

## Jenna E. Finch

### *Curriculum Vitae*

Graduate School of Education · Stanford University  
520 Galvez Mall, CERAS #406 · Stanford, CA · 94305  
Phone: (408) 568-1405 · Email: jenna.e.finch@stanford.edu

### EDUCATION

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- 2018 (expected) **Stanford University**, Stanford, CA  
Ph.D., Development and Psychological Sciences, Graduate School of Education  
*Dissertation Committee*: Jelena Obradović, Sean Reardon, and Deborah Stipek
- 2013 **Georgetown University**, Washington, D.C.  
B.A., Psychology and Mathematics with Honors, *summa cum laude*  
*Honors Thesis Advisors*: Deborah Phillips and Anna Johnson

### GRANTS, FELLOWSHIPS, AND AWARDS

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- 2017 – 2018 Karr Family Fellowship, Center for Education Policy Analysis, Stanford University (\$4,800)
- 2016 – 2017 Additional Insights International Research Fellow, New York University/World Bank (\$5,000)
- 2015, 2017 Society for Research in Child Development Travel Award (\$300)
- 2014 – 2016 Institute of Education Sciences Fellowship, Stanford Interdisciplinary Doctoral Training Program in Quantitative Education Policy Analysis (\$30,000/year)
- 2014 South Asian Graduate Student Research Fellowship, Stanford University (\$1,000)
- 2013 – 2018 William R. and Sara Hart Kimball, Stanford Graduate Fellow (\$41,700/year)
- 2013 J.P. Guilford National Undergraduate Research Award (1<sup>st</sup> place), Psi Chi Honor Society
- 2013 Phi Beta Kappa, Georgetown University
- 2013 Sebastian Brenninkmeijer Medal in Psychology, Georgetown University
- 2013 Pi Mu Epsilon, National Mathematics Honorary Society, Georgetown University
- 2012 – 2013 Psi Chi Honor Society in Psychology President: Georgetown University Chapter
- 2012 Undergraduate Summer Research Grant, Psi Chi Honor Society (\$5,000)
- 2012 Georgetown Undergraduate Research Opportunities Program Summer Fellowship (\$3,000)

### PUBLICATIONS

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- Obradović, J., Sulik, M., **Finch, J. E.**, & Tirado-Strayer, N. (In press). Assessing students' executive functions in the classroom: Validating a scalable group-based procedure. *Journal of Applied Developmental Psychology*.
- Finch, J. E.**, & Obradović, J. (2017). Unique effects of socioeconomic and emotional parental challenges on children's executive functions. *Journal of Applied Developmental Psychology*, 52, 126-137.

**Finch, J. E., & Obradović, J.** (2017). Adversity and stress: Implications for the development of executive functions. In S. Wiebe & J. Karbach (Series Eds.), *Lifespan Development and Plasticity of Executive Functions*. Psychology Press (Taylor & Francis).

**Finch, J. E., & Obradović, J.** (2017). Independent and compensatory contributions of executive functions and challenge preference for students' adaptive classroom behaviors. *Learning and Individual Differences, 55*, 183-192.

Brown, N., **Finch, J. E.**, Obradović, J., & Yousafzai, A. (2017). Maternal care mediates the effects of nutrition and responsive stimulation interventions on young children's growth. *Child: Care, Health, and Development, 43*(4), 577-587.

Obradović, J., Yousafzai, A., **Finch, J. E.**, & Rasheed, M. (2016). Maternal scaffolding and home stimulation: Key mediators of early intervention effects on children's cognitive development. *Developmental Psychology, 52*(9), 1409-1421.

Obradović, J., & **Finch, J. E.** (2016). Importance of executive function skills for regulating physiological arousal: Piecewise latent growth curve modeling. *Developmental Science*.

Bassok, D., **Finch, J. E.**, Lee, R. H, Reardon, S. F., & Waldfogel, J. (2016). Socioeconomic gaps in early childhood experiences, 1998 to 2010. *AERA Open, 2*(3), 1-22.

**Finch, J. E.**, Johnson, A. D., & Phillips, D. A. (2015). Is sensitive caregiving in child care associated with children's early effortful control skills? An exploration of linear and threshold effects. *Early Childhood Research Quarterly, 31*(2), 125-134.

**Finch, J. E.** (2014). 1+1=0? Why a strong evidence base on early care and education does not add up to change. [Review of the book *The Pre-K Debates: Current Controversies and Issues*, edited by E. Zigler, W.S. Gilliam, & S.W. Barnett]. *Early Childhood Research Quarterly, 29*(2), 227-229.

### **Under Review**

Johnson, A.D., **Finch, J. E.**, & Phillips, D. A. (Under review). Associations between child care experiences and kindergarten readiness in a low-income sample: Moderation by child temperament.

**Finch, J. E.**, Yousafzai, A., Rasheed, M., & Obradović, J. (Under review). Measuring and understanding social-emotional behaviors in preschoolers from low- and middle-income countries.

Obradović, J., **Finch, J. E.**, Portilla, X., Rasheed, M., Memon, U., Tirado-Strayer, N., & Yousafzai, A. (Under review). Assessing early executive functioning in a global context: Family factors and developmental correlates in rural Pakistan.

### **In Preparation**

**Finch, J. E.**, Garcia, E. B., Sulik, M., & Obradović, J. Classroom composition of executive functions in middle childhood.

**Finch, J. E.** Family influences on the developmental trajectories of executive functions in early elementary school.

Obradović, J., **Finch, J. E.**, Tirado-Strayer, N., & Bardack, S. Classroom effects on the growth of executive function skills in middle childhood.

- Bassok, D., **Finch, J. E.**, Reardon, S. F., & Waldfogel, J. Understanding narrowing achievement gaps at school entry: The role of children's early life experiences.
- Finch, J. E.**, & Yoshikawa, H. Pre-academic stimulation moderates the effects of a preschool intervention for at-risk Chilean children.
- Latham, S., Reardon, S., Fahle, E. M., & **Finch, J. E.** Preschool and early achievement: Linking early education data to the Stanford Education Data Archive.
- Finch, J. E.**, Obradović, J., Yousafzai, A., & Tarullo, A. Hair cortisol levels in highly disadvantaged children in rural Pakistan: Associations with family socioeconomic status and children's adaptation.

## CONFERENCE PAPER PRESENTATIONS

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- Finch, J. E.** (July, 2018). *Family influences on the developmental trajectories of executive functions in early elementary school*. Paper submitted to the International Society for the Study of Behavioral Development biennial meeting, Gold Coast, Queensland, Australia.
- Finch, J. E.**, Garcia, E. B., Sulik, M., & Obradović, J. *Classroom composition of executive functions in elementary school*. Paper submitted to the American Educational Research Association annual meeting, New York, NY.
- Finch, J. E.**, & Yoshikawa, H. (April, 2017). *Pre-academic stimulation moderates the effects of a preschool intervention for at-risk Chilean children*. Paper presented at the Society for Research on Child Development biennial conference, Austin, TX.
- Finch, J. E.**, & Obradović, J. (April, 2017). *Classroom quality and academic achievement in middle childhood: Mediation by executive functioning skills*. Paper presented at the Society for Research on Child Development biennial conference, Austin, TX.
- Obradović, J., Yousafzai, A., **Finch, J. E.**, & Rasheed, M. (April, 2017). *Maternal scaffolding and home stimulation: Key mediators of early intervention effects on children's cognitive development*. Paper presented at the Society for Research on Child Development biennial conference, Austin, TX.
- Obradović, J., Sulik, M., & **Finch, J. E.** (April, 2017). *Assessing executive functions in the classroom context using tablet-based tasks*. Paper presented at the Society for Research on Child Development biennial conference, Austin, TX.
- Finch, J. E.**, & Yoshikawa, H. (March, 2017). *Compensatory effects of a preschool intervention for at-risk Chilean children: Moderation by pre-academic stimulation*. Paper presented at the Society for Research on Educational Effectiveness spring conference, Washington, DC.
- Finch, J. E.**, & Obradović, J. (March, 2017). *Executive functioning skills mediate associations between classroom quality and academic achievement in elementary school*. Paper presented at the Society for Research on Educational Effectiveness spring conference, Washington, DC.
- Obradović, J., Sulik, M., **Finch, J. E.**, & Tirado-Strayer, N. (March, 2017). *Group assessment of executive functions in the classroom context: Implications for academic achievement*. Paper presented at the Society for Research on Educational Effectiveness spring conference, Washington, DC.

- Finch, J. E.**, Obradović, J., & Yousafzai, A. (March, 2016). *Home environment quality mediates the effects of an early intervention on children's social-emotional development in rural Pakistan*. Paper presented at the Society for Research on Educational Effectiveness spring conference, Washington, DC.
- Bassok, D., **Finch, J. E.**, Lee, R., Reardon, S. F., & Waldfogel, J. (March, 2016). *Are early childhood disparities narrowing? The changing nature of early childhood and its link to narrowing school-entry achievement gaps*. Paper presented at the Society for Research on Educational Effectiveness spring conference, Washington, DC.
- Finch, J. E.**, Johnson, A. D., & Phillips, D. A. (November, 2015). *Publicly funded preschool and school readiness for low-income children: The moderating role of child temperament*. Paper presented at the Association for Public Policy Analysis and Management annual conference, Miami, FL. (Panel chair)
- Finch, J. E.**, & Obradović, J. (March, 2015). *Importance of executive function skills for regulating physiological arousal: Piecewise latent growth curve modeling*. Paper presented at the Society for Research on Child Development biennial conference, Philadelphia, PA.
- Johnson, A. D., Markowitz, A. J., **Finch, J. E.**, Hill, C., & Phillips, D. A. (November, 2013). *How does high-quality public pre-K influence academic gains?* Paper presented at the Association for Public Policy Analysis and Management annual conference, Washington, DC.
- Johnson, A. D., **Finch, J. E.**, & Phillips, D. A. (April, 2013). *Associations between caregiving quality and problem behavior in early childhood: Change over time and moderation by temperament*. Paper presented at the Society for Research on Child Development biennial Conference, Seattle, WA.

## CONFERENCE POSTER PRESENTATIONS

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\* Denotes undergraduate mentee authors

- Sulik, M., **Finch, J. E.**, & Obradović, J. (March, 2017). *Teacher rankings of executive function: A high-quality, low-cost alternative to rating scales?* Poster presented at the Society for Research on Educational Effectiveness spring conference, Washington, DC.
- Finch, J. E.**, & Obradović, J. (March, 2015). *Separating socioeconomic and emotional adversity: Links between early life stress and children's executive functioning skills*. Poster presented at the Society for Research on Child Development biennial conference, Philadelphia, PA.
- \*Haft, S., **Finch, J. E.**, & Obradović, J. (March, 2015). *Executive function and beyond: Challenge preference as a motivator for children's success in school*. Poster presented at the Society for Research on Child Development biennial conference, Philadelphia, PA.
- \*Haft, S., **Finch, J. E.**, & Obradović, J. (March, 2015). *Linking executive function and fine motor skills in middle childhood: Implications for academic achievement*. Poster presented at the Society for Research on Child Development biennial conference, Philadelphia, PA.
- Johnson, A. D., **Finch, J. E.**, & Phillips, D. A. (March, 2015). *Child care experiences and school readiness for low-income children: Moderation by child temperament*. Poster presented at the Society for Research on Child Development biennial conference, Philadelphia, PA.

- Finch, J. E.**, Johnson, A. D., & Phillips, D. A. (April, 2013). *Predicting self-regulation in kindergarten from early child care quality*. Poster presented at the Society for Research on Child Development biennial conference, Seattle, WA.
- Finch, J. E.**, Johnson, A. D., & Phillips, D. A. (March, 2013). *Associations between child care experiences, behavior problems, and temperamental reactivity*. Poster presented at the Eastern Psychological Association annual meeting, New York City, NY.
- Zachary, C., **Finch, J. E.**, Zimmerman, L., Oot, E., Fenstermacher, S., Linebarger, D., & Barr, R (June, 2012). *Parent-infant interactions in low-income minority families*. Poster presented at XVIII Biennial International Conference on Infant Studies, Minneapolis, MN.
- Linebarger, D. L., Barr, R., Piotrowski, J. T., Lapierre, M. A., & **Finch, J. E.** (June, 2012) *Relations among early television exposure, parental supervision during that exposure, and temperament*. Poster presented at XVIII Biennial International Conference on Infant Studies, Minneapolis, MN.

## **RESEARCH EXPERIENCE**

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- 2016 – Present    **Educational Success of Highly Mobile Students**  
*Dr. Jelena Obradović, Stanford University*  
Partnership with San Francisco Unified School District to understand the demographics and risk factors faced by the district's homeless and highly mobile student population
- 2015 – Present    **Gaps in Children's Early Experiences and Achievement**  
*Drs. Daphna Bassok., University of Virginia, Jane Waldfogel, Columbia University, & Sean Reardon, Stanford University*  
Using ECLS-K surveys to explore how demographics and children's early experiences have changed between 1998 and 2010, and links to changes in achievement gaps
- 2014 – Present    **School Transition and Readiness Project in Rural Pakistan**  
*Drs. Aisha Yousafzai, Harvard University & Jelena Obradović, Stanford University*  
Follow-up assessment investigating whether an early response stimulation intervention impacted highly disadvantaged children's executive functioning, school readiness skills, brain development, and health outcomes at age four
- 2013 – Present    **Promoting Learning, Understanding Self-regulation**  
*Dr. Jelena Obradović, Stanford University*  
Classroom-based study identifying how aspects of elementary school classroom context relate to changes in children's executive functioning skills over an academic year using computer tablets, observations, and biological reactivity measures
- 2011,  
2013 – Present    **Reactivity and Self-Regulation in Kindergarten Children**  
*Dr. Jelena Obradović, Stanford University*  
Study examining how executive functioning develops in children who show different levels of biological sensitivity to context, and how the interplay between children's biological reactivity and self-regulation predicts school readiness and general adaptation

- 2013            **Public Pre-K and Academic Achievement**  
*Drs. Anna Johnson and Carolyn Hill, Georgetown University*  
Secondary data analysis examining the effects of the Tulsa Pre-K Program on children's academic gains using regression discontinuity in a multi-level framework
- 2011 – 2013    **Child Care and Temperament Over Time Study**  
*Dr. Deborah Phillips, Georgetown University*  
Longitudinal study looking at the influence of childcare experiences on the continuity and discontinuity of temperament development
- 2010 – 2012    **Fostering Learning in Infants and Preschoolers**  
*Dr. Rachel Barr, Georgetown University*  
Coded parent-child interactions for longitudinal intervention study of early exposure to media and subsequent developmental outcomes

## **TEACHING EXPERIENCE**

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- 2017            **Instructor, Risk and Resilience in a Community Context**  
San Jose State University Child and Adolescent Development Department
- 2016 – 2017    **Co-Founder and Co-Instructor, Developmental and Psychological Sciences Faculty Student Seminar**  
Stanford University Graduate School of Education
- 2016            **Guest Lecturer on Early Childhood Education in Child Development in Contexts of Risk and Adversity course**  
Instructor: Jelena Obradović

## **PROFESSIONAL AFFILIATIONS AND SERVICE POSITIONS**

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- 2015 – Present    Graduate School of Education Mentorship Program
- 2015 – 2016      Stanford Graduate School of Education Student Guild, Financial Chair
- 2014 – Present    Developmental and Psychological Sciences, Student Representative
- 2013 – Present    Alumni Admissions Program, Georgetown University, Alumni Interviewer

**Professional Affiliations:** American Education Research Association, Association for Public Policy Analysis and Management, Society for Research in Child Development, Society for Research on Educational Effectiveness

**Ad Hoc Journal Reviewer:** Early Education and Development, Journal of Early Adolescence

## REFERENCES

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**Jelena Obradović, Ph.D.**

Associate Professor, Graduate School of Education, Stanford University  
Email: jelena.obradovic@stanford.edu

**Sean Reardon, Ph.D.**

Professor, Graduate School of Education, Stanford University  
Email: sreardon@stanford.edu

**Deborah A. Phillips, Ph.D.**

Professor, Department of Psychology, Georgetown University  
Email: deborah.dap4@gmail.com

**Aisha Yousafzai, Ph.D.**

Associate Professor, School of Public Health, Harvard University  
Email: ayousafzai@hsph.harvard.edu