologist at the Institute of Blind Padre Chico. Gomes is a collaborator researcher for the development of a training program, "Cognitive Development for Professionals in Early Childhood Education: The Response to Intervention." She is also the coordinator of extension courses in the assessment and intervention of interdisciplinary rehabilitation and emotional education programs. Her primary areas of research include psychology, neuropsychology, and mediated learning.


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Senior Advisor to the Chancellor and Interim Senior International Officer, University of Nebraska-Lincoln

Thomas A. Farrell is senior advisor to the chancellor for international affairs and interim senior international officer at the University of Nebraska-Lincoln. From 2009 to 2014, he served as vice provost for global engagement at the University of Nebraska. He was responsible for coordinating the international engagement strategy for the four university campuses in the Nebraska system. From 2002 to 2009, Farrell served in the U.S. Department of State as deputy assistant secretary of state for academic programs in the Bureau of Educational and Cultural Affairs. In that position, he was responsible for higher education exchanges, including Fulbright Programs, and bilateral and multilateral educational relations. He worked at the Institute of International Education (IIE), America's oldest and largest international education nongovernmental organization, from 1987 to 2002 and served most of that time as vice president for exchange programs and regional services. Prior to joining IIE, Farrell worked as a U.S. Foreign Service officer from 1978 to 1987 in Washington, D.C. In this role, he served as a special assistant to Secretary of State George P. Shultz in the State Department's Operations Center and in the Secretary's Secretariat, as well as abroad at the American embassies in Tehran, Iran, and Ottawa, Canada. He worked as a Peace Corps volunteer in India and was later awarded a student Fulbright Fellowship to Pakistan in 1976 while a graduate student at the University of Michigan.

ADDITIONAL RESEARCH PARTNERS BIOGRAPHIES


Dipti Dev

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Assistant Professor, University of Nebraska-Lincoln

Dipti Dev is an assistant professor in the Department of Child, Youth, and Family Studies at the University of Nebraska-Lincoln. Dev's research focuses on improving adult caregivers' feeding practices for preschool children in their care. The goal of this research is to help children develop long-term healthful eating behaviors and prevent childhood obesity. She is also interested in developing low cost and easily implemented strategies using behavioral economics principles to encourage healthier meal choices in preschoolers. Her extension focus at UNL concerns the development and evaluation of programs to educate families and child care providers about responsive, healthful feeding strategies. She would like to use technology to develop and evaluate programming. Dev is also passionate about childhood obesity prevention policy research, including assessing, strengthening and providing support for Head Start, the USDA's Child and Adult Care Food Program nutrition regulations, and the child care quality rating systems. Dev has experience working on interdisciplinary teams for research in academia and industry. At UNL, she is a part of the Healthy Humans interdisciplinary cluster. Her long-term goal is to foster healthful eating behaviors, weight, and lifestyles in early childhood.


Edmund 'Ted' Hamann

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Professor, University of Nebraska-Lincoln

Ted Hamann is a professor of teaching, learning and teacher education at the University of Nebraska-Lincoln. Hamann's primary scholarly interests are in three overlapping areas: 1) how transnational movement of students and families is responded to by schools (particularly movement between the U.S. and Latin America); 2) how educational policies are cultural productions transformed in their conversion to practice (particularly collaboration across tiers of the educational system, like state departments of education working with schools); and 3) how school reform is or is not responsive to various student populations (particularly transnationally mobile students and English language learners). More than 50 of Hamann's publications, including his graduate students' theses and dissertations, can be accessed through UNL Digital Commons using the search term "Edmund T. Hamann."


Iheoma Iruka

iiruka@nebraska.edu

Director of Research and Evaluation, Buffett Early Childhood Institute at the University of Nebraska

Iheoma Iruka is the director of research and evaluation at the Buffett Early Childhood Institute at the University of Nebraska. Iruka's research focuses on determining how early experiences impact poor and ethnic minority children's learning and development (ages 0-8) and the role of the family and education environments and systems in this process. She is engaged in projects and initiatives focused on how evidence-informed policies, systems, and practices in early education can support the optimal development and experiences of low-income, ethnic minority, and immigrant children. This support may include quality rating and improvement systems, home visiting programs, and high quality preschool programming. Iruka has extensive publications, including a textbook and short-format book geared towards early care and education practitioners working with diverse populations. She serves on numerous national boards and committees, including the Institute of Medicine/National Research Council Committee on Supporting Parents of Young Children (0-8), Head Start's National Research Conference Executive Committee Member, the Study of Early Head Start Child Care Partnerships, and the Quality Initiatives Research and Evaluation Consortium.


Julia Torquati

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Professor, University of Nebraska-Lincoln

Julia Torquati is a professor in the Department of Child, Youth, and Family Studies. She specializes in child development and early childhood education. Torquati came to the University of Nebraska-Lincoln in 1994 after earning her doctorate in family studies from the University of Arizona. Torquati previously worked as a senior research associate at the University of Miami's Department of Pediatrics.



Leslie R. Hawley
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Research Assistant Professor, University of Nebraska-Lincoln

Leslie Hawley's research expertise is a combination of technical, applied and policy-oriented areas. Her research interests include multilevel modeling, educational measurement, test construction, and test validity. Hawley has published research in journals such as the Journal of Sport Behavior, Journal of Educational Psychology, and Rural Special Education Quarterly, as well as contributed to book chapters related to test validity and methodological considerations for behavioral sciences research. She has presented methodological and policy papers related to assessment and accountability practices at both national and international conferences. She is the chair of the American Educational Research Association Test Validity and Evaluation special interest group and the early career network representative for Division 5 of the American Psychological Association. Phi Delta Kappa International, a global association of education professionals, selected Hawley to join its 2014-2015 Class of Emerging Leaders.



Richard Bischoff
rbischoff2@unl.edu
Gwendolyn A. Newkirk Professor of Leadership and Department Chair, University of Nebraska-Lincoln

Richard Bischoff is the Gwendolyn A. Newkirk Professor of Leadership in Child, Youth and Family Studies and Department Chair at the University of Nebraska-Lincoln. Bischoff is particularly interested in increasing access to high quality mental health care, especially among vulnerable and underserved populations. He is currently involved in projects that are designed to do that by marshalling local resources to better meet the mental health care needs of communities. These projects also deliver high quality mental health care services through videoconferencing. Bischoff has been a faculty member at the University of Nebraska-Lincoln since 1998. He moved to Nebraska from San Diego, California, where he was teaching at the University of San Diego and working as a marriage and family therapist in a primary care medical clinic. It was there that he developed an interest and expertise in collaborative healthcare and medical family therapy. In Nebraska, he has been able to apply collaborative care principles in rural medical settings, and he's been able to do this through the innovative use of videoconferencing as a primary medium of treatment delivery. This work has increased access to mental health care for underserved rural residents.



Silvia H. Koller
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Full Professor, Universidade Federal do Rio Grande do Sul

Silvia H. Koller serves as a full professor and chair of the Center for Psychological Studies of At-Risk Populations in the Department of Psychology at the Universidade Federal do Rio Grande do Sul, Porto Alegre, Brazil. She also serves as a collaborator professor at North West University in Vanderbijlpark, South Africa. Her research focuses primarily on positive and ecological development and applied psychology, children's rights, resilience, and prosocial moral development. Her papers have been published in several international and Brazilian journals. Koller has received research and intervention grants from the Jacobs Foundation, Kellogg Foundation, World Childhood Foundation (WCF), World Bank, Every Child and various Brazilian agencies. She has lectured at various universities around the world, and her research team has been collaborating with researchers worldwide. Koller participates in several outreach programs. She is also committed to building capacity among youth and fostering young people's awareness of their human rights, as well as supporting programs for teachers and institution staff related to at-risk youth.



Stephanie Wessels
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Associate Professor, University of Nebraska-Lincoln

Stephanie Wessels is an associate professor of teaching, learning and teacher education at the University of Nebraska-Lincoln. For the past several years, her coursework, research, and teaching have focused on literacy development for young second language learners and their families. Specifically, she is interested in vocabulary development that enhances and extends current academic practices in the primary grade-level classrooms, as well as family literacy practices. Wessels has conducted bilingual family literacy programs that built on literacy practices of the home and extended those practices into school-based literacy skills. Currently, she is focusing on digital family literacy programs where parents become storytellers using mobile devices.

REQUEST FOR APPLICATIONS

UNL-BRAZIL PILOT IMPACT PROJECTS

DUE SEPTEMBER 1, 2016

PURPOSE OF PILOT IMPACT PROJECT GRANTS

The purpose of the Pilot Impact Grants Program is to (a) create the opportunity for researchers at UNL and in Brazil to work collaboratively on a research project that has implications for interventions that improve the educational, developmental, or social outcomes for young children; and (b) establish high quality research projects that promote positive outcomes for children (birth to age 8), their families, and/or their educators or other providers. We are interested in projects that ultimately support the development of new interventions or the testing of existing programs that are intended to produce beneficial impacts on the educational or developmental outcomes for children in natural settings. The projects will result in data leading to the development of new interventions or indicating the promise of a piloted intervention ("proof of concept"). It is expected that all pilot impact projects will lead to other larger collaborative grant proposals among teams of UNL and Brazilian researchers.

TOPICS

Grants will be awarded to UNL-Brazil research teams conducting well-designed empirical research that contributes to advancing the scientific base of early childhood interventions. High quality studies that employ rigorous research and evaluation methods will be considered. Projects may focus on typically developing children or children with special needs and should pertain to our four topical areas:

- ▶ **Early Learning:** This area is concerned with uncovering effective methods to improve outcomes for young children in the areas of science, math, language and literacy, approaches to learning, physical health and development, and social-emotional skills, including executive functioning.
- ▶ **Ecology of Development:** This area focuses on aspects of children's development and the environment that affect positive educational outcomes. Examples include parent engagement and parenting, family-school relationships, teacher-child relationships, parent-child relationships, nutrition, nature/environment, and rural education programs.
- ▶ **Program Quality:** This topic is concerned with revealing practices and strategies within programs and classrooms that relate to positive outcomes for young children. Examples may include classroom environments, quality home visitation, transitions from preschool to elementary school, and administrative practices.
- ▶ **Professional Development:** This topic targets the development or testing of programs intended to support early childhood educators as they learn and practice research-based approaches in their interactions with young children and families. Projects may focus on preservice teacher preparation programs, or strategies to support early childhood educators in their field-based practice.

AWARD AMOUNT

Up to four high quality proposals will be funded. The maximum amount for each award is \$30,000 US. Funding for one or more members of the research team to travel between the U.S. and Brazil is required. The awards cannot be used for indirect cost reimbursement.

APPLICATION FORMAT

The application should be double spaced with 1 inch margins and a font size of 11 point or larger. Proposals should be prepared in a manner that is congruent with APA style. Proposals that exceed the stated page limits will not be reviewed.

For consistency in applications, each of the following sections must be included:

01. Title/Topic/Abstract/Summary (no more than 1 page)

Provide a title and indicate the topical area with which your proposal aligns. Summarize the substantive focus and research design of the study and its contribution to the practice of early childhood education.

02. Research Strategy (no more than 10 pages). Must include the following sections:

(a) Importance of Research & Specific Aims

Provide a brief review of relevant previous literature. Provide justification for the importance of the proposed research and its potential to contribute new knowledge about the topical area under study. Describe the specific aims of the proposed study and what the study is intended to reveal.

(b) Participants and Setting

Describe the number of participants and relevant demographics (e.g., age, gender, grade). Include information on children, teachers, family members, and other relevant participants. Identify the setting for the research.

(c) Research Plan

Describe the research methods. Indicate methods for the following:

- ▶ Recruitment and Participant Selection
- ▶ Intervention Procedures (if applicable)
- ▶ Measures
- ▶ Data Collection Procedures

(d) Planned Data Analyses

Describe the plan for analyzing the data to answer each of the aims. Provide enough detail of analyses (e.g., correlations, regression, analyses of variance, growth models, multi-level or qualitative approaches) so that readers will understand the data to be analyzed and the expected results to support the hypotheses.

(e) Implications for Practices in Early Childhood Education and Development

All pilot impact projects must have the ability to inform and ultimately improve early childhood education and outcomes for young children, including the development and implementation of interventions. Briefly indicate how the project will inform best practices in early childhood education and development, and lead to beneficial outcomes for children.

(f) Possibilities for Future Collaborative Research

Briefly describe the potential and plans for extending this work to other larger, funded research projects after the study's end. Explain future funding possibilities and how this pilot impact project provides the leverage to compete successfully for those funds. Include a timeline by which additional funding will be solicited.

03. Timeline (one page)

Describe the planned activities and timeline for completing the study over the duration of the grant year.

04. References (no more than 2 pages; can be single spaced)

05. Budget and Brief Justification (no more than 2 pages; can be single spaced)

Provide a budget sheet and narrative justification for the proposed project. The budget sheet should include requests as aligned with the following line items:

- ▶ Personnel
- ▶ Equipment and Supplies
- ▶ Travel (including U.S.-Brazil travel)
- ▶ Other Direct Costs

The narrative budget justification should describe how costs are derived or anticipated for each budget line item. Discuss the necessity, reasonableness, and allocation of the proposed costs. The total budgeted amount may not exceed \$30,000 US. If other sources of funds will also be used to support the project, this should be indicated. The budgeted period may not begin prior to October 15, 2016 and should not exceed 12 months. Note that indirect costs (F&A) are not allowed.

06. Applicants' Biosketches (not to exceed 2 pages each)

At least one principal investigator (PI) from UNL and one from Brazil are required. Include contact information (phone number, email address), education, degrees, employment summary, relevant publications and presentations, and research grant experience of each co-PI. Include the role each will play on the present project.

07. Collaborative Roles (1 page)

Provide a list of all additional team members from each country, including name, education, affiliation, and role on the project. For each member, clearly indicate the scientific role(s) and expectations for each. Outline the approaches that the research team will take to ensure impactful and meaningful collaboration, data sharing, data management, and quality reviews/accountability.

ELIGIBILITY & SUBMISSION INSTRUCTIONS & NOTIFICATION OF AWARDS

Applications will be accepted from research teams comprised of a lead PI from UNL (tenure-leading or research faculty member) and a lead PI from Brazil. Applications are due by **September 1, 2016**. The length of award will be one year. The start date should not be prior to October 15, 2016.

The complete application should be converted to a single pdf file with the sections organized in the order listed under Application Format (above), and emailed to Dr. Susan Sheridan at ssheridan2@unl.edu on or before September 1, 2016. Applicants will be notified of the status of their application by September 30, 2016.

REPORTING REQUIREMENTS

Within six months after the funding period ends (and no later than April 15, 2017), award recipients are required to send the Final Report describing (a) how the funds were spent, (b) any significant deviations from the research strategy described in the application, (c) a list of presentations and publications emanating from the research, and (d) evidence of future research plans. The Final Report should be converted to a single pdf file and emailed to Dr. Susan Sheridan at ssheridan2@unl.edu.



