Arya Ansari

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Primary Fields of Interest

Child Development, Early Childhood Education, Parenting, Poverty, School Readiness

Education

Ph.D., Human Development and Family Sciences, University of Texas at Austin 2016

M.A., Human Development and Family Sciences, University of Texas at Austin 2013

B.A., Psychology with Honors (summa cum laude), George Mason University 2011

Professional Positions

The Ohio State University
Department of Human Sciences
Assistant Professor 2019-present
Crane Center for Early Childhood Research and Policy
Faculty Associate 2019-present
Institute for Population Research
Faculty Affiliate 2019-present

University of Virginia
Center for Advanced Study of Teaching and Learning
Visiting Research Assistant Professor 2019-2022
Research Assistant Professor 2018-2019
Post-Doctoral Research Associate 2016-2018

External Funding

Principal Investigator/Faculty Mentor (Graduate Student Scholar: K. Zimmermann). *Addressing children's challenging behaviors early: Characterizing, capturing, and championing Head Start teachers' behavior management.* Administration for Children and Families $50,000 2023-2025

(90YR0172-01-00)

Principal Investigator (Co-PI: K. M. Purtell), *Understanding the needs and experiences of Early Head Start families before and after COVID-19: A nationally representative investigation.* Administration for Children and Families (90YR0161-01-00)	$100,000	2023-2025
Principal Investigator (MPI: K. M. Purtell), *Children's early educational experiences and their social and behavioral development.* National Institute of Health	$150,260	2023-2025
Principal Investigator (Co-PI: J. Plasman, K.M. Purtell, & D. Julian), *Reducing chronic absenteeism in Columbus City Schools: A school district-university partnership.* College of Education and Human Ecology, The Ohio State University	$100,000	2023-2024
Co-Principal Investigator (PI: M. Bratsch-Hines). *School-level characteristics, classroom process quality, and PK-1 learning and development.* Institute of Education Sciences.	$725,000	2021-2024
Co-Investigator (PI: L. Justice; CoIs: A. Ansari, M. Baek, & E. Cooksey). *Early care and education landscape in Franklin County ("Landscape Study").* City of Columbus.	$119,467	2020-2021
Co-Investigator (PI: S.N. Lang; CoIs: DY. Ford, A. Ansari, & P.A. Pasque), *Creating culturally responsive and equitable early childhood programs: Investigating current practices and developing and piloting new professional development.* College of Education and Human Ecology, The Ohio State University	$100,000	2020-2022
Co-Investigator (PI: A. O'Connell; CoIs: L. Justice, J. Goodway, & A. Ansari), *Transformational research and research strengthening: A multimethod investigation of early childhood care and education practices in Ethiopia.* College of Education and Human Ecology, The Ohio State University	$100,000	2020-2022
Co-Principal Investigator (PIs: K.M. Purtell; CoIs: L. Justice & J.A.R. Logan), *Classroom age composition and children's early learning: Understanding the role of classroom practices.* Institute of Education Sciences.	$1,399,962	2019-2023
Principal Investigator (Co-PI: M. A. Gottfried), *Do excessive school absences link to children's social-behavioral development and executive functioning?* National Institute of Health. (R03HD098420)	$169,775	2019-2022

Principal Investigator, *Present, engaged, and ready to learn: The school absences of America's youngest children.* Spencer Foundation.	$49,875	2018-2021
Principal Investigator (joint with K.M. Purtell), *Head Start classroom age composition and children's early learning and development: Understanding when and why it matters.* American Educational Research Association	$34,000	2016-2018
Principal Investigator, *The antecedents and outcomes of early care and education programs for Latino children in America: A mixed-methods study.* Administration for Children and Families, Department of Health and Human Services (90YE0161-01-00)	$25,000	2015-2016
University of Texas at Austin Dissertation Writing Fellowship	$13,500	2016
American Psychological Foundation Dissertation Funding Award	$1,000	2015-2016
The Society for Research in Child Development Student and Early Career Council Dissertation Research Funding	$2,000	2015
National Institute of Child Health and Human Development Fellowship, Population Research Center (T32 HD007081-35)	$66,000	2013-2015
National Research Center on Hispanic Children & Families Fellow	$8,000	2014

Edited Journal Special Issues

Little, M., **Ansari, A.,** & Curenton, S. (2023) Demographic (mis)match in early childhood education. *Early Childhood Research Quarterly.*

Gentle-Genitty, C., **Ansari, A.,** Marshall, I., & Gottfried, M. (in progress). The unlearning of school attendance: Ideas for change. *Frontiers in Psychology.*

Published Articles in Peer-reviewed Journals

* denotes current or former student

‡ denotes current or former post-doctoral fellow

Advance online publication and in press

Ansari, A., Zimmermann, K. *, Pianta, R. C, Whittaker, J. E., Vitiello, V. E., Yang, Q.*, & Ruzek, E. (in press). The first-grade outcomes of pre-K attendees: Examining benefits as a function of environments, skill type, and subgroups. *American Educational Research Journal.* doi: 10.3102/00028312231195559

Buckley, M.N. *, Abdul-Masih, M. *, Yang, Q. *, **Ansari, A.,** & Purtell, K. M. (in press). The cumulative and timing-specific effects of residential mobility on high school truancy. *The High School Journal*

Garon-Carrier, G., **Ansari, A.,** Margolis, R., Cote, A.M., & Fitzpatrick, C. (in press). Maternal labor force participation during the child's first year and later separation anxiety. *Health Education & Behavior.* doi: 10.1177/10901981231188137

Gottfried, M. A., Little, M. & **Ansari, A.** (in press). Student-teacher ethnoracial matching in the earliest grades: Benefits for executive function skills? *Early Education and Development.* doi: 10.1080/10409289.2023.2172674

Whittaker, J. E., Hofkens, T., Vitiello, V. E., Pianta, R.C., DeCoster, J., & **Ansari, A.** (in press). Patterns of children's readiness at school entry and their association with kindergarten academic and social-emotional outcomes: Do classroom interactions matter? *Early Childhood Research Quarterly.*

Zimmermann, K.*, Yang, Q.*, Purtell, K. M., & **Ansari, A.** (in press). Pre-K attendance and social development: The moderating effect of kindergarten classroom experiences. *Infant and Child Development.* doi: 10.1002/icd.2445

2023

Ansari, A., Yang, Q. *, Purtell, K. M., Lin, T.-J., & Justice, L. M. (2023). Kindergartners' peer relationships and early school absenteeism. *Journal of Applied Developmental Psychology, 86,* 101529. doi: 10.1016/j.appdev.2023.101529

Burchinal, M., Pianta, R.C., **Ansari, A.,** Whittaker, J. E., & Vitiello, V. E. (2023). Kindergarten academic and social skills and exposure to peers with pre-kindergarten experience. *Early Childhood Research Quarterly, 62*, 41-52. doi: 10.1016/j.ecresq.2022.07.012

Justice, L. M., Jiang, H., Sun, J. ‡, Lin, T.-J. Purtell, K. M., & **Ansari, A.,** & Helsabeck, N. (2023). Classrooms are complex host environments: An integrative theoretical measurement model of the pre-K to grade 3 classroom ecology. *Early Education and Development*, *34*, 979-1009. doi:10.1080/10409289.2022.2079321

Lin, T.-J., Chen, J., Lu, M. *, Sun, J. ‡, Purtell, K.M., & **Ansari, A.,** & Justice, L. M. (2023). The influence of the classroom language context on dual language learners' language development. *Journal of Educational Psychology, 115,* 877-890*.* doi: 10.1037/edu0000804

Little, M., **Ansari, A.**, & Curenton, S. (2023). Advancing our understanding of demographic (mis)match in early childhood education. *Early Childhood Research Quarterly, 64, 174-176.* doi: 10.1016/j.ecresq.2023.03.003

Yang, Q.*, **Ansari, A.,** Purtell, K. M., Pianta, R.C., Whittaker, J. E., & Vitiello, V. E, (2023). Classroom

skills composition and preschoolers' academic and executive function outcomes. *Early Childhood Research Quarterly, 64*, 290-301. doi: 10.1016/j.ecresq.2023.04.003

2022

Ansari, A., & Winsler, A. (2022). The long-term benefits of Montessori pre-K for Latinx children from low-income families. *Applied Developmental Science, 26,* 252-266. doi: 10.1080/10888691.2020.1781632

Ansari, A., Pianta, R. C**.**, Whittaker, J. E., Vitiello, V. E, & Ruzek, E. (2022). Preschool teachers' emotional exhaustion in relation to classroom instruction and teacher-child interaction*s. Early Education and Development, 33,* 107-120. doi: 10.1080/10409289.2020.1848301

Ansari, A., Shepard, M.*, & Gottfried, & M. A. (2022). School uniforms and student behavior: Is there a link? *Early Childhood Research Quarterly*, *58*, 278-286. doi: 10.1016/j.ecresq.2021.09.012

Garon-Carrier, G., **Ansari, A.,** Letarte, M-J., & Fitzpatrick, C. (2022). Early childcare enrollment and the pursuit of higher education: A Canadian longitudinal study. *Learning and Instruction, 80*, 101615. doi: 10.1016/j.learninstruc.2022.101615

Gottfried, M. A. & **Ansari, A.** (2022). Classrooms with high rates of absenteeism and individual success: Exploring students' achievement, executive function, and social-behavioral outcomes. *Early Childhood Research Quarterly, 59*, 215-227. doi: 10.1016/j.ecresq.2021.11.008

Hofkens, T. Whittaker, J. E., Pianta, R.C., Vitiello, V. E., Ruzek, E., & **Ansari, A.** (2022). Pathways of mathematics achievement in preschool: Examining executive function and task orientation. *Journal of Applied Developmental Psychology, 81*, 101432. doi: 10.1016/j.appdev.2022.101432

Justice, L. M., Jiang, H., Purtell, K. M., Lin, T.-J. & **Ansari, A.** (2022). Academics of the early primary grades: Investigating the alignment of instructional practices from pre-K to third grade. *Early Education and Development, 7*, 1237-1255. doi: 10.1080/10409289.2021.1946762

Li, X., **Ansari, A.,** Gao, P., & Yan, N. (2022). Mothers' emotional reactions towards Chinese preschoolers' behavioral problems: Examining the specificity of emotions and contexts. *Journal of Child and Family Studies, 31,* 2730-2743. doi:10.1007/s10826-022-02386-y

Pianta, R. C**.**, **Ansari, A.,** & Vandell, D. L. (2022). Does attendance in private schools across the K-12 years predict individual outcomes through young adulthood? *Journal of Education and Human Development, 11,* 12-27. doi:10.15640/jehd.v11n1a2

Purtell, K. M., & **Ansari, A.** (2022). Why are children absent from preschool? A nationally representative analysis of Head Start programs. *Frontiers in Psychology, 7,* 1031379. doi: 10.3389/feduc.2022.1031379

Sun, A., Peng, W., **Ansari, A.,** Xu, Y., & Yan, N. (2022). Mothers' implicit and explicit attitudes towards infant crying: Predicting postpartum depressive symptoms, *Early Child Development and Care, 192*, 2268-2279*. doi:* 10.1080/03004430.2021.2003794

Yang, Q.*, Bartholomew, C.*, **Ansari, A.,** & Purtell, K. M. (2022). Classroom age composition and preschoolers' language and literacy gains: The role of classroom engagement. *Early Childhood Research Quarterly, 60,* 49-58. doi: 10.1016/j.ecresq.2022.01.001

2021

Ansari, A., & Gottfried, M. A. (2021). The grade-level and cumulative outcomes of absenteeism. *Child Development,* e548-e564*.* doi: 10.1111/cdev.13555

Ansari, A., & Markowitz, A. J. (2021). Can parents do it all? Changes in parent involvement from 1997-2009 among Head Start families. *Children and Youth Services Review, 120, 105780.* doi: 10.1016/j.childyouth.2020.105780

Ansari, A., Pianta, R. C**.,** Whittaker, J. E., Vitiello, V. E., & Ruzek, E. (2021). Enrollment in public pre-kindergarten and school readiness skills at kindergarten entry: Differential associations by home language, income, and program characteristics. *Early Childhood Research Quarterly, 54*, 60-71. doi: 10.1016/j.ecresq.2020.07.011

Ansari, A., Pianta, R. C**.,** Whittaker, J. E., Vitiello, V. E., Ruzek, E., & Zhang, J.* (2021). Does the timing of kindergarten absences matter for children's early school success? *School Psychology, 36,* 131-141. doi: 10.1037/spq0000434

Gottfried, M. A. & **Ansari, A.** (2021). Detailing new dangers: Linking kindergarten chronic absenteeism to long-term declines in executive functioning. *The Elementary School Journal, 121,* 484-503. doi: 10.1086/712426

Purtell, K. M., **Ansari, A.,** Bartholomew, C.*, & Yang, Q.* (2021). The role of preschool peers in children's language development. *Seminars in Speech and Language, 42*, 88-100. doi: 10.1055/s-0041-1723838

Yan, N., **Ansari, A.,** & Peng, P. (2021). Reconsidering the relation between parental functioning and child externalizing behaviors: A meta-analysis on child-driven effects. *Journal of Family Psychology, 35*, 225-235. doi: 10.1037/fam0000805

Yan, N., Liu, Y., **Ansari, A.,** Li, K., & Li, X. (2021). Mothers' depressive symptoms and children's internalizing and externalizing behaviors: Examining reciprocal trait-state effects from age 2 to 15. *Child Development, 92*, 2496-2508. doi: 10.1111/cdev.13609

2020

Ackert, E. S., Ressler, R., **Ansari, A.,** & Crosnoe, R. (2020). Community contexts and utilization of early childhood care and education enrollment among Mexican-origin children. *Early Childhood Research Quarterly ,52*, 4-14. doi: 10.1016/j.ecresq.2018.09.008

Ansari, A., & Gottfried, M. A. (2020). Early childhood educational experiences and preschool absenteeism. *The Elementary School Journal, 121,* 34-51. doi: 10.1086/709832

Ansari, A., Hofkens, T., & Pianta, R. C. (2020). Absenteeism in the first decade of education forecasts civic engagement and educational and socioeconomic prospects in young adulthood. *Journal of Youth and Adolescence, 49,* 1835-1848*.* doi: 10.1007/s10964-020-01272-4

Ansari, A., Hofkens, T., & Pianta, R. C. (2020). Teacher-student relationships across the first seven years of education and adolescent outcomes. *Journal of Applied Developmental Psychology, 71,*101200. doi: 10.1016/j.appdev.2020.101200

Ansari, A., Pianta, R. C**.**, Whittaker, J. E., Vitiello, V. E, Ruzek, E. (2020). Persistence and convergence: The end of kindergarten outcomes of pre-K graduates and their non-attending peers. *Developmental Psychology, 56*, 2027-2039*.* doi: 10.1037/dev0001115

Ansari, A., Pivnick, L. K., Gershoff, E.T., Crosnoe, R. & Orozco-Lapray, D. L. (2020). What do parents want from preschool? Perspectives of low-income Latino/a immigrant families. *Early Childhood Research Quarterly, 52,* 38-48. doi: 10.1016/j.ecresq.2018.08.007

Chen, J.*, Jiang, H., Justice, L. M., Lin, T.-J., Purtell, K. M., & **Ansari, A.** (2020). Influences of teacher-child relationships and classroom social management on child-perceived peer social experiences during early school years. *Frontiers in Psychology,* 11, 586991. doi: 10.3389/fpsyg.2020.586991

Ding, X., **Ansari, A.,** Li., X., Liu, X., & Yan, N. (2020). Transactional effects between parental sensitivity and child social adjustment: Specifying trait-state aspects of parenting. *Developmental Psychology, 57,* 1331-1342. doi: 10.1037/dev0000963

Markowitz, A. J., & **Ansari, A.** (2020). Changes in academic instructional experiences in Head Start classrooms from 2001-2015. *Early Childhood Research Quarterly, 53,* 534-550. doi.org/10.1016/j.ecresq.2020.06.008

Pianta, R. C**.**, Whittaker, J. E., Vitiello, V. E, Ruzek, E., **Ansari, A**., Hofkens, T., & DeCoster, J. (2020). Children's school readiness skills across the pre-K year: Associations with teacher-student interactions, teacher practices, and exposure to academic content, *Journal of Applied Developmental Psychology, 66, 101084.* doi:10.1016/j.appdev.2019.101084

Ressler, R.W., Ackert, L., **Ansari, A.**, & Crosnoe, R. (2020). Race/ethnicity, human capital, and the selection of young children into early childhood education. *Social Science Research, 102364.* doi: 10.1016/j.ssresearch.2019.102364

Nguyen, T., **Ansari, A.**, Pianta, R. C., Whittaker, J. E., Vitiello, V. E, Ruzek, E. (2020). The classroom relational environment and children's early development in preschool. *Social Development*, *29*, 1071-1091. doi:10.1111/sode.12447

2019

Ansari, A., Pianta, R. C**.**, Whittaker, J. V., Vitiello, V. E, & Ruzek, E. A. (2019). Starting early: The benefits of attending early childhood education programs at age 3. *American Educational Research Journal, 56,* 1495-1523. doi: 10.3102/0002831218817737

Ansari, A., & Pianta, R. C. (2019). Classroom age composition and the early learning of preschoolers. *Journal of Educational Research*, *112,* 234-242. doi: 10.1080/00220671.2018.1514356

Ansari, A., & Pianta, R. C. (2019). Teacher-child interaction quality as a function of classroom age diversity and teachers' beliefs and qualifications. *Applied Developmental Science, 23,* 294-304. doi: 10.1080/10888691.2018.1439749

Ansari, A., & Pianta, R. C. (2019). School absenteeism in the first decade of education and outcomes in adolescence. *Journal of School Psychology, 76*, 48-61. doi: 10.1016/j.jsp.2019.07.010

Cash, A. H., **Ansari, A.,** Grimm, K. J., & Pianta, R. C. (2019). Power of two: Impact of 2 years of high quality teacher-child interactions. *Early Education and Development, 30,* 60-81. doi: 10.1080/10409289.2018.1535153

Gottfried, M. A., & **Ansari, A.** (2019). Raising the bar: Teaching kindergarteners with emotional and behavioral disabilities and teachers' readiness expectations. *Early Childhood Research Quarterly, 48*, 75-83. doi: 10.1016/j.ecresq.2019.02.004

Gottfried, M. A., & **Ansari, A.** (2019). Do teachers' instructional practices change when more students are absent? *Teaching and Teacher Education, 86,* 102888. doi: 10.1016/j.tate.2019.102888

Yan, N., **Ansari, A.,** Sattler, K., & Zhou, N. (2019). Change in risk patterns across early childhood and children's first-grade adjustment. *Journal of Child and Family Studies, 28,* 490-504. doi: 10.1007/s10826-018-1291-1

Yan, N., **Ansari, A.,** & Wang, Y. (2019). Intrusive parenting and child externalizing behaviors across childhood: The antecedents and consequences of child-driven effects. *Journal of Family Psychology, 33,* 661-670. doi: 10.1037/fam0000551

2018

Ackert, E. S., Ressler, R., **Ansari, A.,** & Crosnoe, R. (2018). Maternal employment, community contexts, and the child care arrangements of diverse groups of families. *Journal of Marriage and*

Family. 80, 1210-1224. doi:10.1111/jomf.12501

Ansari, A. (2018). The persistence of preschool effects from early childhood through adolescence. *Journal of Educational Psychology, 110*, 952-973. doi: 10.1037/edu0000255

Ansari, A., & Gottfried, M. A. (2018). Early childhood educational settings and school absenteeism for children with disabilities. *AERA Open*, *4*, 1-15. doi: 10.1177/2332858418785576

Ansari, A., & Gottfried, M. A. (2018). The benefits of center-based care and full-day kindergarten for school attendance in the early grades*. Child and Youth Care Forum, 54,* 701-724. doi:10.1007/s10566-018-9453-2

Ansari, A., & Pianta, R. C. (2018). Variation in the long-term benefits of child care: The role of classroom quality during middle childhood. *Developmental Psychology, 54,* 1854-1867. doi: 10.1037/dev0000513

Ansari, A., & Pianta, R. C. (2018). The role of elementary school quality in the persistence of preschool effects. *Children and Youth Services Review, 86,* 120-127. doi: 10.1016/j.childyouth.2018.01.025

Ansari, A., & Pianta, R. C. (2018). Effects of an early childhood educator coaching intervention on preschoolers: The role of classroom age composition. *Early Childhood Research Quarterly, 44, 101-113.* doi: 10.1016/j.ecresq.2018.03.001

Ansari, A., & Purtell, K. M. (2018). Absenteeism in Head Start and children's academic learning. *Child Development, 89,* 1088-1098. doi: 10.1111/cdev.12800

Ansari, A., & Purtell, K. M. (2018). What happens next? Delivering on the promise of preschool. *Early Childhood Research Quarterly, 45,* 177-182. doi:10.1016/j.ecresq.2018.02.015

Ansari, A., & Purtell, K. M. (2018). Continuity and changes in classroom age composition and achievement in Head Start. *Journal of Applied Developmental Psychology, 58*, 86-95. doi: 10.1016/j.appdev.2018.07.002

Ansari, A., & Purtell, K. M. (2018). School absenteeism through the transition to kindergarten. *Journal of Education for Students Placed at Risk, 23,* 24-38. doi: 10.1080/10824669.2018.1438202

Gershoff, E. T., Sattler, K., & **Ansari, A.** (2018). Strengthening causal estimates for links between spanking and children's externalizing behavior problems. *Psychological Science*, *29*, 110-120. doi: 10.1177/0956797617729816

Pianta, R. C., & **Ansari, A.** (2018). Does attendance in private schools predict student outcomes at age 15? Evidence from a longitudinal study. *Educational Researcher, 47,* 419-434. doi: 10.3102/0013189X18785632

Number 1 most read education research article of 2018 that was published by the American Educational Research Association.

Pianta, R. C**.**, Whittaker, J. E., Vitiello, V. E, **Ansari, A.,** & Ruzek, E. (2018). Classroom processes and practices in public pre-K programs: Describing and predicting educational opportunities in the early learning sector. *Early Education and Development, 29,* 797-813. doi: 10.1080/10409289.2018.1483158

Purtell, K. M., & **Ansari, A.** (2018). Classroom age composition and preschooler's school readiness: The implications of classroom quality and teacher qualifications. *AERA Open*, *4*, 1-13. doi:10.1177/2332858418758300

Yan, N., Hooper, S., **Ansari, A.,** & Hao, Z. (2018). Mothers' affective experiences and child behaviors: A daily diary study examining child-driven effects among Chinese preschoolers. *Children and Youth Services Review*, *94*, 572-578. doi: 10.1016/j.childyouth.2018.08.037

2017

Ansari, A. (2017). The selection of preschool for immigrant and native-born Latino families in the United States. *Early Childhood Research Quarterly, 41,* 149-160. doi: 10.1016/j.ecresq.2017.07.002

Ansari, A. (2017). Multigrade kindergarten classrooms and children's academic achievement, executive function, and socioemotional development. *Infant and Child Development, 26,* e02036. doi: 10.1002/icd.2036

Ansari, A., López, M. L., Manfra, L., Bleiker, C., Dinehart, L. H. B., Hartman, S. C. & Winsler, A. (2017). Differential third grade outcomes associated with attending publicly funded preschool programs for low-income, Latino children. *Child Development, 88,* 1743-1756. doi: 10.1111/cdev.12663

Ansari, A., & Purtell, K. M. (2017). Activity settings in full-day kindergarten classrooms and children's early learning. *Early Childhood Research Quarterly, 38,* 23-32. doi: 10.1016/j.ecresq.2016.09.003

Khan, K., Purtell, K. M., Logan, J. A. R., & **Ansari, A.,** & Justice, L. M. (2017). Association between television viewing and parent-child reading in the early home environment. *Journal of Developmental and Behavioral Pediatric, 38,* 521-527. doi: 10.1097/DBP.0000000000000465

Wittenberg, B. M., Beverung, L., **Ansari, A.,** Jacobvitz, D., & Hazen, N. (2017). Gender differences and parents' prenatal wishes for their children's future: A mixed-methods study. *Journal of Child and Family Studies, 26*, 1865-1874. doi: 10.1007/s10826-017-0713-9

Yan, N., & **Ansari, A.** (2017). Bidirectional relations between intrusive caregiving among parents and teachers and children's externalizing behavior problems. *Early Childhood Research Quarterly, 41,* 13-20. doi: 10.1016/j.ecresq.2017.05.004

2016

Ansari, A., & Crosnoe, R. (2016). Children's hyperactivity, television viewing, and the potential for child effects. *Children and Youth Services Review, 61*, 135-140. doi: 10.1016/j.childyouth.2015.12.018

Ansari, A., & Gershoff, E. T. (2016). Parent involvement in Head Start and children's development: Indirect effects through parenting. *Journal of Marriage and Family, 78,* 562-579. doi: 10.1111/jomf.12266

Ansari, A., Purtell, K. M., & Gershoff, E. T. (2016). Classroom age composition and the school readiness of 3- and 4-year-olds in the Head Start program. *Psychological Science, 27,* 53-63. doi: 10.1177/0956797615610882

Winner of the 2016 Early Career Outstanding Paper Award, Division 7 (Developmental Psychology), American Psychological Association.

Ansari, A., Purtell, K. M., & Gershoff, E. T. (2016). Parenting gains in Head Start as a function of initial parenting skill. *Journal of Marriage and Family, 78,* 1195-1207. doi: 10.1111/jomf.12296

Ansari, A., & Winsler, A. (2016). Kindergarten readiness for low-income and ethnically diverse children attending publicly funded preschool programs in Miami. *Early Childhood Research Quarterly, 37,* 69-80. doi: 10.1016/j.ecresq.2016.06.002

Crosnoe, R., & **Ansari, A.** (2016). Family socioeconomic status, immigration, and children's transitions into school, *65,* 73-84, *Family Relations.* doi:10.1111/fare.12171

Crosnoe, R., **Ansari, A.,** Purtell, K. M., & Wu, N. (2016). Latin American immigration, maternal education, and approaches to managing children's schooling in the United States. *Journal of Marriage and Family, 78,* 60-74. doi: 10.1111/jomf.12250

Crosnoe, R., Purtell, K. M., Davis-Kean, P., **Ansari, A.,** & Benner, A. D. (2016). The selection of children from low-income families into pre-K. *Developmental Psychology.52, 599-612.* doi: 10.1037/dev0000101

Gershoff, E. T., **Ansari, A.,** Purtell, K. M., & Sexton, H. R. (2016). Changes in parents' spanking and reading as mechanisms for Head Start impacts on children. *Journal of Family Psychology, 30,* 480-491. doi:10.1037/fam0000172

Yan, N., & **Ansari, A.** (2016). Child adjustment and parent functioning: Considering the role of child driven effects. *Journal of Family Psychology, 30,* 297-308. doi:10.1037/fam0000180

Yan, N., Zhou, N., & **Ansari, A.** (2016). Maternal depression and children's cognitive and socio-emotional development at first grade: The moderating role of classroom emotional climate. *Journal of Child and Family Studies, 25*, 1247-1256*.* doi:10.1007/s10826-015-0301-9

2015

Ansari, A., & Crosnoe, R. (2015). Immigration and the interplay of parenting, preschool enrollment, and children's academic skills. *Journal of Family Psychology*, *29,* 382-393. doi: 10.1037/fam0000087

Ansari, A., & Crosnoe, R. (2015) Children's elicitation of changes in parenting during the early childhood years. *Early Childhood Research Quarterly, 32,* 139-149. doi: 10.1016/j.ecresq.2015.03.005

Ansari, A., & Gershoff, E. T. (2015). Learning-related social skills as a mediator between teacher instruction and child achievement in Head Start. *Social Development, 24,* 699-715. doi: 10.1111/sode.12124

Ansari, A., Pettit, K. M. & Gershoff, E. T. (2015). Combating obesity in Head Start: Outdoor play and change in children's body mass index. *Journal of Developmental & Behavioral Pediatrics, 36*, 605-612. doi: 10.1097/DBP.0000000000000215

Crosnoe, R., & **Ansari, A.** (2015). Latin American immigrant parents and their young children's teachers in the U.S. early childhood education programs. *International Journal of Psychology, 50,* 431-439. doi: 10.1002/ijop.12173

2014 and earlier

Ansari, A., & Winsler, A. (2014). Montessori public school pre-K programs and the school readiness of low-income Black and Latino children. *Journal of Educational Psychology, 106,* 1066-1079. doi: 10.1037/a0036799

Ansari, A., & Winsler, A. (2013). Stability and sequence of center-based and family childcare: Links with low-income children's school readiness. *Children and Youth Services Review, 35,* 358-366. doi:10.1016/j.childyouth.2012.11.017

Ansari, A., & Winsler, A. (2012). School readiness among low-income, Latino children attending family child care and center-based care. *Early Child Development and Care, 182,* 1465-1485. doi:10.1080/03004430.2011.622755

Book Chapters, Reports and Briefs, and Working Papers

Zoll, S., Saylor, L., & **Ansari, A.,** (2023). Assessment in Montessori education. In A. Murray, E-M. Ahlquist, M. McKenna, & M. Debs (Eds.), *The Bloomsbury Handbook of Montessori Education.* Bloomsbury Publishing

Ansari, A. (2022). *Absenteeism in elementary school has wide-ranging consequences, especially for minoritized children.* Columbus, Ohio. Crane Center for Early Childhood Research & Policy & The

Ohio State University.

Pianta, R.C., Whittaker, J., Vitiello, V., **Ansari, A.,** Helferstay, L., & Lyulchenko, M. (2022). *Summary of findings from the Fairfax pre-k to 4rd grade study 2016-2022.* Charlottesville, Virginia: Center for Advanced of Teaching and Learning.

Sun, J.‡, Justice, L. M., Jiang, H., Purtell, K. M., Lin, T.-J., & **Ansari, A.** (2022). *Big little leap: The role of transition difficulties in children's skill development during kindergarten.* Columbus, Ohio: Crane Center for Early Childhood Research and Policy, The Ohio State University.

Pianta, R.C., Whittaker, J., Vitiello, V., & **Ansari, A**. (2021). *Invest in programs that boost children's learning and development.* Washington, DC: Brookings Institution.

Justice, L.M., **Ansari, A.,** Baek, M., Cooksey, E., Singletary, B., Williamson, J., & Hamilton, A. (2021). *Early care and education (ECE) in Franklin County: The ECE Landscape Study.* Columbus, Ohio: Crane Center for Early Childhood Research and Policy, The Ohio State University.

Pianta, R.C., Whittaker, J., Vitiello, V., **Ansari, A.,** Helferstay, L., & Lyulchenko, M. (2021). *Summary of findings from the Fairfax to pre-k to 3rd grade study 2016-2021.* Charlottesville, Virginia: Center for Advanced of Teaching and Learning.

Ansari, A., & Crosnoe, R. (2018). The transition into kindergarten for English language learners. In A. Mashburn, J. LoCasale-Crouch, & K. Pears (Eds.), *Kindergarten Transition and Readiness: Promoting Cognitive, Social-Emotional, and Self-Regulatory Development* (pp. 185-204) Cham, Switzerland: Springer.

Ansari, A., & López, M. L. (2015). *Preparing low-income Latino children for kindergarten and beyond: How children in Miami's publicly funded preschool programs fare.* Bethesda, MD: National Research Center on Hispanic Children and Families.

Osborne, C., Bobbitt, K., Yan, N. & **Ansari, A.** (2015). *From randomized controlled trials to community-level change: What should be expected when taking home visiting programs to scale?* Child and Family Research Partnership Working paper W15007.

Wildsmith, E., **Ansari, A.,** & Guzman, L. (2015). *Improving data infrastructure to recognize Hispanic diversity in the United States.* Bethesda, MD: National Research Center on Hispanic Children and Families.

Invited Talks—Policy, Practice, and Academic Audiences

Ansari, A. (2023, September). *The importance of regular school attendance.* Invited presentation at the Albemarle County Public Schools Community Information Session. Virtual.

Ansari, A. (2023, September). *Attendance matters: Addressing early school absenteeism for success.*

Invited paper presentation at the Fourth Annual Ohio Family Engagement Leadership Summit. Virtual

Ansari, A. (2023, September). *Everything and the kitchen sink: Why do we expect so much of early childhood education*. Invited paper presentation at the Department of Psychology, University of Nevada, Las Vegas. Virtual

Ansari, A. (2023, May). *Everything and the kitchen sink: Why do we expect so much of early childhood education*. Invited paper presentation at the Children's Learning Institute. Virtual

Ansari, A. (2022, October). *Everything and the kitchen sink: Why do we expect so much of early childhood education*. Invited paper presentation at the Crane Center for Early Childhood Research and Policy Research Forum. Virtual.

Ansari, A. (2022, March). *Early care and education in Franklin County.* Invited briefing by the City of Columbus. Columbus, OH.

Ansari, A. (2021, October). *Early care and education (ECE) in Franklin County: The ECE Landscape Study.* Invited presentation by Future Ready Columbus. Virtual.

Ansari, A. (2021, September). *School absenteeism in the first decade of education and outcomes in adolescence and young adulthood*. Invited paper presentation at the Southwest University Chongqing, China. Virtual.

Ansari, A. (2021, September). *The ECE Landscape Study.* Invited presentation by the City of Columbus and Crane Center for Early Childhood Research and Policy. Columbus, OH. Virtual.

Ansari, A. (2021, July). *Absent from the start: A snapshot of preschool absenteeism.* Invited keynote at the Pivot Attendance Solutions summit. Virtual.

Ansari, A. (2021, March). *School absenteeism in the first decade of education and outcomes in adolescence and young adulthood*. Invited paper presentation at the Institute for Population Research seminar series. Virtual.

Ansari, A. (2021, February). *The promise of early childhood education.* Invited paper presentation in the Applied Developmental Psychology Department at George Mason University. Virtual.

Ansari, A. (2020, October). *School absenteeism in the first decade of education and outcomes in adolescence and young adulthood*. Invited paper presentation at the Educational Psychology Brown Bag. Virtual.

Ansari, A. (2019, September). *The long-term benefits of early childhood education*. Invited paper presentation at the Crane Center for Early Childhood Research and Policy Research Forum. Columbus, OH.

Ansari, A. (2018, September). *Classroom age composition: Understanding when and why it matters.* Invited paper presentation in the Psychology Department at the University of Virginia, Charlottesville, VA.

Ansari, A. (2018, September). *Classroom age composition and children's early learning in Head Start.* Invited paper presentation in the Applied Developmental Psychology Department at George Mason University, Fairfax, VA.

Ansari, A. (2017, November). *Classroom age composition and Montessori pre-K programs.* Invited paper presentation at the Montessori Research Retreat. Lawrence, KS.

Ansari, A. (2016, November). *Classroom age composition and children's early learning in Head Start.* Invited paper presentation at the Montessori Research Retreat. Salt Lake City, UT.

Peer Reviewed Conference Presentations

2023

McCormick, M., Bratsch-Hines, M., **Ansari, A.,** Koziol, N., Kuhn, L., Purtell K. M., Lin, T.-J., (2023, September). *School characteristics, pre-K enrollment, and learning gains in early childhood: Multisite evidence from the Early Learning Network.* Paper presented at the Society for Research on Educational Effectiveness. Washington, DC.

Ansari, A., Pianta, R. C**.**, Whittaker, J. E., & Vitiello, V. E., (2023, March). *Benefits of pre-K for children's achievement and social behavior through the end of fourth grade.* Paper presented at the Society for Research in Child Development biennial meeting, Salt Lake City, UT.

Bratsch-Hines, M., **Ansari, A.,** Franco-Jenkins, X., Koziol, N., Kuhn, L., Lin, T-J., McCormick, M., Purtell, K. M., & Witte, A. (2023, March). *School characteristics in relation to PK-G1 gains: Multisite evidence from the Early Learning Network.* Paper presented at the Society for Research in Child Development biennial meeting. Salt Lake City, UT

Lang, S. N., Tebben, E., Luckey, S.W., Hurns, K. M., Ford, D. Y., **Ansari, A.**, & Pasque, P. A. (2023, March). *Early childhood educator's skills, knowledge, and dispositions related to justice, equity, diversity, and inclusion.* Poster presented at the Society for Research in Child Development biennial meeting. Salt Lake City, UT

Yang, Q. *, Purtell, K. M., **Ansari, A.,** Zimmerman, K. *, Justice, L., & Lin, T-J., (2023, March). *Instructional practices in kindergarten and first grade: Associations with children's academic, executive function, and socio-behavioral development.* Paper presented at the Society for Research in Child Development biennial meeting. Salt Lake City, UT

Yang, Q.*, **Ansari, A.,** Purtell, K. M., Pianta, R.C., Whittaker, J. E., & Vitiello, V. E, (2023, March).

Classroom skills composition and preschoolers' academic and executive function outcomes. Paper presented at the Society for Research in Child Development biennial meeting. Salt Lake City, UT

Zimmermann, K.*, Yang, Q.*, Purtell, K. M., & **Ansari, A.** (2023, March). *Pre-K attendance and social development: The moderating effect of kindergarten classroom experiences.* Paper presented at the Society for Research in Child Development biennial meeting. Salt Lake City, UT

Zimmermann, K.*, Buckley, M.N., **Ansari, A.,** & Gottfried, M.A. (2023, March). *Absenteeism in preschool: The role of teacher and peer racial/ethnic match.* Poster presented at the Society for Research in Child Development biennial meeting. Salt Lake City, UT.

Buckley, M.N. *, Abdul-Masih, M. *, Yang, Q. *, **Ansari, A.,** & Purtell, K. M. (2023, February). *The cumulative and timing-specific effects of residential mobility on high school truancy.* Poster presented at the College of Education and Human Ecology annual research forum. Columbus, OH.

2022

Ansari, A., Vitiello, V. E, Pianta, R. C**.**, & Whittaker, J. E. (2022, November). *Did public pre-k experience mitigate COVID-19 effects on student achievement in third grade? Evidence from longitudinal cohort study.* Paper presented at the Annual Association for Public Policy Analysis and Management conference. Washington, DC.

Yang, Q. *, **Ansari, A.,** Purtell, K. M., Justice, L., & Lin, T.-Z., (2022, September). *Instructional practices in kindergarten and first grade: Associations with children's academic and social-emotional development.* Paper presented at the Society for Research on Educational Effectiveness. Washington, DC.

Xiao, N. ‡, Lin, T.J., Lu, M. *, Sun, J. ‡, **Ansari, A.,** Chen, J., Purtell, K. M., Justice, L. (2022, August). *Cross-informant congruency of relational victimization for young children at school.* Paper presented at the annual American Psychological Association conference. New Orleans, LA.

Tebben, E., Lang, S. N., Luckey, S.W., Hurns, K., **Ansari, A.**, Ford, D., Pasque, P. (2022, August). *ECE teachers' understanding of their role in responding to issues of diversity, equity, and justice in children's play*. Paper presented at the European Early Childhood Education Research Association (EECERA) Annual Conference, Glasgow, Scotland.

Garon-Carrier G., **Ansari A,** Letarte M.J., Fitzpatrick C. (July, 2022). *Early childcare enrollment and the pursuit of higher education: A Canadian longitudinal study.* Paper presented at the Life History Research Society Conference (LHRS), Oxford, Royaume-Uni.

Jing, S. ‡, Justice, L., Jiang, H., Lin, T-J., Purtell, K. M., **Ansari, A.,** & Lu, M. (2022, June) *Learning-related behaviors, social relationships, and achievements in kindergarten.* Poster presented at the National Research Conference on Early Childhood Conference. Arlington, VA.

Gottfried, M. A., Little, M. & **Ansari, A.** (2022, April). *Do students with a same race or ethnicity teacher have higher executive function skills in early elementary school?* Paper presented at the American Educational Research Association annual meeting. San Diego, CA.

Lu, M.*, Lin, T.-J., **Ansari, A.** Justice, L., & Purtell, K. (2022, April). *Classroom hierarchy: Variability in social experiences within early childhood classrooms.* Poster presented at the American Educational Research Association annual meeting. San Diego, CA.

Sun, J.‡, Justice, L. M., Jiang, H., Lin, T.-J., Purtell, K. M., & **Ansari, A.** (2022, April). *Big little leap: The role of transition difficulties in development across kindergarten.* Poster presented at the American Educational Research Association annual meeting. San Diego, CA.

Zimmermann, K.* & **Ansari, A.** (2022, April). *The racial/ethnic composition of preschool classrooms, peer interactions, and children's language development.* Poster presented at the American Educational Research Association annual meeting. San Diego, CA.

Zimmermann, K.*, Yang, Q.*, **Ansari, A.**, & Purtell, K. M. (2022, April). *Elementary school policies and practices and the persistence of preschool benefits.* Paper presented at the American Educational Research Association annual meeting. San Diego, CA.

2021

Ansari, A., & Gottfried, M. A. (2021, April). *The cumulative and timing specific outcomes of student absenteeism across the elementary school years.* Paper presented at the Society for Research in Child Development biennial meeting. Virtual.

Ansari, A., Purtell, K.M. Justice, L.M., & Lin, T-J. (2021, April). *The role of children's kindergarten classroom experiences in sustaining the benefits of pre-K.* Paper presented at the Society for Research in Child Development biennial meeting. Virtual.

Bartholomew, C. *, Yang, Q. *, & Purtell, K. M., **Ansari, A.** (2021, April). *Preschool classroom age composition and literacy environment: Influence on children's language and literacy outcomes.* Paper presented at the Society for Research in Child Development biennial meeting. Virtual.

Chen, J. *, Jiang, H., Justice, L. M., Lin, T.-J., Purtell, K. M., & **Ansari, A.** (2021, April). *Influences of teacher-child relationships and classroom social management on child-perceived peer social experiences in classrooms.* Paper presented at the American Educational Research Association annual meeting. Virtual.

Gottfried, M. A. & **Ansari, A.** (2021, April). *Detailing new dangers: Linking kindergarten chronic absenteeism to long-term declines in executive functioning.* Paper presented at the American Educational Research Association annual meeting. Virtual.

Pianta, R. C., **Ansari, A.,** Whittaker, J. E., Vitiello, V. E, Ruzek, E. (2021, April). *Persistence and*

convergence: The end of kindergarten outcomes of pre-K graduates and their non-attending peers. Paper presented at the Society for Research in Child Development biennial meeting. Virtual.

Purtell, K.M. Jiang, H., Justice, L.M., Lin, T-J., Logan, J., & **Ansari, A.** (2021, April). *Children's individual experiences in kindergarten and preschool fadeout.* Paper presented at the Society for Research in Child Development biennial meeting. Virtual.

Yang, Q.*, Bartholomew, C.*, **Ansari, A.,** & Purtell, K. M. (2021, April). *Classroom age composition and preschoolers' language and literacy gains: The role of classroom engagement.* Paper presented at the Society for Research in Child Development biennial meeting. Virtual.

Gottfried, M.A., & **Ansari, A.** (2021, March). *Do early elementary classrooms with high rates of absenteeism inhibit individual success? Exploring achievement, executive function, and social skills outcomes.* Paper presented at the Association for Education Finance and Policy annual meeting. Virtual.

Yang, Q.*, Bartholomew, C.*, **Ansari, A.,** & Purtell, K. M. (2021, February). *Classroom age composition and preschoolers' language and literacy gains: The role of classroom engagement.* Paper presented at the College of Education and Human Ecology annual research forum. Virtual.

2020

Ansari, A., Pianta, R. C**.**, Whittaker, J. E., Vitiello, V. E, & Ruzek, E. (2020, December). *The antecedents and outcomes of early childhood absenteeism.* Poster presented at the National Research Conference on Early Childhood. Virtual.

Bartholomew, C. *, Purtell, K.M., & **Ansari, A.** (2020, December). *Preschool teacher working environments and well-being: Influences on the cognitive and social development of low-income children.* Poster presented at the National Research Conference on Early Childhood. Virtual.

Gottfried, M.A., & **Ansari, A. (**2020, August). *Detailing new dangers: Linking kindergarten chronic absenteeism to long-term declines in executive functioning.* Paper Presentation at the European Educational Research Association Annual Conference, Glasgow, Scotland. Cancelled due to Coronavirus outbreak.

Gottfried, M.A., **Ansari, A.,** & Ozuna, C.S.* (2020, August). *Classroom and school features: Exploring the multilevel predictors of student absenteeism.* Paper presentation at the European Educational Research Association Annual Conference, Glasgow, Scotland. Cancelled due to Coronavirus outbreak.

Ansari, A., Pianta, R. C**.**, Whittaker, J. E., Vitiello, V. E, Ruzek, E. (2020, June). *Persistence and convergence: The end of kindergarten outcomes of pre-K graduates and their non-attending peers.* Paper to be presented at the 6th Biennial Meeting of the International Society for the Study of Behavioural Development. Rhodes, Greece. Cancelled due to Coronavirus outbreak.

Ozuna, C.S.*, Gottfried, M. A. **Ansari, A.** (2020, May). *Executive functioning and attendance patterns for US kindergarteners.* Paper to be presented at the Athens Institute for Education and Research: Education Conference*,* Athens, GR. Cancelled due to Coronavirus outbreak.

Ozuna, C.S.*, Gottfried, M. A., **Ansari, A.** (2020, March) *Classroom and school: Exploring the multilevel predictors of student absenteeism.* Poster presented at the American Education and Finance Policy Meeting, Fort Worth, TX.

2019

Pianta, R. C**.**, Ruzek, E. Whittaker, J. V., Vitiello, V. E, & **Ansari. A.** (2019, April). *Attendance in public pre-kindergarten increases school readiness skills at kindergarten entry.* Paper presented at the American Educational Research Association annual meeting. Toronto, Canada.

Ansari, A., Pianta, R. C**.**, Whittaker, J. V., Vitiello, V. E, & Ruzek, E. A. (2019, March). *Starting early: The benefits of attending early childhood education at age 3.* Paper presented at the biennial meeting of the Society for Research in Child Development. Baltimore, MD.

Nguyen, T. **Ansari, A.,** Whittaker, J. V., Pianta, R.C., Vitiello, V. E, & Ruzek, E. A. (2019, March). *Classroom interactions, teacher-child relationships, and children's early learning in preschool.* Paper presented at the biennial meeting of the Society for Research in Child Development. Baltimore, MD.

Yan, N. & **Ansari, A.** (2019, March)*. Intrusive parenting and externalizing behaviors across early childhood: The antecedents and consequences of child-driven effects.* Poster presented at the biennial meeting of the Society for Research in Child Development. Baltimore, MD.

Zoll, S. & **Ansari, A.** (2019, March). *Knowing children through observation & assessment*. Workshop led at Annual American Montessori Society Conference. Washington, DC*.*

Ansari, A., Pianta, R. C**.**, Whittaker, J. V., Vitiello, V. E, & Ruzek, E. A. (2019, January). *Children's school readiness at kindergarten entry.* Paper presented at the Institute for Education Sciences annual principal investigators meeting. Washington, DC.

Ansari, A., Pianta, R. C**.**, Whittaker, J. V., Vitiello, V. E, & Ruzek, E. A. (2019, January). *Starting early: The benefits of attending early childhood education at age 3.* Poster presented at the Institute for Education Sciences annual principal investigators meeting. Washington, DC.

2018

Ansari, A. & Pianta, R. C. (2018, November). *School absenteeism in the first decade of education: Patterns, correlates, and outcomes in adolescence*. Paper presented at the 40th Annual Association for Public Policy Analysis and Management conference. Chicago, IL.

Whittaker, J. Vitiello, V. Pianta, R. C., Ruzek, E., & **Ansari, A.** (June, 2018). *Alignment of early childhood policy and classroom processes and practices in a large, diverse, public school district.* Paper presented at the National Research Conference on Early Childhood. Arlington, VA.

Ansari, A., & Pianta, R. C. (2018, April). *Variation in the long-term effects of child care: The role of classroom quality during middle childhood.* Poster presented at the American Educational Research Association annual meeting. New York City, NY.

Ansari, A., & Gottfried, M. A. (2018, April). *Which early school experiences link to better school attendance?* Paper presented at the American Educational Research Association annual meeting. New York City, NY.

Gottfried, M. A., & **Ansari, A.** (2018, April). *Raising the bar: How teaching kindergarteners with emotional and behavioral disabilities boosts teachers' readiness expectations.* Paper presented at the American Educational Research Association annual meeting. New York City, NY.

Purtell, K. M., & **Ansari, A.** (2018, April). *Continuity and changes in classroom age composition and achievement in Head Start*. Poster presented at the American Educational Research Association annual meeting. New York City, NY.

Gottfried, M. A., & **Ansari, A.** (2018, March). *Early childhood educational settings and school absenteeism: Exploring the landscape for children with disabilities.* Poster presented at the 43rd Association for Education Finance and Policy annual conference. Portland, OR.

2017

Ansari, A. (2017, November). *Multi-grade kindergarten classrooms and children's academic achievement, executive function, and socio-emotional development.* Paper presented at the 39th Annual Association for Public Policy Analysis and Management conference. Chicago, IL.

Purtell, K. M., **Ansari, A.,** & Strang, T. (2017, November). *Why are children absent from preschool? A nationally representative analysis of Head Start programs.* Paper presented at the 39th Annual Association for Public Policy Analysis and Management conference. Chicago, IL.

Gottfried, M.A., & **Ansari, A.** (2017, September). *Raising the bar: How teaching kindergarteners with emotional and behavioral disabilities boosts teachers' readiness expectations.* Paper presented at the Steinhardt School of Education at New York University, New York, NY.

Gottfried, M.A., & **Ansari, A.** (2017, September). *Raising the bar: How teaching kindergarteners with emotional and behavioral disabilities boosts teachers' readiness expectations.* Paper presented presentation in the School of Education at the University of Connecticut, Storrs, CT.

Ackert, E., Ressler, R., **Ansari, A.**, & Crosnoe, R. (2017, August). *Maternal employment, community*

contexts, and the child care arrangements of diverse groups of families. Paper presented at the American Sociological Association Annual Meeting. Montreal, Canada.

Ackert, E., Ressler, R., **Ansari, A.**, & Crosnoe, R. (2017, April). *Community contexts, supply of early childhood programs, and pre-kindergarten enrollment among Mexican-Origin children.* Paper presented at the biennial meeting of the Society for Research in Child Development. Austin, TX.

Ackert, E., Ressler, R., **Ansari, A.**, & Crosnoe, R. (2017, April). *Early care and education among children of Mexican Immigrants: An accommodations perspective.* Paper presented at the biennial meeting of the Society for Research in Child Development. Austin, TX.

Ansari, A. (2017, April). *The persistence of preschool effects from early childhood through adolescence.* Paper presented at the biennial meeting of the Society for Research in Child Development. Austin, TX.

Ansari, A., & Purtell, K. M. (2017, April). *Head Start absenteeism and children's academic learning.* Paper presented at the biennial meeting of the Society for Research in Child Development. Austin, TX.

Purtell, K. M., & **Ansari, A.** (2017, April). *Classroom age composition in preschool: Understanding when it matters most.* Poster presented at the American Educational Research Association annual meeting. San Antonio, TX.

Ressler, R., Ackert, E., **Ansari, A.**, & Crosnoe, R. (2017, April). *Race/ethnicity, human capital, and the selection of young children into early childhood education.* Poster presented at the biennial meeting of the Society for Research in Child Development. Austin, TX.

Ressler, R., Ackert, E., **Ansari, A.**, & Crosnoe, R. (2017, April). *Race/ethnicity, human capital, and the selection of young children into early childhood education.* Poster presented at the annual meeting of the Population Association for America. Chicago, IL.

Yan, N., **Ansari, A.,** Sattler, K.P., & Zhou, N. (2017, April). *Cumulative contextual risks in prediction of child functioning at first grade: Patterns and changes across time.* Poster presented at the biennial meeting of the Society for Research in Child Development. Austin, TX.

Yan, N., & **Ansari, A.** (2017, April). Reciprocal relations between intrusive caregiving and externalizing behaviors: Transactions across family and school. Poster presented at the biennial meeting of the Society for Research in Child Development. Austin, TX.

Purtell, K. M., & **Ansari, A.** (2017, March). *Heterogeneity in the influence of classroom age composition on children's school readiness: A quantile regression approach.* Paper presented at the Society for Research on Educational Effectiveness. Washington, DC.

2016

Purtell, K. M., Khan, K., Justice, L., Logan, J., & **Ansari, A.** (2016, October). *The tradeoff between television viewing and book-reading activities in the early home environment.* Paper presented at the Society for Research in Child Development Special Topic Meeting. Irvine, CA.

Ackert, E., Ressler, R., **Ansari, A.**, Pivnick, L., & Crosnoe, R. (2016, August). *Mexican-origin participation in pre-kindergarten care and education: The role of family necessity.* Paper presented at the American Sociological Association Annual Meeting. Seattle, WA.

Ackert, E., **Ansari, A.,** Ressler., R.W., Pivnick, L., & Crosnoe, R. (2016, July). *Selection into pre-kindergarten programs among children in Mexican immigrant households.* Paper presented at the National Research Conference on Early Childhood. Washington, DC.

Ansari, A. (2016, July). *Selection into early care and education programs for Latino families in America.* Poster presented at the National Research Conference on Early Childhood. Washington, DC.

Purtell, K. M., **Ansari, A.,** & Gershoff, E.T. (2016, July). *Sequences of childcare among low-income children: Family predictors of stability and change.* Paper presented at the National Research Conference on Early Childhood. Washington, DC.

Ressler, R.W., Ackert, L., **Ansari, A.**, & Crosnoe, R. (2016, March). *Demand for childcare and preschool enrollment amongst children in disadvantaged households.* Poster presented at the Annual Conference of the Association for Education Finance and Policy. Denver, CO.

Wittenberg, B. M., **Ansari, A.,** & Hazen-Swann, N. (2016, March). *Gender differences and parents' wishes for their children's future.* Paper presented at the Biennial Conference of the Society for Research in Human Development. Denver, CO.

2015

Ansari, A., López, M. L., Manfra, L., & Winsler, A. (2015, November). *Differential third grade outcomes associated with attending publically funded preschool programs for low-income, Latino children.* Paper presented at the 37th Annual Association for Public Policy Analysis and Management conference. Miami, FL.

Ansari, A., Crosnoe, R., & Purtell, K. M., & Wu, N. (2015, April). *Latin American immigration, maternal education, and approaches to managing children's schooling in the U.S.* Paper presented at The Population Association of America Annual Meeting. San Diego, CA.

Ansari, A., Purtell, K. M., & Gershoff, E. T. (2015, March). *Head Start effects for parents: Who stands to benefit the most?* Paper presented at the biennial meeting of the Society for Research in Child Development. Philadelphia, PA.

Gershoff, E. T., **Ansari, A.,** & Purtell, K. M. (2015, March). *Head Start improves child behavior and vocabulary by decreasing parents' spanking and increasing parents' reading to children*. Paper presented at the biennial meeting of the Society for Research in Child Development. Philadelphia, PA.

Purtell, K. M., Gershoff, E. T., & **Ansari, A.** (2015, March). *Sequence of child care across the preschool years and low-income children's school readiness.* Paper presented at the biennial meeting of the Society for Research in Child Development. Philadelphia, PA.

Yan, N., Zhou, N., & **Ansari, A.** (2015, March). *Cumulative contextual risks in prediction of child functioning at first grade: Patterns and changes across time.* Poster presented at the biennial meeting of the Society for Research in Child Development. Philadelphia, PA.

2014

Ansari, A. (2014, November). *How Hispanic children in subsidized early care and education programs fare: Findings from the Miami School Readiness Project.* Paper presented at the Child Care Policy Research Consortium. Washington, DC.

Ansari, A., & Winsler, A. (2014, July). *Kindergarten readiness for low-income minority children in center-based care, family childcare, and public school pre-K.* Poster presented at Head Start's 12th National Research Conference. Washington, DC.

Ansari, A., & Gershoff, E. T., (2014, May). *Head Start effects beyond the classroom: Parent involvement promotes children's school readiness by changing parenting*. Poster presented at The Population Association of America Annual Meeting. Boston, MA.

Ansari, A., & Gershoff, E. T., (2014, April). *Head Start effects for parents: Who stands to benefit the most?* Poster presented at the Society for Research in Child Development Special Topic Meeting. Alexandria, VA.

Ansari, A., & Crosnoe, R. (2014, March). *Parental support for school readiness, preschool enrollment, and children's academic skills during early childhood.* Paper presented at the Biennial Conference of the Society for Research in Human Development. Austin, TX.

2013 and earlier

Ansari, A., & Gershoff E. T., (2013, April). *Early achievement and problem behaviors among low-income Latino and White youth: Associations with parent and teacher practices.* Poster presented at the biennial meeting of the Society for Research in Child Development. Seattle, WA.

Ansari, A., & Winsler, A., (2013, April). *Montessori public school pre-K programs and the school readiness of low-income Black and Latino children.* Poster presented at the biennial meeting of the Society for Research in Child Development. Seattle, WA.

Ansari, A., & Winsler, A., (2012, June). *Stability and sequence of center-based vs. family childcare: Links with low-income children's school readiness.* Poster presented at Head Start's 11th National Research Conference. Washington, DC.

Ansari, A., & Winsler, A. (2011, May). *School readiness gains for children in poverty associated with child care type and quality.* Poster presented at the annual convention of the Association for Psychological Science. Washington, DC.

Ansari, A., & Winsler, A. (2011, March). *School readiness among low-income, Latino children attending family daycare versus center-based child care*. Poster presented at the biennial meeting of the Society for Research in Child Development. Montreal, Canada.

Ansari, A., & Winsler, A. (2010, April). *School readiness among low-income, Latino children attending family daycare versus center-based child care*. Paper presented at the Annual L. Starling Reid Undergraduate Psychology Conference. Charlottesville, VA.

Awards and Honors

Association for Psychological Science Rising Star Award	2023
AERA Early Education/Child Development Early Career Award	2023
Outstanding Dissertation Award, Society for Research in Child Development	2017
AERA-SRCD Early Career Fellow in Early Childhood Education and Development	2017
University of Texas at Austin Graduate School Dissertation Writing Fellowship	2016
Early Career Outstanding Paper Award, Division 7 Developmental Psychology, APA	2016
University of Texas at Austin Graduate School Summer Fellowship	2015
SRCD Travel Award	2015
Durrett Scholarship for Professional Development	2015
HDFS Graduate Student Research Support Award	2015
Graduate School Professional Development Award	2014
Best Graduate Student Paper Award (SRHD Conference)	2014
Durrett Scholarship for Professional Development	2013
Cooke Scholarship for Professional Development	2012
Summer Research Fellowship	2012

Mentoring

Advisor of Record

M. Nicole Buckley, Doctoral Student, HDFS, The Ohio State University	2022-present
Kathryn Zimmermann, Doctoral Candidate, HDFS, The Ohio State University	2020-present

Doctoral Dissertation Committees

Tatiana Hill, Educational Psychology, University of Virginia	2020
Michael Shepard, HDFS, The Ohio State University	2021

Miranda Berrigan, HDFS, The Ohio State University 2022
Qingqing Yang, HDFS, The Ohio State University 2023
Jamie Blalock, HDFS, The Ohio State University 2023
Colin McGinnis, HDFS, The Ohio State University In progress
Riley Whiting, HDSFS, The Ohio State University In progress
Kathryn Zimmermann, HDFS, The Ohio State University (Chair) In progress

Candidacy Exam Committees
Colin McGinnis, HDFS, The Ohio State University 2021
Qingqing Yang, HDFS, The Ohio State University 2021
Jamie Blalock, HDFS, The Ohio State University 2022
Riley Whiting, HDFS, The Ohio State University 2023
Kathryn Zimmermann, HDFS, The Ohio State University (Chair) 2023
Karis Inboden, HDFS, The Ohio State University In progress

Master's Thesis Committees
Caroline Bartholomew, HDFS, The Ohio State University 2021
Riley Whiting, HDSFS, The Ohio State University 2021
Kathryn Zimmermann, HDFS, The Ohio State University (Chair) 2022
M. Nicole Buckley, HDFS, The Ohio State University (Chair) In progress

Teaching Experience

Instructor, Program in Human Development and Family Sciences, The Ohio State University 2019-present
- Introduction to Child Development (undergraduate)
- Independent Study (graduate)
- Secondary Data Analysis (graduate)

Instructor, Curry School of Education and Human Development, University of Virginia 2019
- Structural Equation Modeling (graduate)

Teaching Assistant, Human Development & Family Sciences, University of Texas at Austin 2011-2013
- Guidance in Adult-Child Relationships
- Applied Practicum
- Child Development

Graduate Assistant, Priscilla Pond Flawn Child and Family Laboratory School, University of Texas at Austin 2011-2013

University, College, and Departmental Service

Member, Undergraduate Studies, HDFS, The Ohio State University 2019-present

Member, Space Allocation Committee, College of Education and Human Ecology, The Ohio State University 2023

Reviewer, Graduate Enrichment and Patrick E. Osmer Fellowship Review Committee, The Ohio State University 2023

Member, EHE Academic Review Committee, The Ohio State University 2020

Member, Search Committee for HDFS Targeted Hire (not filled), The Ohio State University 2020

Professional Service

Associate Editor
Early Education and Development 2023-present

Editorial Board
Early Childhood Research Quarterly 2018-present
Journal of Montessori Research 2021-present

Journal Reviewer
AERA Open, American Educational Research Journal, British Journal of Educational Psychology, Child Development, Children and Youth Services Review, Developmental Psychology, Early Child Development and Care, Early Childhood Research Quarterly, Early Education and Development, Educational Researcher, Education Evaluation and Policy Analysis, Exceptional Children, Frontiers in Psychology, Infant and Child Development, Journal of Applied Developmental Psychology, Journal of Education for Students Placed at Risk (JESPAR), Journal of Montessori Research, Journal of Pediatrics, Merrill-Palmer Quarterly, Parenting: Science and Practice, PLOS ONE, The Sociological Quarterly

Conference Reviewer
American Educational Research Association 2020
Association for Education Finance and Policy 2016
Association for Psychological Science 2015, 2016
Association for Public Policy Analysis and Management 2020
Society for Research on Educational Effectiveness 2018, 2023
Society for Research in Child Development 2018, 2020, 2022

Grant Reviewer
Office of Planning, Research and Evaluation 2020, 2021, 2022, 2023
Office of Family Assistance 2020
Society for Research in Child Development 2019

Expert Panel Member
Bureau of Labor Statistics, NLSY K-12 Education Panel 2022
Administration for Children and Families, 2024 NSECE 2022

Person Centered Methods in Educational Research Workshop 2017

Graduate Student Mentor, Research Experience for Undergraduates 2013

Professional Affiliations

American Educational Research Association
Association for Psychological Science
Association for Public Policy Analysis & Management
Society for Research in Child Development