

# AMY R. NAPOLI

amynapoli@unl.edu • (209) 556-7586 • [LEARN Lab](#)

369 Carolyn Pope Edwards Hall • 840 N 14th Street • Lincoln, NE 68588-0236

## APPOINTMENTS

---

- 2024– Associate Professor and Early Childhood Extension Specialist  
Apportionment: 70% Extension, 25% Research, 5% Service  
Family Engagement Program Co-lead, Early Childhood Extension Team  
Faculty Affiliate, Center for Research on Family, Youth, Children and Schools  
Department of Child, Youth and Family Studies  
University of Nebraska-Lincoln
- 2018–2024 Assistant Professor and Early Childhood Extension Specialist  
Faculty Affiliate, Center for Research on Family, Youth, Children and Schools  
Department of Child, Youth and Family Studies  
University of Nebraska-Lincoln

## EDUCATION

---

- 2018 Ph.D., Human Development and Family Studies  
Purdue University; West Lafayette, Indiana
- 2015 M.S., Human Development and Family Studies  
Purdue University; West Lafayette, Indiana
- 2010 B.A., Social and Behavioral Sciences, *cum laude*  
California State University Monterey Bay; Seaside, California

## AWARDS AND HONORS

---

- 2025 Communications Internet Education Technology Award  
*Accessible STEAM Guides for Rural Childcare Providers and Families through a User-Focused Website*  
1st Place National Winner, 1st Place Central Region Winner  
National Extension Association of Family & Consumer Sciences
- 2024 Excellence in Teamwork Award  
*Building Better Babysitters*  
2nd Place Central Region  
National Extension Association of Family & Consumer Sciences
- 2023 Mary W. Wells Memorial Diversity Award  
*Increasing Childcare through Nebraska's CDA Program*  
2nd Place National, 2nd Place Central Region  
National Extension Association of Family & Consumer Sciences
- 2022–2023 Policy Fellow, Nebraska Academy for Early Childhood Research
- 2022 Educational Aids Blue Ribbon  
*Water Lessons for Preschoolers*  
American Society of Agricultural and Biological Engineering
- 2022 President's Award for Inclusive Excellence Collaboration  
Racial Literacy Roundtables Leadership Team

2022	University-wide Departmental Teaching Award Department of Child, Youth and Family Studies
2021	Excellence in Multi State Collaboration Team Award <i>A Multi-State Collaboration to Support Young Children's Coping with Storybooks: Expanding the Read for Resilience Program</i> 3rd Place National, 2nd Place Central Region National Extension Association of Family & Consumer Sciences
2021	Extension Disaster Education Team Award <i>Read for Resilience: Supporting Children after Disasters with Storybooks</i> 2nd Place Central Region National Extension Association of Family & Consumer Sciences
2020	Excellence in Extension Team Award for Impact <i>Childcare Providers Virtual Professional Development</i> Nebraska Extension, University of Nebraska
2018	HDFS Outstanding Doctoral Student Award, Purdue University
2018	Center for Families Research Award, Purdue University
2013–2017	Purdue Doctoral Fellow
2009–2010	Ronald E. McNair Scholar

## FUNDING

---

### EXTERNAL FUNDING (total \$666,372)

2025–2027	<b>Co-Principal Investigator.</b> <i>North Central Region Quality Childcare Network.</i> North Central Regional Center for Rural Development Thematic Working Group Grant. Principal Investigator: Kelsie Muller. Co-Principal Investigators: Rae Baker & Aileen Garcia. (\$34,980).
2025–2026	<b>Principal Investigator.</b> <i>Educare Lincoln Evaluation.</i> Buffet Early Childhood Fund. Co-PIs: Clariabelle Gabas & Soo-Young Hong. (\$194,097).
2024–2025	<b>Principal Investigator.</b> <i>Educare Lincoln Evaluation.</i> Buffet Early Childhood Fund. Co-PIs: Clariabelle Gabas & Soo-Young Hong. (\$185,515).
2023–2024	<b>Co-Principal Investigator.</b> <i>Educare Lincoln Evaluation.</i> Buffet Early Childhood Fund. PI: Lisa Knoche, Co-PIs: Soo-Young Hong & Rachel Schachter. (\$179,780).
2021–2022	<b>Principal Investigator.</b> <i>A Home Numeracy Intervention for Fostering Young Children's Math Skills.</i> Nebraska Established Program to Stimulate Competitive Research FIRST Award. (\$25,000).
2020–2021	<b>Principal Investigator.</b> <i>Read for Resilience: Supporting Children after Disasters with Storybooks.</i> Extension Disaster Education Network. Co-PI: Holly Hatton-Bowers; Co-Is: Soni Cochran & Jaclynn Foged. (\$35,000).
2019–2020	<b>Principal Investigator.</b> <i>Learning Begins at Birth.</i> Preschool Development Grant subcontract. Co-PI: Holly Hatton-Bowers. (\$12,000).

**INTERNAL FUNDING (total \$50,000)**

- 2026** **Co-Investigator.** *Investigating Facilitators and Barriers of Early Childhood Development and Learning Using Educare Lincoln's Longitudinal Data.* Nebraska Academy for Methodology, Analytics & Psychometrics. Advanced Analytics and Data Infrastructure (AADI) Catalyst Program Award. PI: Soo-Young Hong; Co-I: Clariebelle Gabas. (\$5,000).
- 2021–2022 **Principal Investigator.** *Promoting Parent-Child Math Engagement to Improve Young Children's Math Skills: The Math at Home Program.* University of Nebraska Extension Innovation Grant. Co-Investigators: Jackie Steffen & Sarah Roberts. (\$10,000).
- 2020–2021 **Co-Investigator.** *Increasing Nebraska's Quantity and Quality of Certified Childcare Providers.* University of Nebraska Extension Innovation Grant. PIs: Linda Reddish & Tasha Wulf; Co-Investigator: Lynn DeVries & Early Childhood Extension Team. (\$10,000).
- 2020–2021 **Co-Investigator.** *Learning in the Heartland.* University of Nebraska Extension Innovation Grant. Principal Investigators: LaDonna Werth & Lisa Poppe; Co-Investigator: Erin Kampbell. (\$5,000).
- 2019–2020 **Principal Investigator.** *Read for Resilience.* University of Nebraska Extension Innovation Grant. Co-PI: Holly Hatton-Bowers; Co-Investigators: Tasha Wulf, Jaclynn Fogged, Lynn DeVries, Carrie Gottschalk, LaDonna Werth, Jackie Steffen, Lisa Poppe, Lee Sherry, Linda Reddish, & Kathleen Lodl. (\$10,000).
- 2018–2019 **Co-Investigator.** *Nebraska Building Blocks: Using Block Play in Early Childhood Programs.* University of Nebraska Extension Innovation Grant. Principal Investigator: Tasha Wulf; Co-Investigators: Jaclynn Fogged, Kathryn Krause, Leanne Manning, Carrie Gottschalk, Lynn DeVries, Jackie Guzman, LaDonna Werth, Ruth Vonderohe, Sarah Roberts, Lisa Poppe, & Kelley Buchheister. (\$10,000).

**PROPOSALS SUBMITTED, NOT FUNDED**

- 2025–2026** **Co-Investigator.** *Identifying comprehensive and equitable methods for assessing the language development of multilingual learners in early childhood: An interdisciplinary approach.* American Speech-Language-Hearing Foundation. Principal Investigator: Clariebelle Gabas; Co-investigator: Soo-Young Hong. (\$10,000).
- 2025–2029** **Co-Investigator.** *Playful learning in preK–first grade: Characterizing children's experiences and associations with academic development.* Institute of Education Sciences Exploration Grant. Principal Investigator: Rachel Schachter; Co-Principal Investigator: Kelly Purtell; Co-Investigator: Natalie Koziol. (\$1,699,284).
- 2025–2026** **Co-Investigator.** *An equity-minded approach to language assessment of young multilingual learners.* Spencer Foundation Vision Grant. Principal Investigator: Clariebelle Gabas; Co-Investigator: Soo-Young Hong. (\$75,000).
- 2025–2027** **Co-Investigator.** *Teachers' perspectives on and children's opportunities for guided play in preK–first grade.* Spencer Foundation Large Grant. Principal Investigator: Rachel Schachter; Co-Principal Investigator: Kelly Purtell. (\$369,422).

- 2024–2027 **Co-Principal Investigator.** *A bottom-up approach for reimagining the potential of the prekindergarten through first grade trajectory.* William T. Grant Foundation Reducing Inequality. Principal Investigator: Rachel Schachter. Co-PIs: Erin E. Flynn & Lisa Knoche. (\$598,485).
- 2024–2025 **Principal Investigator.** *Bringing Kimmel to Nebraskans with Early Childhood Pollinator Events.* Kimmel Orchard and Vineyard Education Foundation. Co-PIs: Jackie Steffen, Sarah Paulos, & Doug Golick. (\$26, 385).
- 2024–2028 **Co-Investigator.** *Play-based learning in pre-K–first grade: Characterizing children’s experiences and associations with academic development.* Institute of Education Sciences Exploration Grant. Principal Investigator: Rachel Schachter; Co-Principal Investigator: Kelly Purtell; Co-Investigator: Natalie Koziol. (\$1,699,478).
- 2024–2027 **Co-Principal Investigator.** *North Central Quality Childcare Network.* North Central Regional Center for Rural Development Thematic Working Group Grant. Principal Investigator: Kelsie Muller. Co-Principal Investigators: Anne Clarkson, Rae Baker, & Aileen Garcia. (\$50,000).
- 2024–2029 **Principal Investigator.** *CAREER: The Family Counts Home Numeracy Intervention for Fostering Young Children’s Math Skills.* National Science Foundation Faculty Early Career Development Program. (\$1,303,055).
- 2024–2028 **Co-Investigator.** *A Bottom-up Approach for Reimagining the Potential of the Prekindergarten Through First Grade Trajectory.* Spencer Foundation Large Research Grant. Principal Investigator: Rachel Schachter; Co-Investigators: Erin E. Flynn, Dalhia Lloyd, and Lisa Knoche. (\$499,624).
- 2023–2028 **Principal Investigator.** *CAREER: A Home Numeracy Intervention for Fostering Young Children’s Math Skills.* National Science Foundation Faculty Early Career Development Program. (\$1,116,867).
- 2023–2027 **Co-Investigator.** *A bottom-up approach for reimagining the potential of the prekindergarten through first grade trajectory.* Spencer Foundation Large Research Grant. Principal Investigator: Rachel Schachter; Co-PI: Erin Flynn; Co-I: Lisa Knoche. (\$499,052).
- 2022–2024 **Co-Evaluator.** *Nebraska Early Childhood Campaign Evaluation.* Buffet Early Childhood Institute. Lead Evaluator: Yan Xia; Co-Evaluators: Soo-Young Hong, Julie, Tippens, Michael Merten. (\$275,000).
- 2021 **Principal Investigator.** *The Parent Math Program: A Text Message-based Intervention to Promote Early Math Skills.* Caplan Foundation for Early Childhood, Letter of Interest. (\$50,495).
- 2021 **Co-Investigator.** *The STEM Ecosystem–Bridging the Gap of STEM Education in Early Childhood in Rural Communities.* NU Collaboration Initiative. Principal Investigator: Megan Adkins; Co-investigators: C. Cutucache, D. Mollenkopf, P. Thompson, & J. Strawhecker. (applied \$40,000).

**PUBLICATIONS**

(h-index: 18; i10-index: 18; citations: 2029)

\*indicates graduate student co-author, \*\* indicates undergraduate student co-author, \*\*\* indicates community partner

**PEER-REVIEWED JOURNAL ARTICLES**

Impact factors are reported for the year of publication. Impact factors and 4-year impact factors were sourced from *Sci Journal*. Citation counts were captured 12/12/2025 from [Google Scholar](#).

(IF = Impact Factor; IF-4 = 4-Year Impact Factor; CS = CiteScore)

20. **Napoli, A. R.**, Schachter, R. E., & Avari, P. A. (2025). A large-scale descriptive study of kindergarten teachers' assessment practices. *Journal of Early Childhood Teacher Education*. <https://doi.org/10.1080/10901027.2025.2581025>

*Contributions: Conceptualization, coding and analyses, method and results*

IF: 1.3; IF-4: 1.8; CS: 3.1; Citation Count: N/A

19. Bosire, J. P. O., & **Napoli, A. R.** (2025). Promoting early language development through parent education: A randomized trial of a text messaging intervention. *Journal of Applied Developmental Psychology*, 101, 101875. <https://doi.org/10.1016/j.appdev.2025.101875>

*Contributions: Mentorship on conceptualization, editing, feedback*

IF: 2.4; IF-4: 4.0; CS: 5.1; Citation Count: N/A

18. Bosire, J. P. O., Palermo, F., & **Napoli, A. R.** (2025). Early home literacy and math environment: Cross-domain associations between parental literacy and math beliefs. *Frontiers in Psychology*, 16. <https://doi.org/10.3389/fpsyg.2025.1649713>

*Contributions: Conceptualization, mentorship, provided feedback on full draft*

IF: 3.0; IF-4: 3.8; CS: 6.3; Citation Count: N/A

17. **Napoli, A. R.**, Ehrman, P. C., & Purpura, D. J. (2025). A text message-based home numeracy pilot intervention for parents of preschoolers. *Journal of Applied Developmental Psychology*, 98, 101784. <https://doi.org/10.1016/j.appdev.2025.101784>

*Contributions: Conceptualization, conducted analyses, wrote first draft, corresponding author*

IF: 2.4; IF-4: 4.0; CS: 5.1; Citation Count: 1

16. Purpura, D. J., O'Rear, C. D., Ellis, A., Logan, J. A. R., Westerberg, L., Ehrman, P., King, Y. A., Vander Tuin, M., Nordgren, I., Anderson, K., Cosso, M. J., Zippert, E., **Napoli, A. R.**, Hornburg, C. B., Schmitt, S. A., & Dobbs-Oates, J. (2024). Unique and combined effects of quantitative mathematical language and numeracy instruction within a picture book intervention. *Journal of Educational Psychology*, 116(1), 1–19. <https://psycnet.apa.org/doi/10.1037/edu0000820>

❖ Editor's Choice article

*Contributions: Conceptualization, provided feedback on full draft*

IF: 4.9; IF-4: 6.8; CS: 5.81; Citation Count: 13

15. Daucourt, M. C., **Napoli, A. R.**, Quinn, J. M., Wood, S. G., & Hart, S. A. (2021). The home math environment and math achievement: A meta-analysis. *Psychological Bulletin*, 147(6), 565–596. <https://doi.org/10.1037/bul0000330>  
*Contributions: Interpretation of findings, feedback on all sections, implemented reviewer feedback, reviewed full draft, coding*  
IF: 20.9; IF-4: 23.8; CS: 29.40; Citation Count: 266
14. **Napoli, A. R.**, Korucu, I., Lin, J., Schmitt, S. A., & Purpura, D. J. (2021). Characteristics related to parent-child literacy and numeracy practices in preschool. *Frontiers in Education*, 6, Article 535832. <https://doi.org/10.3389/educ.2021.535832>  
*Contributions: Conceptualization, wrote discussion and methods, co-wrote introduction, coordinated revisions, corresponding author*  
IF: 2.1; IF-4: 2.3; CS: 3.2; Citation Count: 43
13. Purpura, D. J., Schmitt, S. A., **Napoli, A. R.**, Dobbs-Oates, J., King, Y. A., Hornburg, C. B., Westerberg, L., Borriello, G., Bryant, L., Anaya, L., Kung, M., Litkowski, E. C., Lin, J., & Rolan, E. (2021). Engaging caregivers and children in picture books: A family-implemented mathematical language intervention. *Journal of Educational Psychology*, 113(7), 1338–1353. <https://doi.org/10.1037/edu0000662>  
*Contributions: Conceptualization and study design, co-wrote introduction, input on all sections, reviewed full draft*  
IF: 5.5; IF-4: 6.8; CS: 5.81; Citation Count: 100
12. Lin, J., **Napoli, A. R.**, Schmitt, S. A., & Purpura, D. J. (2021). The relation between parent ratings and direct assessments of preschoolers' numeracy skills. *Learning and Instruction*, 71, Article 101375. <https://doi.org/10.1016/j.learninstruc.2020.101375>  
*Contributions: Conceptualization, co-wrote introduction and method, edited full draft*  
IF: 3.3; IF-4: 5.9; CS: 7.10; Citation Count: 23
11. Schachter, R. E., Flynn, E. E., **Napoli, A. R.**, & Piasta, S. B. (2020). Teachers' perspectives on year two implementation of a kindergarten readiness assessment. *Early Education and Development*, 31(5), 778–795. <https://doi.org/10.1080/10409289.2019.1679606>  
*Contributions: Conducted analyses, co-wrote results, reviewed full draft*  
IF: 1.9; IF-4: 2.5; CS: 1.97; Citation Count: 25
10. Korucu, I., Rolan, E., **Napoli, A. R.**, Purpura, D. J., & Schmitt, S. A. (2019). Development of the Home Executive Function Environment (HEFE) Scale: Assessing its relation to preschoolers' executive function. *Early Childhood Research Quarterly*, 47(2), 9–19. <https://doi.org/10.1016/j.ecresq.2018.09.001>  
*Contributions: Conceptualization, co-wrote introduction, reviewed full draft*  
IF: 3.2; IF-4: 4.5; CS: 4.6; Citation Count: 56

9. Schmitt, S. A., Korucu, I., **Napoli, A. R.**, Bryant, L. M., & Purpura, D. J. (2018). Using block play to enhance preschool children's mathematics and executive function: A randomized controlled trial. *Early Childhood Research Quarterly*, *44*(3), 181–191.  
<https://doi.org/10.1016/j.ecresq.2018.04.006>  
*Contributions: Co-wrote method, contributed to introduction, reviewed full draft*  
 IF: 2.9; IF-4: 4.5; CS: 4.6; Citation Count: 171
8. **Napoli, A. R.**, & Purpura, D. J. (2018). The home literacy and numeracy environment in preschool: Cross-domain relations of parent-child practices and child outcomes. *Journal of Experimental Child Psychology*, *166*, 581–603.  
<https://doi.org/10.1016/j.jecp.2017.10.002>  
 ❖ Among 2021 *Journal of Experimental Child Psychology* Most Cited Articles Since 2018  
*Contributions: Conceptualization, conducted analyses, wrote first draft, coordinated revisions, corresponding author*  
 IF: 3.1; IF-4: 3.3; CS: 4.8; Citation Count: 277
7. Schmitt, S. A., Pratt, M. E., Korucu, I., **Napoli, A. R.**, & Schmerold, K. (2018). Preschool classroom quality and social-emotional functioning: Findings across geographic regions. *Early Childhood Research Quarterly*, *43*(2), 11–22.  
<https://doi.org/10.1016/j.ecresq.2017.11.002>  
*Contributions: Contributed to introduction, reviewed full draft*  
 IF: 2.9; IF-4: 4.5; CS: 4.6; Citation Count: 41
6. Schmitt, S. A., Lewis, K., Duncan, R., Korucu, I., & **Napoli, A. R.** (2018). The effects of *Positive Action* on preschool children's social-emotional competence and health behaviors. *Early Childhood Education Journal*, *46*(1), 141–151.  
<https://doi.org/10.1007/s10643-017-0851-0>  
*Contributions: Contributed to introduction and method, reviewed full draft*  
 IF: 0.9; IF-4: 1.0; CS: 1.38; Citation Count: 54
5. Purpura, D. J., **Napoli, A. R.**, Wehrspann, E. A., & Gold, Z. S. (2017). Causal connections between mathematical language and mathematical knowledge: A dialogic reading intervention. *Journal of Research on Educational Effectiveness*, *10*(1), 116–137.  
<https://doi.org/10.1080/19345747.2016.1204639>  
*Contributions: Conceptualization, co-wrote introduction and method, reviewed full draft*  
 IF: 1.6; IF-4: 3.8; CS: 2.38; Citation Count: 328
4. Purpura, D. J., Day, E., **Napoli, A. R.**, & Hart, S. A. (2017). Identifying domain-general and domain-specific predictors of low mathematics performance: A classification and regression tree analysis. *Journal of Numerical Cognition*, *3*(2), 365–399.  
<https://doi.org/10.5964/jnc.v3i2.53>  
*Contributions: Contributed to introduction, reviewed full draft*  
 IF: N/A; IF-4: N/A; CS: N/A; Citation Count: 57

3. Purpura, D. J., Logan, J. A. R., Hassinger-Das, B., & **Napoli, A. R.** (2017). Why do early mathematics skills predict later reading? The role of mathematical language. *Developmental Psychology*, 53(9), 1633–1642. <https://doi.org/10.1037/dev0000375>  
*Contributions: Co-wrote introduction, reviewed full draft*  
IF: 3.3; IF-4: 5.0; CS: 4.44; Citation Count: 177
2. Thompson, R. J. \*\*, **Napoli, A. R.**, & Purpura, D. J. (2017). Age-related differences in the relation between the home numeracy environment and numeracy skills. *Infant and Child Development*, 26(5), 1–13. <https://doi.org/10.1002/icd.2019>  
*Contributions: Conceptualization, mentored first author in all steps, provided feedback on drafts*  
IF: 1.2; IF-4: 1.7; CS: 1.65; Citation Count: 146
1. Purpura, D. J., & **Napoli, A. R.** (2015). Early numeracy and literacy: Untangling the relation between specific components. *Mathematical Thinking and Learning*, 17(2–3), 197–218. <https://doi.org/10.1080/10986065.2015.1016817>  
*Contributions: Provided input on data interpretation, reviewed full draft*  
IF: 0.8; IF-4: 2.6; CS: 2.6; Citation Count: 144

#### Peer-reviewed Manuscripts In Progress

8. Hornburg, C. B., **Napoli, A. R.**, Litkowski, E., Lin, J., Miller, J. L., Reinhardt, M. A., Berry, C. A., Valdivia, I., Arnott, D., Gardner, A. F., Bradburn, I. S., & Purpura, D. J. (revising to resubmit). Incorporating mathematical language into preschool classrooms. *Mathematics Teacher: Learning and Teaching PK–12*.
7. Jeffries, J. B., Bosire, J. P. O., Palermo, F., & **Napoli, A. R.** (under review). Patterns of change in the home learning environment and links to school readiness: A person-centered approach. *Early Childhood Research Quarterly*.
6. Fox, E. G., Purtell, K. M., Schachter, R. E., Abdul-Masih, M., **Napoli, A. R.**, & Joo, Y. (under review). Examining differences in teachers' beliefs about play in rural, suburban, and urban settings. *Early Childhood Education Journal*.
5. De Marco, A., Gabas, C., Baird, S., Buck, D.\*\*\*, Johnson, J., & **Napoli, A. R.** (under review). Seeing communities as experts on their own data: Research-practice partnerships. *Journal of Participatory Research Methods*.
4. Bosire, J. P. O., **Napoli, A. R.**, & Palermo, F. (preparing for submission—full draft available). Gender differences in parental engagement: Comparing literacy and math involvement in early childhood.

3. Bosire, J. P. O., Jeffries, J., **Napoli, A. R.**, & Palermo, F. (preparing for submission—full draft available). Profiles of home learning environment activities: Exploring family variability and links to early language, literacy, and math skills. *Developmental Psychology*.

2. Lin, J., **Napoli, A. R.**, Schmitt, S. A., & Purpura, D.J. (under review). Parent enjoyment of reading and mathematics and preschoolers' home learning environments. *Early Childhood Education Journal*.

1. Bosire, J. P. O., Jeffries, J., & **Napoli, A. R.** (preparing for submission—full draft available). Associations between the home learning environment and emergent skills: The mediating role of oral language and code skills.

## INVITED EDITORIALS

1. Niklas, F., Cahrssen, C., Lehl, S., & **Napoli, A. R.** (2021). Children's competencies development in the home learning environment. *Frontiers in Psychology*, Article 12:706360. <https://doi.org/10.3389/fpsyg.2021.706360>  
IF: 2.067; IF-4: 2.321; CS: 3.2; Citation Count: 28

## EDITOR-REVIEWED BOOK CHAPTERS

2. **Napoli, A. R.**, Bosire, J. P. O., & Purpura, D. J. (2025). The home literacy environment within a broader framework of home learning. In G. Georgiou & T. Inoue (Eds.), *Home literacy environment and literacy acquisition: Evidence from different languages and contexts* (pp. 85–102). Springer.

*Contributions: Wrote most sections, edited full draft, corresponding author*

1. Purpura, D. J., **Napoli, A. R.**, & King, Y. (2019). Development of mathematical language in preschool and its role in learning numeracy skills. In D. C. Geary, D. B. Berch, & K. Mann Kopke (Eds.), *Mathematical cognition and learning: Cognitive foundations for improving mathematical learning* (Vol. 5, pp. 175–194). Academic Press.  
<https://doi.org/10.1016/B978-0-12-815952-1.00007-4>  
*Contributions: Co-wrote several sections, reviewed full draft*  
Citation Count: 49

## PEER-REVIEWED PRACTITIONER PUBLICATIONS

6. Avari, P.\*, **Napoli, A. R.**, & Hatton-Bowers, H. (2021). Decreasing burnout and promoting well-being among early childhood educators. *NebGuide*. Nebraska Extension.  
<https://extensionpublications.unl.edu/assets/pdf/g2333.pdf>  
*Contributions: Conceptualization, edited drafts, corresponding author*

5. Witte, A. L., Hatton-Bowers, H., & **Napoli, A. R.** (2021). Family-childcare partnerships in early childhood: First steps to success. *NebGuide*. Nebraska Extension.  
<https://extensionpublications.unl.edu/assets/pdf/g2334.pdf>  
*Contributions: Conceptualization, wrote sections, edited full draft, corresponding author*
4. Witte, A. L., Schumacher, R. E.\*, & **Napoli, A. R.** (2021). Family-school partnerships in elementary school: Working together for kids. *NebGuide*. Nebraska Extension.  
<https://extensionpublications.unl.edu/assets/pdf/g2330.pdf>  
*Contributions: Conceptualization, edited for accessibility, reviewed full draft*
3. **Napoli, A. R.** (content development lead), & Hatton-Bowers, H. (co-lead) with DeVries, L., Foged, J., Poppe, L., & Werth, L. (2020). <https://learningbeginsatbirth.org/resources/>  
*Contributions: Coordinated content development, wrote several sections, edited full guide, coordinated feedback with external partners, corresponding author*
2. **Napoli, A. R.**, & Hatton-Bowers, H. (2020). *How reading storybooks helps children cope after a disaster* [invited blog post]. ChildCare Aware of America.  
<https://info.childcareaware.org/blog/how-storybook-reading-helps-children-cope-after-a-disaster>  
*Contributions: Conceptualization, wrote sections, reviewed draft, corresponding author*
1. **Napoli, A. R.**, & Johnson, V. J.\* (2019). Promoting young children’s early language and prereading skills with dialogic reading. *NebGuide*, G2317. Nebraska Extension.  
<http://extensionpublications.unl.edu/assets/pdf/g2317.pdf>  
*Contributions: Conceptualization, wrote sections, edited full draft, corresponding author*

## EVALUATION REPORTS AND DISSEMINATION

4. Hong, S.-Y., Gabas, C., Wilmayani, N. K.\*, Dossen, P.\*, Marin Hine, S.\*, Turdalieva, F.\*, & **Napoli, A. R.** (2025). *Educare Lincoln annual program evaluation report on the 2024–2025 data*. <https://cehs.unl.edu/cyaf/educare-evaluation-project/>
3. Hong, S.-Y., Gabas, C., Azghadi, S.\*, Garcia, N. M.\*, Wilmayani, N. K. \*, Dossen, P. \*, & **Napoli, A. R.** (2024). *Annual program evaluation report: 2023–2024*. Educare Lincoln.
2. Gabas, C., Azghadi, S.\*, Garcia, N. M.\*, & **Napoli, A. R.** (2024). *Annual snapshot of evaluation findings: 2023 to 2024*. Educare Lincoln.
1. Garcia, N. M.\*, Gabas, C., **Napoli, A. R.**, & Schachter, R. (2023). [\*Annual snapshot of evaluation findings: 2022 to 2023\*](#). Educare Lincoln.

## CHILDREN'S BOOKS

4. Buchheister, K., & **Napoli, A. R.** (2023). Talithia Williams: Dazzling us with data. In C. Jackson (Ed.), *Powerful mathematicians who changed the world*. National Council of Teachers of Mathematics. <https://www.nctm.org/Store/Products/Powerful-Mathematicians-Who-Changed-the-World,-Dazzling-Data-Grades-PK-2/>  
*Contributions: Conceptualization, wrote sections*
  
3. Isaacs, A. M., & **the Purdue Early Achievement Research Labs.** (2021). *The little elephants' big adventures: Too many pillows*. Authors.  
*Contributions: Conceptualization, corresponded with illustrator and lead author to provide team feedback*
  
2. Isaacs, A. M., & **the Purdue Early Achievement Research Labs.** (2021). *The little elephants' big adventures: Just enough eggs*. Authors.  
*Contributions: Conceptualization, corresponded with illustrator and lead author to provide team feedback*
  
1. Isaacs, A. M., & **the Purdue Early Achievement Research Labs.** (2020). *The little elephants' big adventures: Picnic with some peanuts*. Authors.  
*Contributions: Conceptualization, corresponded with illustrator and lead author to provide team feedback*

## PRESENTATIONS

---

### INVITED PRESENTATIONS

3. **Napoli, A. R.**, Aldrich, C., Baker, R., Garcia, A., & Muller, K. (2026, January 29). The North Central Quality Childcare Network: Innovative approaches to growing quality childcare across the North Central region [Invited webinar]. North Central Regional Center for Rural Development. West Lafayette, IN, United States.
  
2. **Napoli, A. R.** (2024, March 22). *Fostering children's social-emotional and literacy skills through reading* [Invited keynote]. Nebraska Association of Family and Consumer Sciences. Lincoln, NE, United States.
  
1. **Napoli, A. R.** (2020, December 9). *Numeracy at home: A pilot intervention for parents of preschoolers* [Invited virtual keynote]. Mathematics Education Centre, Loughborough University. Leicestershire, United Kingdom.

## PEER-REVIEWED PRESENTATIONS

### International Research Presentations

2. Napoli, A. R., & Purpura, D. J. (2016, July 13–16). Cross-domain relations of the home literacy and numeracy environments to preschoolers' outcomes. In D. J. Purpura (Chair), *Language: A critical connection between mathematics and literacy* [Symposium]. Society for the Scientific Study of Reading, Porto, Portugal.
1. Purpura, D. J., Napoli, A. R., Wehrspann, E. A., & Gold, Z. S. (2016, July 13–16). Teaching mathematical language through dialogic reading: An intervention with preschool children. In D. J. Purpura (Chair), *Language: A critical connection between mathematics and literacy* [Symposium]. Society for the Scientific Study of Reading, Porto, Portugal.

### National Research Presentations

37. Napoli, A. R., Burke, K.\*, Secules, E.\*, Steffen, J., & Hatton, H. (2025, May 1–3). *Increasing parent-child dialogue during storybook reading to foster positive social-emotional interactions* [Poster presentation]. Society for Research in Child Development, Minneapolis, MN, United States.
36. Anaya, L. Y. (moderator), Napoli, A. R., Avendano, J. \*\*\*, Parker, J. \*\*\*, & Gutierrez, H. \*\*\* (panelists). (2025, May 1–3). *Centering parent and family voices: Implications for research, practice, and policy* [Conversation roundtable canceled]. Society for Research in Child Development, Minneapolis, MN, United States.
35. Wernick, P. D.\*, Napoli, A. R., Hatton, H., Prokasky, A., & Clark, C. (2025, May 1–3). *Predicting teacher well-being and job stress: The role of early childhood teacher characteristics* [Poster presentation] Society for Research in Child Development, Minneapolis, MN, United States.
34. Bosire, J. P. O.\*, Jeffries, J.\*, & Napoli, A. R. (2025, May 1–3). *Exploring the cross-domain associations between home learning environment and children's emergent literacy and numeracy skills* [Poster presentation] Society for Research in Child Development, Minneapolis, MN, United States.
33. De Marco, A., Gabas, M. C., Napoli, A. R., Johnson, J., Baird, S., & Faria, A.-M. (2025, February 24). *Seeing communities as experts on their own data: A research-practice partnership* [Presentation]. Carolina Engagement Week, University of North Carolina, Chapel Hill, NC, United States.
32. Purtell, K. M., Schachter, R. E., Joo, J.\*, Abdul-Masih, M.\*, Fox, E.\*, & Napoli, A. R. (2024, June 24–26). *Alignment of classroom play in preschool and early elementary school: Understanding teacher perspectives* [Poster presentation]. National Research Conference on Early Childhood, Alington, VA, United States.

31. Chen, K., Gomez, S., & **Napoli, A. R.** (2024, March 21–23). *Unfolding home and childcare numeracy environments and their associations with preschool children's numeracy skills* [Poster presentation]. Cognitive Development Society, Pasadena, CA, United States.
30. Chen, K., Yao, Y.\*, Roberts, S.\*, & **Napoli, A. R.** (2023, March 23–25). Associations among home numeracy environments, childcare numeracy environments, and preschool children's numeracy skills [Flash talk]. Society for Research in Child Development, Salt Lake City, UT, United States.
29. Purpura, D. J., O'Rear, C., Ellis, A., Logan, J., Westerberg, L., King, Y. Tuin, M., Ehrman, P., Nordgren, I., Anderson, L., Cosso, J., Zippert, E., **Napoli, A. R.**, Hornburg, C., Schmitt, S. A., & Dobbs-Oates, J. (2023, March 23–25). Quantitative language and numeracy instruction: Contrasting picture book interventions in preschool. In V. Bermudez (chair), *Experimental mathematics interventions in classrooms and schoolyards to promote early numeracy and rational number learning* [symposium]. Society for Research in Child Development, Salt Lake City, UT, United States.
28. **Napoli, A. R.**, Hatton-Bowers, H., Cochran, S., & Foged, J. (2022, October 13). *Read for Resilience toolkits for childcare providers: Using storybooks to support children after disasters* [Presentation]. Extension Disaster Education Network, Grand Rapids, MI, United States.
27. Chen, K.\*, Yao, Y.\*, Roberts, S.\*, & **Napoli, A. R.** (2022, April 21–23). Associations among home numeracy environments, childcare numeracy environments, and preschool children's numeracy skills [Poster presentation cancelled]. Cognitive Development Society, Madison, WI, United States.
26. **Napoli, A. R.**, Schachter, R. E., & Avari, P.\* (2022, April 21–26). Kindergarten teachers' use of assessments and data [Poster presentation]. American Educational Research Association, San Diego, CA, United States.
25. Chen, K.\*, & **Napoli, A. R.** (2022, April 21–26). Associations between teacher math competency and preschool-aged children's math skills [Poster presentation]. American Educational Research Association, San Diego, CA, United States.
24. **Napoli, A. R.**, Chen, K.\*, & Purpura, D. J. (2021, April 7–9). Where are the words? An examination of mathematical language words in popular children's books. In E. Lazaroff (chair), *STEM storybooks as a platform for STEM learning* [Symposium]. Society for Research in Child Development, virtual.

23. Purpura, D. J., Schmitt, S. A., **Napoli, A. R.**, Dobbs-Oates, J., King, Y., Anaya, L., Kung, M., Hornburg, C., Westerberg, L., Cosso, J., Borriello, G., Bryant, L., Litkowski, E., Lin, J., & Rolan, E. (2021, April 7–9). A parent-implemented mathematical language picture book intervention with Latinx dual language learners. In D. Leyva (chair), *Using RCTs to evaluate effectiveness of strengths-based, parent-focused interventions promoting positive outcomes in Latino children* [Symposium]. Society for Research in Child Development, virtual.
22. Beecher, C. C., **Napoli, A. R.**, & Hatton-Bowers, H. N. (2020, February 27–29). *Leveraging Extension and outreach for early intervention: Engaging responsive researching* [Poster presentation]. Conference on Research Innovations in Early Intervention, San Diego, CA, United States.
21. **Napoli, A. R.**, & Purpura, D. J. (2019, March 21–23). Does parent-child math engagement add up? A home numeracy intervention for parents of preschool children. In D. J. Purpura (chair), *Moving the needle on the home numeracy environment: Low-cost, feasible interventions to enhance child outcomes* [Symposium]. Society for Research in Child Development, Baltimore, MD, United States.
20. Schachter, R. E., Flynn, E. E., Piasta, S. B., & **Napoli, A. R.** (2019, March 21–23). *Teachers' perspectives on the second year of Kindergarten Readiness Assessment implementation: Still not benefiting instruction* [Poster presentation]. Society for Research in Child Development, Baltimore, MD, United States.
19. Purpura, D. J., Kung, M., Schmitt, S. A., Dobbs-Oates, J., King, Y., **Napoli, A. R.**, Rolan, E., & Becker, M. (2019, March 21–23). Enhancing spontaneous interactive questions by parents and children during mathematics storybook reading. In S. Eason (chair), *Supports for Facilitating Parent-Child Math Engagement during Home Activities* [Symposium]. Society for Research in Child Development, Baltimore, MD, United States.
18. Lin, J., **Napoli, A. R.**, Schmitt, S. A., & Purpura, D. J. (2019, March 21–23). *Parent ratings of preschoolers' numeracy skills predictive of directly assessed overall numeracy ability* [Poster presentation]. Society for Research in Child Development, Baltimore, MD, United States.
17. Lin, J., **Napoli, A. R.**, Schmitt, S. A., & Purpura, D. J. (2019, March 21–23). *Links between caregivers' enjoyment of math and reading and preschoolers' home learning environments* [Poster presentation]. Society for Research in Child Development, Baltimore, MD, United States.
16. **Napoli, A. R.**, & Purpura, D. J. (2018, September 27–29). Parents as educators: Working with parents to encourage math engagement at home. In R. Merkle (chair), *What are the barriers to MBE? Insights from conversations and collaborations with early maths educators and researchers* [Symposium]. International Mind, Brain, and Education Society, Los Angeles, CA, United States.

15. Litkowski, E., **Napoli, A. R.**, Lin, J., Schmerold, K., Schmitt, S. A., Elicker, J., & Purpura, D. J. (2018, June 25–27). *The stability of the home learning environment* [Poster presentation]. ACF, National Research Conference on Early Childhood, Arlington, VA, United States.
14. Korucu, I., Rolan, E., **Napoli, A. R.**, Schmitt, S. A., & Purpura, D. J. (2018, May 24–27). *Home Executive Function Environment and its relation to preschoolers' executive function* [Poster presentation]. Association for Psychological Science, San Francisco, CA, United States.
13. **Napoli, A. R.**, Lin, J., & Purpura, D. J. (2018, April 20). *Parent ratings of their preschool child's numeracy skills relate to children's numeracy skills* [Poster presentation]. Purdue Health and Human Sciences Extension Update Conference, West Lafayette, IN, United States.
12. Purpura, D. J., Schmitt, S. A., Dobbs-Oates, J., **Napoli, A. R.**, Anaya, L., Rolan, E., & King, Y. (2017, October 13–14). *Assessment of preschool numeracy and mathematical language: Cross-language (dis)agreement* [Paper presentation]. Erikson Institute, Promising Math, Chicago, IL, United States.
11. **Napoli, A. R.**, & Purpura, D. J. (2017, April 6–8). Parent's knowledge of their preschool child's numeracy skills. In B. Blevins-Knabe (Chair), *The home numeracy environment: Social and contextual influences on children's early mathematical development* [Poster symposium]. Society for Research in Child Development, Austin, TX, United States.
10. Purpura, D. J., Thompson, R. J., & **Napoli, A. R.** (2017, April 6–8). *Age-related differences in the relation between the home numeracy environment and numeracy skills*. [Poster presentation]. Society for Research in Child Development, Austin, TX, United States.
9. Purpura, D. J., Schmitt, S. A., Zhang, C., Yang, F., & **Napoli, A. R.** (2017, April 6–8). Language-related DIF on US and Chinese preschool children's number naming skills: A test of the number naming structure hypothesis. In C. Zhang (Chair), *Understanding young children's early development of academic and executive function skills in China and the United States* [Symposium]. Society for Research in Child Development, Austin, TX, United States.
8. Purpura, D. J., Hollich, G., Schmitt, S. A., & **Napoli, A. R.** (2017, February 20–22). The relation of vocabulary, grammatical awareness, and mathematical language to early numeracy components. In A. Truckenmiller (Chair), *Arteries of academic achievement: Do certain malleable skills underlie multiple outcomes?* [Symposium]. Pacific Coast Research Conference, San Diego, CA, United States.
7. Elicker, J., Schmerold, K., Purpura, D. J., Schmitt, S. A., **Napoli, A. R.**, Budrevich, A., Bryant, L., & McCall, C. (2016, October 26). *Evaluation of Indiana's pilot public pre-kindergarten program: First year results* [Poster presentation]. Health and Human Sciences Fall Research Day, West Lafayette, IN, United States.

6. Purpura, D. J., & **Napoli, A. R.** (2015, July 15–18). Understanding the relation between mathematics and literacy: The role of mathematical language. In H. Gerde (Chair), *Language, literacy, and all that other stuff: Connections between reading, math, and science* [Symposium]. Society for the Scientific Study of Reading, Kamuela, HI, United States.
5. **Napoli, A. R.**, & Purpura, D. J. (2015, March 19–21). *Home numeracy in the preschool years: Parents' specific beliefs and practices differentially relate to children's outcomes* [Poster presentation]. Society for Research in Child Development, Philadelphia, PA, United States.
4. **Napoli, A. R.**, & Purpura, D. J. (2014, July 16–19). *Differences in home literacy and numeracy beliefs and practices on child outcomes* [Poster presentation]. Society for the Scientific Study of Reading, Santa Fe, NM, United States.
3. Purpura, D. J., & **Napoli, A. R.** (2014, July 16–19). *Early literacy and numeracy skills: Mediation pathways in development* [Poster presentation]. Society for the Scientific Study of Reading, Santa Fe, NM, United States.
2. **Napoli, A. R.**, Perez-Granados, D., Huffman, L., & Latzke, M. (2010, August 12–15). *Traditional and technologically enhanced books: Infants' and toddlers' emergent literacy in low-income families* [Poster presentation]. American Psychological Association, San Diego, CA, United States.
1. **Napoli, A. R.**, Perez-Granados, D., Huffman, L., & Latzke, M. (2010, April 9–11). *Traditional and technologically-enhanced books: Infant/toddlers' emergent literacy in low-income families* [Poster presentation]. Fordham University, Conference on Human Development, Bronx, NY, United States.

### Local Research Presentations

5. Gabas, M. C., Bohl, K. \*\*\*, Johnson, J., Jones, J., Lapointe, A. \*\*\*, & **Napoli, A. R.** (2024, April 23). *It takes a village: Using data to strengthen research-practice partnerships*. [Symposium]. CYFS Summit on Research in Early Childhood. Lincoln, NE, United States.
4. Orazova, A.\*, & **Napoli, A. R.** (2024, April 23). *Developing a reporting tool to help parents support language learning* [Poster presentation]. CYFS Summit on Research in Early Childhood. Lincoln, NE, United States.
3. Bosire, J.\*, & **Napoli, A. R.** (2022, April 13). *Interventions enhancing language development through parent-child interactions: A systematic review* [Poster presentation]. CYFS Summit on Research in Early Childhood. Lincoln, NE, United States.

2. Chen, K.\*, & **Napoli, A. R.** (2022, April 13). *Associations between teacher math competency and preschool-aged children's math skills* [Poster presentation]. CYFS Summit on Research in Early Childhood. Lincoln, NE, United States.
1. **Napoli, A. R.**, Schachter, R. E., & Avari, P.\* (2022, April 13). *Kindergarten teachers' use of assessments and data* [Symposium]. CYFS Summit on Research in Early Childhood. Lincoln, NE, United States.

### INVITED UNIVERSITY PRESENTATIONS

4. **Napoli, A. R.** (2024, June 11). *Early childhood education*. Big Red Camps: Art of Teaching. Nebraska 4-H.
3. **Napoli, A. R.** (2023, June 13). *Early childhood STEM*. Big Red Camps: Discover STEM. Nebraska 4-H.
2. **Napoli, A. R.**, & Hatton, H. (2023, April 21). *Read for Resilience*. Department of Child, Youth and Family Studies Scholarly Brown Bag.
1. **Napoli, A. R.** (2019, January 25). *Supporting parent-child math engagement*. Department of Child, Youth and Family Studies Scholarly Brown Bag.

### PRACTITIONER & COMMUNITY PROFESSIONAL PRESENTATIONS

16. Wernick, P.\*, & **Napoli, A. R.** (2025, September 2). *ITERS and classroom transitions* [professional development training]. Educare Lincoln.
15. Steffen, J., Manning, E., **Napoli, A. R.**, & Lindal, I. (2025, March 11). *STEAM Imagination Guides* [Virtual professional development training]. Nebraska Extension.
14. Jackson, C., Buchheister, K., **Napoli, A. R.**, Thanheiser, E., Jessup, N., & Jurgenson, K. (2024, September 25). *Using children's literature to foster learners' mathematical brilliance (K-8)* [Invited preconference workshop]. National Council of Teachers of Mathematics, Chicago, Illinois, United States.
13. **Napoli, A. R.**, & Buchheister, K. (2024, March 20). *Using storybooks to engage children in mathematical investigations and social justice topics* [Invited virtual webinar]. TODOS! Live. TODOS: Mathematics for all.
12. **Napoli, A. R.** (2023, September 7). *Early childhood engineering* [Invited virtual workshop]. Click2Engineering. Lincoln, Nebraska, United States.
11. **Napoli, A. R.** (2023, April 6). *Read for Resilience* [Professional development training]. Fremont Children's Academy, Fremont, NE, United States.

10. **Napoli, A. R.**, Wulf, T., & Hatton-Bowers, H. (2022, June 6). *Read for Resilience: Supporting children's social emotional development with storybooks* [Invited professional development training]. Concordia University Early Childhood Conference, Seward, NE, United States.
9. **Napoli, A. R.**, Jackson, H., & Krause, K. (2022, June 3). *Creating intentional learning spaces* [Invited professional development training]. Malone Community Center, Lincoln, NE, United States.
8. **Napoli, A. R.** (2020, November 10). *Making math playful, plentiful, and purposeful: Teaching math to our youngest learners* [Invited virtual workshop]. Nebraska 2020 Para-Educator Virtual Conference.
7. **Napoli, A. R.**, & Hatton-Bowers, H. (2020, October 19). *Read for Resilience: Training of Trainers* [Virtual workshop]. Professional development training for Penn State University Extension Educators.
6. **Napoli, A. R.**, Steffen, J., & Hatton-Bowers, H. N. (2020, April 25). *Bringing Read for Resilience to your community* [Invited virtual workshop]. Mid-Sioux Opportunity's Early Childhood Provider conference, Wall Lake, IA, United States.
5. Steffen, J., & **Napoli, A. R.** (2020, April 25). *Infant and toddler literacy development* [Invited virtual workshop]. Mid-Sioux Opportunity's Early Childhood Provider conference, Wall Lake, IA, United States.
4. **Napoli, A. R.**, Chen, K.\*, & Buchheister, K. (2019, November 7–8). *Building quality math education together: Supporting math learning at home and preschool* [Workshop]. Building Quality Hand in Hand, Nebraska Head Start Association, Grand Island, NE, United States.
3. Werth, L., Poppe, L., & **Napoli, A. R.** (2019, April). *Fun with numbers leads to math development* [Virtual professional development series]. Nebraska Extension Online and Distance Learning. Lincoln, NE, United States.
2. **Napoli, A. R.** (2019, March 4). Caregiver-child math engagement adds up [Virtual professional development presentation]. *Fit and Healthy Kids*. Nebraska Extension, Lincoln, NE, United States.
1. Purpura, D. J., & **Napoli, A. R.** (2015, March). *Math in the early years: Making math plentiful and meaningful* [Professional development training]. Greater Lafayette area Head Start and Early Head Start, Lafayette, IN, United States.

## FAMILY & PARENT EDUCATION PRESENTATIONS & WORKSHOPS

9. **Napoli, A. R.**, Koppinger, A.\*\*\*, Champagne, K.\*\*, Roberts, G.\*\*, Kaiser, K.\*\*, Niemoth, K.\*\*\*, Fanders, J.\*\*\*, Aceves, Y.\*\*\*, Sanchez, J.\*\*\*, Ajeboriogbon, D.\*, Marin Hine, S.\*, Turdalieva. F.\*, Pokharel, P.\*, & Gabas, C. (2025, November 15). *Family literacy engagement and data wall* [Family workshop]. Lincoln, NE, United States.
8. Gabas, C., Hong, S.-Y., **Napoli, A. R.**, Marin Hine, S.\*, Turdalieva. F.\*, Koppinger, A.\*\*\*, Chapo, L.\*\*\*, Koch, K.\*\*\*, & Kasperbauer, N.\*\*\* (2024, November 14). *Family voices: Exchanging ideas for supporting children's learning at home* [Family workshop]. Lincoln, NE, United States.
7. Hong, S.-Y., Buck, D.\*\*\*, Wilmayani, N. K.\*, Orazova, A.\*, Morales Garcia, N. \*, Kazemi Azghadi, S.\*, Gabas, C., & **Napoli, A. R.** (2024, April 17). *Family data walk* [Family workshop]. Lincoln, NE, United States.
6. **Napoli, A. R.** (2023, February–May). *Math at Home* [Series of parent workshops]. Lincoln, NE, United States.
5. **Napoli, A. R.**, Hatton-Bowers, H., & Reddish, L. (2021, April 16). *Literacy, reading, and resilience* [Virtual family event]. Sesame Street in Communities Virtual Family Celebration, Lincoln, NE, United States.  
<https://nebraskapublicmedia.org/en/kidseducation/sesame-street-in-communities/>  
 ❖ 109,000 views (as of 6/30/2021)
4. **Napoli, A. R.** (2019, November 19). *Engaging your preschooler in literacy at home: How to do it and why it matters* [Family education workshop]. Nebraska City Head Start, Nebraska City, NE, United States.
3. Hatton-Bowers, H., & **Napoli, A. R.** (2019, November 2). *Read for Resilience* [Family education workshop]. Lincoln City Libraries, Lincoln, NE, United States.
2. **Napoli, A. R.**, King, Y., & Budrevich, A. (2018, March). *Early literacy engagement at home*. [Family education workshop]. Greater Lafayette area Head Start and Early Head Start, Lafayette, IN, United States.
1. **Napoli, A. R.**, Budrevich, A., & King, Y. (2017, November). *Engaging toddlers and preschoolers in literacy and language at home* [Family education workshop]. Greater Lafayette area Head Start and Early Head Start, Lafayette, IN, United States.

## EXTENSION CURRICULA & PROGRAM DEVELOPMENT

- 2024– [STEAM Imagination Guides](#)  
 Program co-leads: Jackie Steffen, Ingrid Lindal, & Emily Manning  
 Role: Content developer, trainer  
*Contributions: Created storybook guides, developed and delivered professional development training*
- 2020–2025 [Deep Dive Professional Development Series](#)  
 Program co-leads: Jackie Steffen & Erin Kampbell  
 Role: Program co-developer  
 The Deep Dive series consists of seven, 4-week professional development courses based on the Nebraska Early Learning Guidelines.  
*Contributions: Co-development of math, language and literacy, and health and physical development courses; trainer; virtual community of learning moderator; evaluator*
- 2020–2022 Building Better Babysitters  
 Program lead: Ashley Bennes  
 Role: Content developer  
 Building Better Babysitters is a program for youth interested in babysitting to learn skills such as entrepreneurship, child development, nutrition, and safety.  
*Contributions: Content development for Human Development section of training, [facilitator guidebook](#), and [teen workbook](#); trainer*
- 2020–2022 [Water Quality Lessons for Preschoolers](#)  
 Role: Early Childhood team co-lead  
 Original lessons created by Dr. Tiffany Messer  
 This is a hands-on curriculum created to support preschool children’s learning about water quality, wetlands, and streams.  
*Contributions: Adapted lessons for preschoolers*
- 2020–2021 [Learning in the Heartland](#)  
 Program leads: Lisa Poppe & LaDonna Werth  
 Role: Content developer  
 Learning in the Heartland provides teachers and families with a virtual fieldtrip opportunity. The program includes books, virtual tours, art, physical activities, and music.  
*Contributions: Developed and reviewed content for virtual field trips*
- 2019– [Read for Resilience](#)  
 Role: Program co-developer  
 Read for Resilience provides resources for families and teachers to support children’s social emotional development, resilience, and coping.  
*Contributions: Program co-lead; in-person and virtual training and training-of-trainer development; storybook guide content development; content developer and editor; evaluator*
- 2019– Families Count Early Math Program  
 Role: Program developer  
 Families Count is a parent education program to support families’ engagement in math learning at home.  
*Contributions: Program lead; in-person and virtual training and training-of-trainer development; content developer; evaluator*

- 2018– [Block Party](#)  
 Program lead: Tasha Wulf  
 Role: Evaluator  
 Block Party fosters families’ and teachers’ ability to promote early math, science, literacy, and social emotional development through block play.  
*Contributions: Evaluation; resource co-development*
- 2017–2018 [Early Learning Matters \(ELM\) Curriculum 3–5 Years](#)  
 PI and program lead: Dr. Douglas Powell  
 Role: Contributing author  
*Contributions: Created math lessons*

## **EXTENSION TRAINING AND FACILITATION**

---

- 2022–2025 Coming Together for Racial Understanding  
 Role: Facilitator, Nebraska leadership team  
*Contributions: Trained by national team to deliver train-the-trainers to Nebraska Extension professionals; deliver program to communities*

## **EVALUATION ACTIVITIES**

---

- 2024– Principal Investigator. Local Evaluation Partner: [Educare](#) of Lincoln (co-PIs Hong & Gabas)
- 2023–2024 Co-Principal Investigator for Data Collection. Local Evaluation Partner: [Educare](#) of Lincoln (co-PIs Hong, Schachter, & Knoche)
- 2018– Evaluator (co-evaluator Holly Hatton), Early Childhood Extension Team

## **STUDENT COMMITTEES AND MENTORSHIP**

---

### **PH.D., UNL COLLEGE OF EDUCATION AND HUMAN SCIENCES**

#### **Current**

- 2025– Pragma Pokharel, Child Development/Early Childhood Education member
- 2024– Kelcie Burke, Child Development/Early Childhood Education chair
- 2024– Paige Wernick, Child Development/Early Childhood Education chair

#### **Previous**

- 2023 Hayley Jackson, Child Development/Early Childhood Education co-chair
- 2022–2025 Weiman Xu, Global Family Health and Well-Being member
- 2020–2024 Yao Yao, Child Development/Early Childhood Education member
- 2020–2024 Jamlick Bosire, Child Development/Early Childhood Education chair  
*Buffett Early Childhood Dissertation Grant (\$5,000)*  
 Current position: Postdoctoral Research Fellow, University of Missouri
- 2020–2021 Lauren Thayer, Special Education and Communication Disorders member
- 2019–2025 Kendall Willems-Cygan, Special Education and Communication Disorders member

2019–2024	Donger Liu, Child Development/Early Childhood Education	member
2019–2022	Keting Chen, Child Development/Early Childhood Education <i>Buffett Early Childhood Institute Graduate Scholar (\$25,000)</i> <i>Kappa Omicron Nu-Zeta Alumni Fellow</i> Current position: Assistant Professor, CSU San Bernardino	chair
2018–2024	Sarah Paulos, Child Development/Early Childhood Education	member

## M.S., UNL COLLEGE OF EDUCATION AND HUMAN SCIENCES

2024–	Luzelena Moreno, Child Development/Early Childhood Education	chair
2023–2024	Massnoon Ali, Child Development/Early Childhood Education	member

## UNDERGRADUATE HONORS PROJECTS

2023–2024	Gabi Lawrey, Child, Youth and Family Studies	co-chair
2020–2021	Madelyn Beck, Child, Youth and Family Studies <i>Outstanding Honors Afterschool Clubs Coach</i>	chair

## STUDENT MENTORING

Fall 2025	First Year Research Experience (FYRE)	Kalleigh Champagne
Fall 2025	CYAF 995: Doctoral Seminar	Paige Wernick
Spring 2025	CYAF 896: Advanced Independent Study	Amy Topp, Jackie Steffens
Fall 2024	CYAF 995: Doctoral Seminar	Kelcie Burke, Paige Wernick
Fall 2023	CYAF 896: Advanced Independent Study	Emmy Secules
Summer 2023	CYAF 896: Advanced Independent Study	Emmy Secules
Fall 2022	First Year Research Experience (FYRE)	Emily Whiting
Fall 2021	CYAF 995: Doctoral Seminar	Jamlick Bosire, Yao Yao
Spring 2021	CYAF 995: Doctoral Seminar	Sarah Paulos, Yao Yao
	CYAF 896: Advanced Independent Study	Yiling Zhang
Fall 2020	CYAF 995: Doctoral Seminar	Jamlick Bosire
Spring 2020	CYAF 995	Sarah Paulos
	CYAF 896	Jackie Steffens

## HIGHER EDUCATION TEACHING EXPERIENCE

---

Spring 2023	Guest Lecturer Concordia University; Department of Education Introduction to Early Childhood Education
Fall 2018, Fall 2019	Guest Lecturer University of Nebraska-Lincoln; Child, Youth and Family Studies CYAF 374: Curriculum Planning in Early Childhood Education
2016–2017	Instructor Purdue University; Human Development and Family Studies HDFS 341: Working with Parents Course evaluations: 4.7/5.0

## SERVICE

---

### SERVICE TO THE PROFESSION

#### Advisory Boards

2023–2025 [NABU, Read for Resilience Collection](#)

#### Editorial and Review Work

##### *Grant Review Panelist*

2024 National Science Foundation, *EDU Core Research*  
 2023 National Science Foundation, *EDU Core Research*  
 2019 National Science Foundation, *Advancing Informal STEM Learning*

##### *Ad Hoc Grant Reviewer*

2021 National Institute of Education, Office of Education Research  
 Education Research Funding Programme  
 Nanyang Technological University, Singapore  
 2020 National Science Foundation, *EHR Core Research*  
 2019 University of Chicago; Successful Pathways from School to Work

##### *Book Proposal Reviewer*

2025 [Parenting for Early Literacy: Insights from New Zealand, the UAE, and China. Routledge.](#)

##### *Conference Proposal Reviewer*

2024 2025 Society for Research in Child Development

##### *Guest Associate Editor*

2019–2021 *Frontiers in Educational Psychology*, Research topic: Children’s Competencies Development in the Home Learning Environment  
<https://www.frontiersin.org/research-topics/11100/childrens-competencies-development-in-the-home-learning-environment>

##### *Editorial Boards*

2023– [Journal of Applied Developmental Psychology](#)

##### *Ad Hoc Manuscript Reviewer*

2025 [Child Development](#)  
[Developmental Psychology](#)  
[Developmental Review](#)  
[Learning and Individual Differences](#)  
 Previous *British Journal of Developmental Psychology* (2017)  
*British Journal of Educational Psychology* (2017)  
*Child Development* (2019–2024)  
*Child Development Perspectives* (2021)  
*Children and Youth Services Review* (2020–2021)  
*Cognitive Development* (2021, 2023)

*Contemporary Educational Psychology* (2023)  
*Current Directions in Psychological Science* (2023)  
*Developmental Neuropsychology* (2018)  
*Developmental Psychology* (2022–2023)  
*Early Childhood Research Quarterly* (2017–2024)  
*Early Education and Development* (2023–2024)  
*Educational Psychology* (2021)  
*Journal of Applied Developmental Psychology* (2021–2023)  
*Journal of Cognition and Development* (2019, 2022)  
*Journal of Early Childhood Teacher Education* (2023)  
*Journal of Experimental Child Psychology* (2019–2022)  
*Learning and Individual Differences* (2024–2025)  
*Learning and Instruction* (2021–2022)  
*Mathematics Teacher: Learning and Teaching Pre-K–12* (2019, 2020, 2024)  
*Mathematical Thinking and Learning* (2019, 2020)

### ***Ad Hoc Extension Reviewer***

2025 Ohio State University Extension  
 2025 University of Missouri Extension  
 2024 Purdue University Extension

### **Committees**

2024– Co-lead (member 2023–2024)  
 North Central Quality Childcare Network  
 2021–2022 Planning Committee Member  
 Thriving Children, Families, and Communities Conference

### **SERVICE TO THE UNIVERSITY**

2022– Nebraska Academy for Early Childhood Research Advisory Board Member  
 University of Nebraska-Lincoln

### **SERVICE TO EXTENSION**

2024 Search Committee Member: Early Childhood Program Area Leader  
 University of Nebraska-Lincoln  
 2022 Search Committee Member: Early Childhood Extension Educator, Seward  
 County, University of Nebraska-Lincoln  
 2021–2024 Extension Amplify Conference Planning Committee Member  
 University of Nebraska-Lincoln  
 2021 Media and Communications Extension Workgroup Member  
 University of Nebraska-Lincoln  
 2019–2020 Nebraska Extension Onboarding Development Committee Member  
 University of Nebraska-Lincoln

**SERVICE TO THE COLLEGE**

- 2024– Advisory Board Member  
Kit and Dick Schmoker Reading Center  
College of Education and Human Sciences, University of Nebraska-Lincoln
- 2023– Career Closet Co-coordinator  
College of Education and Human Sciences, University of Nebraska-Lincoln
- 2020– [Racial Literacy Roundtables](#) Leadership Team Member  
College of Education and Human Sciences, University of Nebraska-Lincoln
- 2019– Nebraska Academy for Early Childhood Research Steering Committee Member  
College of Education and Human Sciences, University of Nebraska-Lincoln

**SERVICE TO THE DEPARTMENT**

- 2025– Peer Review Committee  
Child, Youth and Family Studies; University of Nebraska-Lincoln
- 2023– Graduate Education Committee Member  
Child, Youth and Family Studies; University of Nebraska-Lincoln
- 2022–2025 Scholarly Engagement and Recognition Committee Member  
Child, Youth and Family Studies; University of Nebraska-Lincoln
- 2022–2023 Search Committee Member: Marriage and Family Therapy Professor of Practice  
Child, Youth and Family Studies; University of Nebraska-Lincoln
- 2020–2022 Action Team 4 Member: Broaden Nebraska’s engagement in partnerships  
Child, Youth and Family Studies; University of Nebraska-Lincoln
- 2017–2018 Graduate Student Committee President  
Human Development and Family Studies; Purdue University
- 2016–2017 Search Committee Member: HDFS Autism Cluster  
Human Development and Family Studies; Purdue University
- 2013–2016 Graduate Student Community Outreach Committee Coordinator  
Human Development and Family Studies; Purdue University

**MEDIA APPEARANCES AND COVERAGE**

---

**PODCAST INTERVIEWS**

4. Cady, L. (Host). (Forthcoming). [Podcast interview]. Quality Time, Season 4, Episode 8.
3. Manning, E. (Host). (2024, May). [Literacy is all around us](#) [Podcast interview]. The Good Life in Early Life.
2. Leach, P. (Host). (2019, August). [All about Books: The UNL project Read for Resilience](#). [interview]. NET News Nebraska.
1. Hurley, S. (Host). (2018, December). [Do the Math](#) [podcast interview]. voicED Radio.

## MEDIA COVERAGE

5. Vanderford, T., & Vanderford, J. (Hosts). (2019, November). [Read for Resilience](#) [interview]. Pure Nebraska.
4. Pembrick, J. (2019, November 2). [UNL professors teach reducing stress to children at Lincoln Libraries](#) [news release]. KLKN-TV.
3. 10/11 NOW. (2019, July 22). [Nebraska Extension uses power of storytelling to help kids affected by flooding](#) [news release].
2. Feintuch, S. (2018, January). [Talk math. Kids' vocabulary grows: It's as simple as 1-2-3](#) [magazine article]. *Highlights*.
1. Vinopal, L. (2017, November). [Playing math games with your kids can make them stronger...readers?!](#) [magazine article]. *Fatherly*.

## PROFESSIONAL MEMBERSHIPS

---

2018–2021	Mathematical Cognition and Learning Society
2018–	National Association for the Education of Young Children
2024–	National Association for Family, School, and Community Engagement
2019–	National Council of Teachers of Mathematics
2018–2019	Nebraska Cooperative Extension Association
2014–	Society for Research in Child Development