

CURRICULUM VITAE

C. Chris Payne, Ph.D.
Center for Youth, Family, and Community Partnerships
The University of North Carolina at Greensboro
Greensboro, North Carolina

BUSINESS ADDRESS

The University of North Carolina at Greensboro
Center for Youth, Family, and Community Partnerships
330 S. Greene Street, Suite 200
Greensboro, NC 27401
Phone: 336.217.9738, e-mail: ccpayne@uncg.edu

EDUCATION

Ph.D. Department of Child Development and Family Relations.
University of North Carolina at Greensboro, 1989.
University Outstanding Dissertation Award.
Major Advisor: Dr. Hyman Rodman

Graduate Certification in Educational Administration and Supervision.
School of Education, University of North Carolina at Greensboro, 1983.

M.Ed. Department of Child Development and Family Relations.
University of North Carolina at Greensboro, 1983.
Major Advisor: Dr. Tom Draper

Certification in Specific Learning Disabilities
Guilford College, Greensboro, NC, 1980.

B.A. Pfeiffer College, Misenheimer, NC, 1977.
Graduated Cum Laude.
Major: Early Childhood and Intermediate Education.

Current North Carolina State Certification:
Graduate Certification
School Administrator
Curriculum Instructional Specialist
Elementary Education (K-6)
A License
Middle Grades (6-9)
Specific Learning Disabilities (K-12)

PROFESSIONAL WORK HISTORY

Acting Director
Center for Youth, Family, and Community Partnerships
The University of North Carolina at Greensboro
Greensboro, NC. July 2009 – present

2 Payne, C. C.

Research Associate Professor / Associate Director
Center for Youth, Family, and Community Partnerships
The University of North Carolina at Greensboro
Greensboro, NC. August 2005 – present.

Adjunct Graduate Faculty
Department of Human Development and Family Studies
The University of North Carolina at Greensboro
Greensboro, NC. August, 2005- present.

Assistant Professor
Department of Human Development and Family Studies
The University of North Carolina at Greensboro
Greensboro, NC. August, 2000-July 2005.

Director
Child and Family Research, Western Carolina Center,
Morganton, NC, 1993-July, 2000.

Investigator:
Frank Porter Graham Child Development Center
University of North Carolina, 1993 - 1995.

Co-Principal Investigator/Project Coordinator NICHD Study of Early Child Care, 10-
Site cooperative study (#U10HD25445) 9-01-89 to 2005. North Carolina site.

Associate Director:
Child and Family Research, Western Carolina Center,
Morganton, NC. 1990-1993.

Visiting/Adjunct Assistant Professor:
Department of Human Development and Family Studies,
University of North Carolina at Greensboro, 1996-2000 ,1990-1991.

Program Coordinator:
Child Care Education Program, University of North Carolina at Greensboro.
1988-1989. Supervisor of all preschool centers.

Project Director:
Research Grant: The Predictors and Consequences of the Amount of Time
Children Spend in Self-Care. University of North Carolina at Greensboro.
September 1988 - August 1989.

Lecturer:
Department of Child Development and Family Relations,
University of North Carolina at Greensboro. Fall 1987 - summer 1988.

Principal and Director:
High Point Public Schools Child Development Center
Oak View School, High Point, NC. 1982-1987.

Department Chair/Teacher:

Exceptional Children, High Point Public Schools, High Point, NC. 1978-1982.

AWARDS AND FELLOWSHIPS

Outstanding Dissertation Award, 1989.

University of North Carolina at Greensboro.

Omicron Nu Excellence in Research Award, 1989.

Mary Elizabeth Keister Fellowship, 1988-1989.

(Awarded annually to an outstanding doctoral student in Child Development and Family Relations)

Dean B. Pruette Scholarship, 1980.

(awarded annually to teacher in High Point Public Schools demonstrating outstanding scholarship in graduate studies)

Omicron Nu Honor Society

Teacher of the Year, 1981. High Point Public Schools.

INSTRUCTION

University Courses taught:

HDF 621	Advanced Theories and Principles of Parenting
HDF 532	Foundations of Preschool Education
HDF 452	Child Observation and Assessment
HDF 460	Supervised Student Teaching and Seminar
HDF 450	Supervised Teaching in Preschool Centers
HDF 302	Infant and Child Development in the Family
CDF 522	Parent Education
CDF 412	Family Interactions
CDF 212	Developmental Patterns of the Family
EDU 145	Science Activities for Young Children
EDU TT	Providing School-Age Child Care (training for day care providers)

RESEARCH

Current Research:

Parents' involvement in their children's schooling
Parenting intervention programs
Early Head Start
Family/School interface
Effects of child care experience on early development and the transition to school
Teacher-child relationships
Program development and school evaluation
Child care and early education policy and evaluation

GRANTS AND CONTRACTS

External Grants Under Review:

Seeding Our Future Together: Professional Development for Pre-K Teachers. NSF. September 1, 2010 – August 31, 2013. \$ 1,697,376. PI: Lynn Samtez. Role: Co-PI.

External Grants funded:

Nonstandard Maternal Work Schedules & Child Health in Impoverished Families. NICHD. April 1, 2010- March 31, 2015. \$2,159,089. WFU PI: Joseph Grzywacz. Role: Co-PI.

NC LAUNCH (Linking Actions for Unmet Needs in Children's Health). SAMHSA. October 1, 2009 – September 30, 2014 \$4,250,000. PI: Kevin Ryan, NCDPH. Role: Evaluation PI.

Innovations in Prompting Relationships in Head Start: Supporting Transformation through Evidence-based Practice (In STEP). ACF. October 1, 2008 – September 30, 2011 \$898,134. Role: PI.

Child Development Associate's course: Infant, Toddler, & Preschool. Guilford Child Development. \$27,382. July 2008 – June, 2009. Role: PI.

Quality Enhancement: Supporting Transformation through Evidence-based Practice (QE STEP 3). Guilford Child Development. \$104,238. July 1, 2008- June 30, 2009. Role: PI.

Leadership Development Certificate: STEP UP. \$11,400. July 14, 2008 – December 30, 2008. Role: PI.

Ready Together: A Community Assessment of Parenting Education and Intervention Programs in Guilford County. Cemala and Bryan Foundations. October 1, 2007 – September 30, 2008. \$138,520. Role: PI.

The School Readiness Collaborative (QE STEP Professional Development). Z. Smith Reynolds Foundation, subcontract from Guilford Child Development. \$112,578. August 1, 2007 – June 30, 2008. Role: PI.

Child Development Associate's course: Infant Toddler. Guilford Child Development. \$20,938. July 2007 – June, 2008. Role: PI.

Child Development Associate's course: Preschool. Guilford Child Development. \$27,275. July 2007 – June, 2008. Role: PI.

Robinson, J. L., Payne, C. C. & Korfmacher, J. Enhancing Child Preschool Readiness in Early Head Start. 9/01/02-8/31/03. \$125,000, direct costs. NICHD

Cox, M. J. & Payne, C.C. The NICHD Study of Early Child Care: Phase III. 1/1/00 – 12/31/04. \$2,732,754, direct costs

5 Payne, C. C.

Cox, M. J. & Payne, C.C. The NICHD Study of Early Child Care: Phase II. 7/1/95 - 12/31/99. \$2,123,503, direct costs

Payne, C.C. The OERI Kindergarten Transition Study. 3/1/96 - 2/28/98. (1998: \$104,857) PI of NC subcontract with UNC Chapel Hill from \$14 million dollar grant to Frank Porter Graham Child Development Center as the National Center for Early Development and Learning, Department of Education.

Rodman, H., & Payne-Donnelly, C. The predictors and consequences of the amount of time children spend in self-care. Project Home/Safe (AHEA & the Whirlpool Foundation), \$39,640. 1988-1989.

Rodman, H., & Payne-Donnelly, C. The predictors and consequences of the amount of time children spend in self-care. Project Home/Safe (AHEA& the Whirlpool Foundation), Supplement \$8,500. 1989-1990.

PUBLICATIONS

Proulx, C. M., Helms, H., Milardo, R. M. & Payne, C. C. (2009). Relational support form friends and and wives' family relationships: The role of husband's interference. *Journal of Social and Personal Relationships*, 26, 195 .

Payne, C. Chris & O'Brien, Marion (2006). Promoting language and literacy in child care. To appear in S. Rosenkoetter & J. Knapp-Philo (Eds.), *Learning to Read the World*. Washington, DC: Zero to Three Press.

Proulx, C. M., Helms, H., & Payne, C. C. (2004). Wives' Domain-Specific "Marriage Work" with Friends and Spouses: Links to Marital Quality. *Family Relations*, 53, 393-404 .

Bost, K. K., Cox, M. J., Burchinal, M., & Payne, C. (2002). Structural and supportive changes in couple's family and friendship networks across the transition to parenthood. *Journal of Marriage and the Family*, 64, 17-31.

Pianta, R.C., La Paro, K., Payne, C., Cox, M.J., & Bradley, R. (2002). The relation of kindergarten classroom environment to teacher, family, and school characteristics and child outcomes. *The Elementary School Journal* (102), 3, 225-238.

Rimm-Kaufman, S. E., Early, D. M., Cox, M. J., Saluja, G., Pianta, R. C., Bradley, R. H., & Payne, C. C. (2002). Early behavioral attributes and teachers' sensitivity as predictors of competent behavior in the kindergarten classroom. *Applied Developmental Psychology*, 166, 1-20.

Cox, M.J., Paley, B., Payne, C.C., & Burchinal, P. (1999). The transition to Parenthood: Marital conflict and withdrawal and parent-infant interaction. In M. Cox & J. Brooks-Gunn (Eds.). *Conflict and cohesion in families: Causes and consequences*. The advances in family research series. (pp. 87-104). Mahwah, NJ: Lawrence Erlbaum.

Cox, M. J., Paley, B., Burchinal, M., & Payne, C. C. (1999). Marital perceptions and interactions and the transition to parenthood. *Journal of Marriage and Family*, 61, 611-625.

PUBLICATIONS continued

Paley, B., Cox, M.J., Burchinal, M.R., & Payne, C.C. (1999). Attachment and Marital functioning: Comparison of spouses with continuous-secure, earned-secure, dismissing, and preoccupied attachment stances. Journal of Family Psychology, *13*(4), 580-597.

Cox, M.J., Paley, B., & Payne, C.C. (1998). Der Übergang zur Elternschaft: Risiken und Schutzfaktoren (The transition to parenthood: Risk and protective factors in marital distress). In K. Halweg, D.H. Baucom, R. Bastine, & H.J. Markman (Eds.) Pravention von Trennung und Scheidung-Internationale Ansätze zur Prädiktion und Pravention von Beziehungsstörungen (pp. 133-146), Stuttgart: Kohlhammer.

Payne, C. (1992). High quality early childhood curriculum. In B. Day (Ed.), North Carolina Public School Early Childhood Programs: A Call for Leadership. North Carolina Association for Supervision and Curriculum Development.

Payne-Donnelly, C. (1988). The High Point Model: Public school involvement in daycare. In B. Day (Ed.), Alternatives in Preschool Education in North Carolina. Chapel Hill: University of North Carolina.

Wilder, L., Draper, T., and Payne-Donnelly, C. (1984). Overt and covert verbalization in normal and learning disabled children's problem solving. Perceptual and Motor Skills, *58*, 976-978.

**** NICHD Early Child Care Research Network Publications**

**** Represents corporate authorship of NICHD Study of Early Child Care Research Network including C. Chris. Payne**

NICHD Early Child Care Research Network, (in press). Mothers' and Fathers' Support for Child Autonomy and Early School Achievement. Developmental Psychology.

NICHD Early Child Care Research Network. (in press). Social functioning in first grade: Associations with earlier home and child care predictors and with current classroom experiences. *Child Development*.

NICHD Early Child Care Research Network (in press). Type of child care and children's development at 54 months. *Early Childhood Research Quarterly*.

NICHD Early Child Care Research Network. (In Press). Duration and developmental timing of poverty and children's cognitive and social development from birth through third grade. Child Development

NICHD Early Child Care Research Network, (2006). The Relations of Classroom Contexts in the Early Elementary Years to Children's Classroom and Social Behavior. In A.C. Huston & M.N. Ripke (Eds.), Developmental Contexts in Middle Childhood (pp. 217-236). New York, NY: Cambridge University Press.

NICHD Early Child Care Research Network. (2005). Predicting individual differences in attention, memory, and planning in first graders from experiences at home, child care, and school. Developmental Psychology, *41*, 99-114.

PUBLICATIONS continued

NICHD Early Child Care Research Network. (2005). A day in third grade: A large-scale study of classroom quality and teacher and student behavior. The Elementary School Journal, 105, 305-323.

NICHD Early Child Care Research Network. (2006). The NICHD Study of Early Child Care: Contexts of development and developmental outcomes over the first seven years of life. In J. Brooks-Gunn and L. J. Berlin (Eds.), Young Children's Education, Health, and Development: Profile and Synthesis Project Report. Washington, DC:

NICHD Early Child Care Research Network. (In Press). Duration and developmental timing of poverty and children's cognitive and social development from birth through third grade. Child Development

NICHD Early Child Care Research Network. (2005). Predicting individual differences in attention, memory, and planning in first graders from experiences at home, child care, and school. Developmental Psychology, 41, 99-114.

NICHD Early Child Care Research Network. (2005). A day in third grade: A large-scale study of classroom quality and teacher and student behavior. The Elementary School Journal, 105, 305-323.

NICHD Early Child Care Research Network. (2004). Affect dysregulation in the mother-child relationship in the toddler years: Antecedents and consequences. Development and Psychopathology, 16, 43-68.

NICHD Early Child Care Research Network. (2004). Father's and mother's parenting behavior and beliefs as predictors of child social adjustment in the transition to school. Journal of Family Psychology.

NICHD Early Child Care Research Network. (2004). Are child developmental outcomes related to before-and after-school care arrangements? Results from the NICHD Study of Early Child Care. Child Development (75), 280-295.

NICHD Early Child Care Research Network. (2004). Does class size in first grade relate to changes in child academic and social performance or observed classroom processes?. Developmental Psychology, 40, 651-664.

NICHD Early Child Care Research Network. (Spring 2004). Multiple pathways to early academic achievement. Harvard Educational Review, 1-29.

NICHD Early Child Care Research Network. (2004). Affect dysregulation in the mother-child relationship in the toddler years: Antecedents and consequences. Development and Psychopathology, 16, 43-68.

NICHD Early Child Care Research Network. (2003). The NICHD Study of Early Child Care: Contexts of development and developmental outcomes over the first seven years of life. In J. Brooks-Gunn, A.S. Fuligni, and L.F. Berlin (Eds.), Early child development in the 21st century (pp. 181-201). New York: Teachers College Press.

PUBLICATIONS continued

NICHD Early Child Care Research Network. (2003) Child care and common communicable illnesses in children aged 37 to 54 months. *Archives of Pediatrics & Adolescent Medicine*, 157, 196-200.

NICHD Early Child Care Research Network. (2003) Frequency and intensity of activity of third-grade children in physical education. *Archives of Pediatrics & Adolescent Medicine*, 157, 185-190.

NICHD Early Child Care Research Network. (2003) Does quality of child care affect child outcomes at age 4 ½? *Developmental Psychology*, 39, 451-469.

NICHD Early Child Care Research Network. (2003). Do children's attention processes mediate the link between family predictors and school readiness? *Developmental Psychology*, 39, 581-593.

NICHD Early Child Care Research Network. (2003). Does amount of time spent in child care predict socioemotional adjustment during the transition to kindergarten? *Child Development*, 74, 976-1005.

NICHD Early Child Care Research Network & Duncan, G. J. (2003). Modeling the impacts of child care quality on children's preschool cognitive development. *Child Development*, 74, 1454-1475.

NICHD Early Child Care Research Network (2003). Early child care and mother-child interaction from 36 months through first grade. *Infant Behavior and Development*, 26, 345-370.

NICHD Early Child Care Research Network. (2003). Child care in the world -Past and present: Does amount of time spent in child care predict socioemotional adjustment during the transition to kindergarten? *The Journal of Child Health*, 62, 418-431.

NICHD Early Child Care Research Network. (2003). Families matter—even for kids in child care. *Journal of Developmental and Behavioral Pediatrics*, 24, 58-62.

NICHD Early Child Care Research Network. (2002). The interaction of child care and family risk in relation to child development at 24 and 36 months. *Journal of Applied Developmental Science*, 6, 144-156.

NICHD Early Child Care Research Network. (2002). Parenting and family influences when children are in child care: Results from the NICHD Study of Early Child Care. In J. Borkowski, S. Ramey, & M. Briston-Power (Eds.), *Parenting and the Child's World: Influences on Academic, Intellectual, and Social-emotional Development* (pp. 99-123). Mahwah, NJ: Erlbaum.

NICHD Early Child Care Research Network. (2002). Early child care and children's development prior to school entry: Results from the NICHD Study of Early Child Care. *American Educational Research Journal*, 39, 133-164.

PUBLICATIONS continued

NICHD Early Child Care Research Network. (2002). Structure>process>outcome: Direct and indirect effects of caregiving quality on young children's development. Psychological Science, 13, 199-206.

NICHD Early Child Care Research Network. (2002). The relation of global first grade classroom environment to structural classroom features, teacher, and student behaviors. The Elementary School Journal, 102 (5), 367-387.

NICHD Early Child Care Research Network. (2001). Before Head Start: Income and ethnicity, family characteristics, child care experiences, and child development. Early Education and Development, 12, 545-576.

NICHD Early Child Care Research Network. (2001). Child care and children's peer interactions at 24 and 36 months: Results from the NICHD study of early child care. Child Development, 72, 1478-1500.

NICHD Early Child Care Research Network. (2001). Child care and common communicable illnesses. Archives of Pediatrics & Adolescent Medicine, 155, 481-488.

NICHD Early Child Care Research Network. (2001). Child care and family predictors of preschool attachment and stability from infancy. Developmental Psychology, 37, 847-862.

NICHD Early Child Care Research Network. (April/May 2001). A new guide for evaluating child care quality. Bulletin of Zero to Three: National Center for Infants, Toddlers, and Families, 21, 40-47.

NICHD Early Child Care Research Network. (2001). Nonmaternal care and family factors in early development: An overview of the NICHD study of early child care. Journal of Applied Developmental Psychology, 22, 559-579.

NICHD Early Child Care Research Network. (2001). Parenting and family influences when children are in child care: Results from the NICHD Study of Early Child Care. In J. Borkowski, S. Ramey, & Bristol-Power, M. (Eds.), Parenting and the child's world: Influences on intellectual, academic, and social-emotional development (pp. 99-123). Mahwah, NJ: Erlbaum.

NICHD Early Child Care Research Network. (2000). Characteristics and quality of child care for toddlers and preschoolers. Applied Developmental Science, 4 (3), 116-135.

NICHD Early Child Care Research Network. (2000). Factors associated with fathers' caregiving activities and sensitivity with young children. Journal of Family Psychology, 14 (2), 200-219.

NICHD Early Child Care Research Network. (2000). The relation of child care to cognitive and language development. Child Development, 71 (4), 960-980.

Publications in Preparation:

Payne, C. C. and Robinson, J. L. (in preparation) Lessons learned: Issues of recruitment, retention, implementation, and agency collaboration in a community-based early intervention program.

Payne, C. C. and Korfmacher, J. (in preparation) Lessons learned with Latino families in community-based intervention services: Issues for researchers, medical professionals, and family advocates.

Payne, C.C. (in preparation) An evaluation of a Nurse Family Partnership adolescent care program: Effects of reflective supervision in program impact and implementation.

Payne, C. C. (in preparation). Parents' involvement in their children's early school years: The effects of early childcare experiences.

Payne, C.C. (in preparation). Factor's predicting maternal knowledge of children's child care experiences.

Payne, C. C. & Tolbert, T. (in preparation) Teacher beliefs and dispositions: The relationship to teacher performance, teacher-child interactions, and classroom climate.

PRESENTATIONS

Papers Presented at National, State or Local Meetings: (selected presentations)

Payne, C. Chris (March, 2010). Invited address: *Ready for school, ready for life*. Action Greensboro.

Payne, C. Chris (February, 2010) Invited address: *Engaging families: relationships partnerships, and transitions*. The 2010 National Smart Start Conference On-line.

Payne, C. Chris, Rollins, A., Siepak, K. and Shim, J. (May, 2009). *Quality enhancement: supporting transformation through evidence-based practice*. National Head Start Research Conference, Tampa, Florida.

Payne, C. Chris (November 2007) . Program Evaluation for Non-profit Organizations, High Point University: Invited Lecturer for Master's of Public Administration Program. High Point, NC.

Payne, C. Chris & Britt, Robin (November 2007) . How Can we Better Prepare Our Young Children Who are at Risk for School Failure? Invited Address. Guilford Education Summit. Greensboro, NC.

Payne, C. Chris & Tolbert, T. (June 2006). Combining Evidence-based Approaches in a Child and Maternal Health Intervention Program. Campus-Community Partnerships for Health, 9th Annual Conference. Minneapolis, MN.

Payne, C. Chris & Witherspoon, Claretta. (February 2006) . School Family Involvement: Creating Effective Partnerships in the Context of Risk. Invited Address. UNCG USTEP Training for GCS teachers. Greensboro, NC.

PRESENTATIONS continued

Payne, C. Chris & LaParo, Karen. (November 2005) . School Readiness: the Real Story. Invited Address. UNCG USTEP Training for GCS teachers. Greensboro, NC.

Proulx, C. M., Helms, H., Milardo, R. M. & Payne, C. C. (2005, November). *Support and interference from spouse and friend: Links to marital quality*. Paper presented at the annual meeting of the National Council on Family Relations, Phoenix, AZ.

Payne, C. Chris (May, 2004). Using the NICHD Study of Early Child Care School Data Set: Phases I and II. Invited presentation for APA Advanced Training Institute on NICHD SECC Data Set, Chapel Hill NC.

Payne, C. Chris (April, 2004). Quality Child Care: Findings from the NICHD Study of Early Child Care. Invited presentation for the NC Smart Start Training Institute, Greensboro, NC.

Payne, C. Chris (August, 2003). Using the NICHD Study of Early Child Care School Data Set. Invited presentation for APA Advanced Training Institute on NICHD SECC Data Set, Chapel Hill NC.

NICHD Early Child Care Research Network. (2003, October). Families matter-- Even for kids in child care: Findings from the NICHD Study of Early Child Care and Youth Development. Presented at the JIKEI University School of Medicine, Japan.

NICHD Early Child Care Research Network. (2003, October). Families matter: Even for kids in child care-- Findings from the NICHD Study of Early Child Care and Youth Development. Presented at the 9th Annual meeting of the Japan Society for the Well-Being of children in Nursery School, Fukuoka, Japan.

NICHD Early Child Care Research Network. (2003, October). NICHD Study of Early Child Care and Youth Development. Presented at the University of Maryland, College Park, MD.

Payne, C. C. and Skinner, J. (April, 2002) Parents' involvement in their children's early school years: The effects of early childcare experiences. Paper presented at the biennial meeting of the Society for Research in Child Development, Tampa, Florida.

NICHD Early Child Care Research Network. (2002, August). The NICHD Study of Early Child Care and Youth Development: A Research Update. APA Presentation. Chicago, Illinois.

NICHD Early Child Care Research Network. (2002, August). The Phase I & II Data Sets: Birth through First Grade. Presented at USSBD, Ottawa, Canada.

NICHD Early Child Care Research Network. (2002, July). It Is About Child Care and So Much More...Some Policy Relevant Findings from the NICHD Study of Early Child Care and Youth Development. Paper presented at a pre-conference Institute of the 8th Congress of the world Association for the Infant Mental Health. Amsterdam, Netherlands.

NICHD Early Child Care Research Network. (2002, July). What Is Quality Child Care? Paper presented at the National Conference of State Legislatures, Denver, Colorado.

PRESENTATIONS continued

NICHD Early Child Care Research Network. (2002, March). Child Care from the Child's Perspective: Exposure and Experiences. Congressional Briefing Presentation, Washington D.C.

NICHD Early Child Care Research Network. (2002, March). Child Care and School Readiness. Congressional Briefing Presentation, Washington, D.C.

NICHD Early Child Care Research Network. (2002, March). Child Care, Family, and Children's Lives. Congressional Briefing Presentation, Washington, D.C.

NICHD Early Child Care Research Network. (2002, February). Early Child Care and Children's Development Prior to School Entry. Paper presented to the Benesse Corporation. Tokyo, Japan.

NICHD Early Child Care Research Network. (2002, February). Early Child Care and Children's Development Prior to School Entry. Paper presented at the NHK Symposium: Towards Better Broadcasting for Children and the Information Society - What Can Researchers, Educators and the Media Do Today?

NICHD Early Child Care Research Network. (2001, August). Child Care and Family Predictors of Preschool Attachment and Stability from Infancy. Paper presented at the Annual meeting of the American Psychological Association, San Francisco, CA.

NICHD Early Child Care Research Network. (2001, August). Child Care and Children's Peer Interaction at 24 and 36 Months: The NICHD Study of Early Child Care. Paper presented at the Annual meeting of the American Psychological Association, San Francisco, CA.

NICHD Early Child Care Research Network. (2001, August). Is Parenting Diminished by Child Care? Relations between Family Characteristics, Young Children's Experiences in Child Care and Children's Developmental Outcomes. Paper presented at the Annual meeting of the American Psychological Association, San Francisco, CA.

NICHD Early Child Care Research Network. (2001, April). Early Child Care and Children's Development Prior to School Entry. Paper presented at the biennial meeting of the Society for Research in Child Development, Minneapolis, Minnesota.

NICHD Early Child Care Research Network. (2001, April). Quality of Child Care and Child Outcomes. Paper presented at the biennial meeting of the Society for Research in Child Development, Minneapolis, Minnesota.

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

NICHD Early Child Care Research Network. (2001, April). Type of Care and Children's Development at 54 Months. Paper presented at the biennial meeting of the Society for Research in Child Development, Minneapolis, Minnesota.

PRESENTATIONS continued

NICHD Early Child Care Research Network. (2001, April). Further Explorations of the Detected Effects of Quantity of Early Child Care on Socioemotional Adjustment. Paper presented at the biennial meeting of the Society for Research in Child Development, Minneapolis, Minnesota.

NICHD Early Child Care Research Network. (2001, April). Experiences in First Grade Classrooms: The Other Side of School Readiness. Paper presented at the biennial meeting of the Society for Research in Child Development, Minneapolis, Minnesota.

NICHD Early Child Care Research Network. (1997, April). Mother-child interaction and cognitive outcomes associated with early child care: Results from the NICHD Study. Paper presented at the Biennial Meeting of the Society for Research in Child Development, Washington, DC.

NICHD Early Child Care Research Network. (1996, June). (1) Early child care experiences of prospective Head Start children. (2) Child characteristics in poor and near-poor three-year-olds: Health, cognitive, and social. (3) Families of Head Start eligible children. (4) Early life experiences of low income children. Papers presented at Head Start's Third National Research Conference, Washington, DC.

NICHD Early Child Care Research Network. (1995, March). Child care in the 1990s: The NICHD Study of Early Child Care. Poster session presented at the Biennial Meeting of the Society for Research in Child Development, Indianapolis, IN

Payne, C.C. (1995). Social support in the transition to parenthood: Issues of risk and resilience in rural families. Society for Research in Child Development. Indiana.

Cox, M., Payne, C. C., & Margand, N. (1995). Becoming a father: The family context of early father-child relationships. Society for Research in Child Development. Indiana.

Payne, C.C. (1995). Invited address. Translating research into practice: Developmental outcomes for children in group care. NC-AEYC Preconference, Chapel Hill, NC.

Rodman, H., and Payne, C. (1991). A low-tech view of theory building: The definition of concepts. Theory and Research Methodology Workshop, National Council on Family Relations. Denver, Colorado.

Payne, C. (1990). The antecedents and consequences of the amount of time school-age children spend in self-care. NIMH Family Research Consortium on Risk and Resilience. Monterey, California.

Payne, C. (1990). Rethinking school-age child care: Balancing the needs of children, families and communities. Theory and Research Methodology Workshop, National Council on Family Relations. Seattle, Washington.

Payne, C. (Sept. 1989). School-age child care: Opportunities for independence, problem-solving and decision-making. Invited address, North Carolina Day Care Association. High Point, NC.

PRESENTATIONS continued

Payne, C. (Sept. 1989). Activity plans for school-agers based on projects, themes and clubs. Invited address, North Carolina Day Care Association, High Point, NC.

Payne, C. (Dec. 1988). Three and four year-olds in the public schools. Invited debate with Susan Law, President of the NC Day Care Association. Forsyth Association for the Education of Young Children. Winston-Salem, NC.

Payne-Donnelly, C. (May 1988). Program possibilities for four to six-year olds. Invited address, Early Childhood Conference, Chapel Hill, NC.

Payne-Donnelly, C. (March 1988). Positive guidance and conflict negotiations for school-age children. Invited address, Greensboro Association for the Education of Young Children, Greensboro, NC.

Payne-Donnelly, C. (Oct. 1987). Creative leadership for early childhood administrators. Invited address, North Carolina Association for the Education of Young Children, Winston-Salem, NC.

Payne-Donnelly, C. (March 1987). Assertive discipline with school-age children. Invited address, Greensboro Association for the Education of Young Children, Greensboro, NC.

Payne-Donnelly, C. (Oct. 1986). Public school involvement in preschool programs and early parent education. Invited address, North Carolina Association for the Education of Young Children, Winston-Salem, NC.

Payne-Donnelly, C. (Nov. 1986). Preschool programs within the public schools. Invited address, North Carolina Day Care Association, High Point, NC.

Payne-Donnelly, C. (Oct. 1985). Developing a model program for preschool children: The High Point model. Invited address, North Carolina Association for the Education of Young Children, Winston-Salem, NC.

Payne-Donnelly, C. (June 1985). A model program for preschool children in the public schools. Invited address, North Carolina Superintendents' Council Annual Conference, Boone, NC.

Payne-Donnelly, C. (May 1985). Developing a model program for preschool children in the public schools: The High Point model. Invited address, Early Childhood Conference, Chapel Hill, NC.

Wilder, L., Draper, T. & Donnelly, C. (March 1982). Overt and covert verbalization in normal and learning disabled children's problem solving. Southeastern Psychological Association meeting, New Orleans, LA.

Payne-Donnelly, C. (Nov. 1980). Future directions for learning disabled students. Invited address, High Point Association for Children with Learning Disabilities, High Point, NC.

PROFESSIONAL ORGANIZATIONS

Professional Organizations/Memberships & Participation

National Council on Family Relations

National Association for the Education of Young Children

Society for Research in Child Development

Association for Supervision and Curriculum Development

1994-1996, Secretary, Southwestern Society for Research in Human Development.

Reviewer, Child Development, American Journal on Mental Retardation, Family Relations, Close Relationships

Reviewer for Society for Research in Child Development Conferences, Family Policy and Family Kinship Review Panels.

National Council of Family Relations reviewer for family policy & theory sections

North Carolina Association for the Education of Young Children, Co-Chair local arrangements, 1988; Scholarship Committee, 1986; Leadership Planning Team, 1986.

North Carolina Day Care Association, Local Arrangements Chair, 1986, 1989.

Association for Supervision and Curriculum Development, NC Task force on Appropriate Pre-kindergarten Programs, 1988-1991.

SERVICE ACTIVITIES

University Activities/ Center Activities (Selected)

UNCG Child and Family Research Network Community Liason, 2007-present

UNCG Birth-Kindergarten Interdisciplinary Committee, 2000-2005

UNCG Teacher's Academy Council of Program Coordinators in Education, 2000-2005

Director of Student Teachers UNCG/HDF B-K program 2000-2005

HDF Search committees for B-K faculty positions 2001-2003

UNCG Lateral Entry/A-Licensure Ad Hoc Committee, 2002-2004

Site Director, OERI Kindergarten Transition Study, 1996-1998

Supervisor of Smart Start Evaluator, Burke County, 1995-1997

Co-chair, At-Risk committee, Family Infant, & Preschool Program, 1995-1997

School of Human Environmental Sciences Curriculum Committee, 1988-1989.

16 Payne, C. C.

Department of Child Development and Family Relations Undergraduate Curriculum Committee, 1986.

School of Human Environment Sciences Faculty Evaluation Coordinator, 1987-1988.

Community Activities (Selected)

Facilitator for School Readiness Collaborative of Guilford County (2003-present)

Consultant for Guilford Child Development: Project Evaluation, University Head Start Partnerships, and Collaborative Studies (2001-present).

Invited Task Force Chair for Guilford Child Development of the Triad's Winter Retreat on University Research and Training Partnerships. Included faculty from, UNCG, WSSU, NC A&T and GTCC.

Continued consultation with GCD and Maternal Health Director of GCDPH on parenting intervention programs for at-risk expectant women.

Consultant / Board Advisor for Family Resource Centers/ Grant Review chair Family Services of High Point (1998 – 2001).

Coordinator, Communities of Faith with Communities in Schools High Point CIS / First Presbyterian Church (1998 – 2002).

Chair, Burke Vision Families Task Force (1995-1996)

Burke Community Task Force on Day Care (1991-2000).

North Carolina Voices for Children Project (presenter, 1982-1983).

Member of Advisory Council for Early Childhood Programs, Guilford Technical Community College, 1983-1986.

State and National Task Forces:

Pre-kindergarten Task Force, 1983, 1984, 1988-1990 (for State Superintendent of Public Instruction Craig Phillips).

Association for Supervision and Curriculum Development, North Carolina Task Force on Appropriate Pre kindergarten Programs, 1988-1991.

School-Age Child Care Standards Task Force, 1989-1991 (commissioned by Project Home/Safe for the National Association for the Education of Young Children).

Consultant Activities (Selected)

United Child Development Services, Inc, Project Evaluator
Office of Population Affairs Adolescent Pregnancy Grant (2001-2005)

Consultation and staff training: Child and family assessments for adoption
research grant. Dr. Lenora Campbell, Winston Salem State University (2004-2005)

Parent-Child Interaction Qualitative Coding Training, Dr. Adrian Raines
Cross-Cultural Family Project (2002).

Parent-Child Interaction Qualitative Coding, Dr. Jay Belsky
New Zealand Family Project (1996-present).

Guilford Technical Community College, Greensboro, NC, School-Age Child Care
Project. Provided program evaluation and staff development services, 1989.

Alamance County Schools / Burlington City Schools, Burlington, NC. Trained teachers
in the interpretation and implementation of psychological assessments, fall 1979, spring
1980.

Instrument Development and National Training:

Conducted as part of the NICHD Study of Early Child Care Research Group

Co-developer with Robert Pianta of *Classroom Observation System: First Grade* (COS-1), COS-3 and COS-5. Instrument development, procedural manuals and national training for NICHD Study of Early Child Care. Used for first, third, and fifth grade assessments.

Developed and conducted national training/certification program for Attachment Q-Set Observational System. Adapted measure, developed videotapes and manuals for training and certification (24-month protocol). NICHD SECC.

Developed and conducted national training/certification program for Whole Family Interaction Observational Task (third and fifth grade protocol). NICHD SECC.