

June 2025

CURRICULUM VITAE

Elizabeth Day

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RESEARCH INTERESTS:

Studying the use of research evidence to inform education policy and practice, youth and family experiences in state systems, and youth and family policy at the state and local levels.

EDUCATIONAL RECORD:

- 2016 Doctor of Philosophy completed at Purdue University in August 2016
Major area of study: Human Development and Family Studies with a
certificate in Social Policy. Dissertation title: *Parental educational
involvement in high school: Practice, policy, and implications for low-
income and minority youth*, Dissertation chair: Dr. Aryn Dotterer.
- 2014 Master of Science completed at Purdue University in May 2014
Major area of study: Human Development and Family Studies. Thesis title:
*The nature of parental involvement in middle school: Examining nonlinear
associations*, Dissertation chair: Dr. Aryn Dotterer.
- 2009 Bachelor of Science with Distinction completed at Purdue University in
May 2009. Major area of study: Youth, Adult, and Family Services.

EMPLOYMENT HISTORY:

- 8/2022 - present Research Assistant Professor
HEDCO Institute for Evidence-Based Educational Practice
College of Education, University of Oregon
- 8/2019 - present Lecturer
Cornell Institute for Public Affairs, Cornell University
- 2021 - 2022 Associate Director for Policy and Training Initiatives
Director, Cornell Translational Research Summer Institute
Bronfenbrenner Center for Translational Research, Cornell University
- 2017 - 2022 Postdoctoral Fellow & Assistant Director for Policy
Cornell Project 2Gen, Cornell University
Advisors: Rachel Dunifon, PhD and Laura Tach, PhD

- 2016 - 2017 Congressional Policy Fellow, United States Senate
American Association for the Advancement of Science
Society for Research in Child Development, Washington, D.C.
- 2009 - 2012 Teacher – 5th Grade and Intervention Specialist
Teach for America, Eastern North Carolina
Klondike Elementary School, West Lafayette, IN

RESEARCH ACTIVITIES:

*Asterisks denote a student at the time of the work.

A. Refereed Journal Articles:

26. Grant, S., Trevino, S. D., Steinka-Fry, K., **Day, E.**, Cabrera, B., Hamilton, S., Martinez, S., Chinn, L. K., & Tanner-Smith, E. E. (accepted). The Four-Day School Week at K-12 Schools in the United States: A Scoping Review of Empirical Research Evidence. *Educational Evaluation and Policy Analysis*.
25. Nelson, G., Quinn, S., Grant, S., Trevino, S., **Day, E.**, Schweer-Collins, M., Carter, H., Boedeker, P. J., Tanner-Smith, E. E. (Accepted). Ten practices for successful study coding in research syntheses: Developing coding manuals and coding forms. *Research Synthesis Methods*.
24. **Day, E.**, Tach, L., & *Mihalec-Adkins, B. (2024). Perceptions of relationships with kinship caregivers among parents following state-detected psychoactive substance use. *Parenting*. <https://doi.org/10.1080/15295192.2024.2422871>
23. Grant, S., Schweer-Collins, M., **Day, E.**, Trevino, S. D., Steinka-Fry, K., & Tanner-Smith E. E. (2024). Effectiveness of school-based depression prevention interventions: An overview of systematic reviews with meta-analyses. *Journal of Consulting and Clinical Psychology*. <https://doi.org/10.1037/ccp0000930>
22. **Day, E.**, Steinka-Fry, K., Shimmel, L., Grant, S., & Tanner-Smith, E. E. (2024). Factors influencing school-based mental health program selection: Insights from educational stakeholders. *Psychology in the Schools*. <https://doi.org/10.1002/pits.23358>
21. Pellegrini, M., Pigott, T., Sutton Chubb, C., **Day, E.**, Pruitt, N., & Scarbrough, H. (2024). Protocol for a meta-review on education meta-analyses: Exploring methodological quality and potential significance for research use in practice. *Nordic Journal of Systematic Reviews in Education*. <https://doi.org/10.23865/njsre.v2.6169>
20. **Day, E.** & Bogenschneider, K. (2023). How legislators define research evidence. *Evidence & Policy*, 20(3), 283–299. <https://doi.org/10.1332/17442648y2023d000000012>
19. Bogenschneider, K., **Day, E.**, & Bogenschneider, B. (2023). When policymakers are asked: Why and how polarization varies across states. *Political Research Quarterly*, 76(2), 770-783. <https://doi.org/10.1177/10659129221113777>

18. **Day, E.**, *Mihalec Adkins, B.P., *Morrissey, B.P., Vescia, F., & Tach, L. (2022). “I was a soccer mom – high or not”: The intersecting roles of parenting and recovery. *Family Relations*, 72(4), 1827–1844. <https://doi.org/10.1111/fare.12780>
17. *Mihalec-Adkins, B. P., Day, E., Cooley, M., & Thompson, H. (2022). The emotional toll of juggling families: Adolescents’ simultaneous relationships with biological parents and foster caregivers. *Child and Adolescent Social Work Journal*, 39(5), 561–571. <https://doi.org/10.1007/s10560-022-00835-7>
16. Tach, L., *Morrissey, M. B., **Day, E.**, Vescia, F., & *Mihalec-Adkins, B. (2022). Experiences of trauma-informed care in a family drug treatment court. *Social Service Review*, 96(3), 465-506. <https://doi.org/10.1086/721234>
15. **Day, E.**, Tach, L., Fuzzell, L., *Mathios, E., & Kallaher, A. (2021). The consequences of postnatal parental opioid misuse on child well-being: A scoping review. *Journal of Child & Adolescent Substance Abuse*, 29, 209–220. <https://doi.org/10.1080/1067828x.2021.1971130>
14. **Day, E.**, Tach, L., & *Mihalec Adkins, B.P. (2021). State child welfare policies and the measurement of child maltreatment in the United States. *Child Maltreatment*. 27(3), 411–422. <https://doi.org/10.1177/10775595211006464>
13. Bogenschneider, K., **Day, E.**, & Bogenschneider, B. (2020). A window into youth and family policy: State policymaker views on polarization and research utilization. *American Psychologist*. <https://doi.org/10.1037/amp0000681.supp>
12. **Day, E.**, Garcia, J., *Mathios, E., & *Morrissey, M.B. (2020) Benefits of the Strengthening Families Program during family drug treatment court. *Journal of Extension*, 58(5). <https://doi.org/10.34068/joe.58.05.19>
11. **Day, E.**, & Dotterer, A.M. (2020). Does school choice have implications for parents’ social capital and adolescents’ academic outcomes? *Social Psychology of Education*, 23(3), 815–836. <https://doi.org/10.1007/s11218-020-09560-4>
10. *Mihalec-Adkins, B. P., Christ, S. L., & **Day, E.** (2020). An exploration of placement-related psychosocial influences on school engagement among adolescents in foster care. *Children & Youth Services Review*, 108. <https://doi.org/10.1016/j.childyouth.2019.104616>
9. Bogenschneider, K., **Day, E.**, & Parrott, E. (2019). Revisiting theory on research use: Turning to policymakers for fresh insights. *American Psychologist*, 74(7), 778-793. <https://doi.org/10.1037/amp0000460>
8. **Day, E.**, MacDermid Wadsworth, S. Bogenschneider, K., & Thomas-Miller, J. (2019). When university researchers connect with policy: A framework for whether, when, and how to engage. *Journal of Family Theory and Review*, 11(1), 165-180. <https://doi.org/10.1111/jftr.12306>

7. **Day, E., & Dotterer, A. M.** (2018). Parental involvement and adolescent academic outcomes: Exploring differences in beneficial strategies across racial/ethnic groups. *Journal of Youth and Adolescence*, 47(6), 1332-1349. <https://doi.org/10.1007/s10964-018-0853-2>
6. Dotterer, A. M., & **Day, E.** (2018). Parental knowledge discrepancies: Examining the roles of warmth and self-disclosure. *Journal of Youth and Adolescence*, 48(3), 459-468. <https://doi.org/10.1007/s10964-018-0926-2>
5. 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>
4. Dotterer, A. M. & **Day (Wehrspann), E.** (2016). Parental knowledge: Examining reporter discrepancies and links to school engagement among middle school studies. *Journal of Youth and Adolescence*, 45, 2431-2443. <https://doi.org/10.1007/s10964-016-0550-y>
3. Purpura, D. J., Napoli, A. R., **Day (Wehrspann), E.**, & Gold, Z. S. (2016). Causal connections between mathematical language and mathematical knowledge: A dialogic reading intervention. *Journal of Research on Educational Effectiveness*, 1-22. <https://doi.org/10.1080/19345747.2016.1204639>
2. Dotterer, A. M. & **Day (Wehrspann), E.** (2015). Parent involvement and academic outcomes among urban adolescents: Examining the role of school engagement. *Educational Psychology*, 36(4), 812-830. <https://doi.org/10.1080/01443410.2015.1099617>
1. **Day (Wehrspann), E.**, Dotterer, A. M., & Lowe, K. (2015). The nature of parental involvement in middle school: Examining nonlinear associations. *Contemporary School Psychology*, 20(3), 193-204. <https://doi.org/10.1007/s40688-015-0071-9>

B. Manuscripts submitted for publication:

Day, E., Steinka-Fry, K., Schweer-Collins, M., Grant, S., Trevino, S., & Tanner-Smith, E. (under review). Talking at cross purposes? Exploring the (mis)alignment between what educators want and what meta-analyses offer.

Day, E. & Bogenschneider, K. (under review). Redefining effectiveness by listening to the overlooked voice of legislators.

Ellis, A., Devlin, B. L., **Day, E.**, Ehrman, P. C., Elicker, J., Duncan, R. J., Schmitt, S. A., & Purpura, D. J. (under review). Developmental differences in classifiers of low and high mathematics performance: A classification and regression tree analysis.

*Morley, J. & **Day, E.** (under review). New York State mothers' decision-making and the impact of paid family leave.

Oliver, K., Malin, J., Akerlof, K., **Day, E.**, Grant, S.,... Falconer, J. (under review). What factors influence evidence use in policymaking? An updated systematic map.

Tach, L., **Day, E.**, & Mihalec-Adkins, B. (under review). Recovery and redemption in the crosshairs of the state: Navigating state hybridity in family treatment court.

C. Policy Briefs:

21. **Day, E.** & Chinn, L. (2025). *How can state agencies support guideline implementation?* Prepared at the request of an educational decision-maker in California. doi.10.17605/osf.io/cdsq9
20. **Day, E.** & Chinn, L. (2025). *Does open enrollment benefit students? Understanding the research base related to HB 1453.* Prepared at the request of an educational decision-maker in Mississippi. doi.10.17605/osf.io/wtkxh
19. Chinn, L. & **Day, E.** (2025). *Should homeschooled youth play public sports? Understanding the research base related to HB 1617.* Prepared at the request of an educational decision-maker in Mississippi. doi.10.17605/osf.io/gt7cm
18. *Adamczyk, B. & **Day, E.** (2023). *Building connections between police and communities of color.* Prepared at the request of NYS county officials. <http://2gen.bctr.cornell.edu/library/policeandcommunities>
17. *Adamczyk, B. & **Day, E.** (2023). *Program sustainability and knowledge loss.* Prepared at the request of NYS county officials. <http://2gen.bctr.cornell.edu/library/programsustainability>
16. **Day, E.** (2023). *Building community and sense of belonging for youth.* Prepared at the request of NYS county officials. <http://2gen.bctr.cornell.edu/library/senseofbelonging>
15. **Day, E.** (2023). *Building connections: Probation and schools.* Prepared at the request of NYS county officials. <http://2gen.bctr.cornell.edu/library/probationandschools>
14. **Day, E.** (2023). *Mobile mental health crisis units.* Prepared at the request of NYS county officials. <http://2gen.bctr.cornell.edu/library/mobilementalhealth>
13. **Day, E.** (2023). *Supporting grandfamilies: Considerations for housing.* Prepared at the request of NYS county officials. <http://2gen.bctr.cornell.edu/library/grandfamilies>
12. **Day, E.** (2023). *Supporting youth with multisystem involvement.* Prepared at the request of NYS county officials. <http://2gen.bctr.cornell.edu/library/crossoveryouth>
11. **Day, E.** & *Adamczyk, B. (2023). *Improving youth mental healthcare.* Prepared at the request of NYS county officials. <http://2gen.bctr.cornell.edu/library/youthmentalhealthbrief2023>

10. **Day, E. & *Sanders, A.** (2023). *Child welfare caseworker retention*. Prepared at the request of NYS county officials. <http://2gen.bctr.cornell.edu/library/caseworkerretention>
9. ***Flores, E. & Day, E.** (2023). *Childcare access and challenges*. Prepared at the request of NYS county officials. <http://2gen.bctr.cornell.edu/library/childcareaccess>
8. ***Flores, E. & Day, E.** (2023). *School-based youth mental healthcare*. Prepared at the request of NYS county officials. <http://2gen.bctr.cornell.edu/library/schoolmentalhealth>
7. **Day, E.** (April 2021). *Strategies for overcoming vaccine hesitancy*. In consultation with Jeff Niederdeppe, Professor of Communication, Cornell University, and Susana Morales, Associate Professor of Clinical Medicine, Weill Cornell. Brief prepared for NYS Legislators.
6. **Day, E. & Levine, A.** (March 2020). *Mobile units: Potential uses during COVID-19*. Rapid response brief prepared at the request of Erie County Administrators.
5. **Day, E. & Levine, A.** (March 2020). *Emergency childcare during COVID-19: Summary of approaches across the U.S. and NY counties*. Rapid response brief prepared at the request of Erie County Administrators.
4. **Tach, L., Day, E. & Fitzpatrick, M.** (2018). *The opioid epidemic and child well-being: Two generations at risk*. Brief prepared for New York state legislators as part of the Supporting Vulnerable New York Families event.
3. **Day, E., Bogenschneider, K. & Parrott, E.** (2018). *What is an effective legislator? The inside story*. Brief prepared for Wisconsin and Indiana state legislators.
2. **Bogenschneider, K., Parrott, E. & Day, E.** (2018). *How do policymakers use research?* Brief prepared for Wisconsin and Indiana state legislators.
1. **Parrott, E., Bogenschneider, K. & Day, E.** (2018). *What best practices build trusting relationships?* Brief prepared for Wisconsin and Indiana state legislators.

D. Non-Peer Reviewed Reports:

12. **Chinn, L. & Day, E.** (2025). *How can educators support immigrant students?* Prepared at the request of an educational decision-maker in California. doi.10.17605/osf.io/rve95
11. **Farrell, C. C. & Day, E.** (2025). OPRE Research use project briefs. *Created for the Office of Research, Planning, and Evaluation, Administration for Children and Families, U.S. Department of Health and Human Services*.
10. **Day, E. & Golfen, J.** (2025). STEM instructional improvement efforts that benefit students. *HEDCO Institute for Evidence-Based Educational Practice*. <https://doi.org/10.17605/osf.io/uz27g>

9. **Day, E.** & Golfen, J. (2024). Strategies for strengthening teacher self-efficacy. *HEDCO Institute for Evidence-Based Educational Practice*. <https://doi.org/10.17605/osf.io/4d8ae>
8. **Day, E.** & Golfen, J. (2024). Effective approaches to suicide prevention in schools. *HEDCO Institute for Evidence-Based Educational Practice*. <https://doi.org/10.17605/osf.io/2ptdz>
7. **Day, E.** & Golfen, J. (2024). Promoting inclusivity and acceptance of diverse sexual and gender identities in schools. *HEDCO Institute for Evidence-Based Educational Practice*. <https://doi.org/10.17605/osf.io/2b6f7>
6. **Day, E.**, Golfen, J., Schweer-Collins, M., Grant, S., Trevino, S., Steinka-Fry, K., & Tanner-Smith, E. (2024). How effective are school-based anxiety prevention programs? *HEDCO Institute for Evidence-Based Educational Practice*. <https://doi.org/10.17605/osf.io/stvr6>
5. **Day, E.**, & Golfen, J. (2024). Comprehension strategies to support students with reading difficulties. *HEDCO Institute for Evidence-Based Educational Practice*. <https://doi.org/10.17605/osf.io/9pfmt>
4. Schweer-Collins, M. & **Day, E.** (2023). What are ways to integrate stakeholder voices in educational research synthesis?. *HEDCO Institute Blog Series*. <https://hedcoinstitute.uoregon.edu/blog/8/stakeholder-involvement-educational-research-synthesis>
3. **Day, E.**, Golfen, J., & Shimmel, L. (2023). Culturally sensitive substance use prevention programs benefit youth. *HEDCO Institute for Evidence-Based Educational Practice*. <https://doi.org/10.17605/osf.io/t43er>
2. **Day, E.**, Golfen, J., & Shimmel, L. (2023). Promoting math outside of school. *HEDCO Institute for Evidence-Based Educational Practice*. <https://doi.org/10.17605/osf.io/7rc4f>
1. **Day, E.**, Golfen, J., Shimmel, L., Schweer-Collins, M., Grant, S., Trevino, S., Steinka-Fry, K., Tanner-Smith, E., (2023). Do school-based depression prevention programs support youth? *HEDCO Institute for Evidence-Based Educational Practice*. *HEDCO Institute for Evidence-Based Educational Practice*. <https://doi.org/10.17605/osf.io/w6zys>

E. Book Chapters:

3. Tach, L., **Day, E.**, & *Mihalec-Adkins, B. P. (in press) Family drug treatment courts: Policing and providing in the crosshairs of the opioid epidemic. Invited chapter for *Policing or Providing? The Child Welfare System as Poverty Governance* edited volume.
2. Friedman, E., LeBreton, B., Fuzzell, L., & **Day, E.** (2018). *Biopsychosocial patterning of multimorbidity and its consequences*. In C. D. Ryff & R. F. Krueger (Eds.), *Oxford Handbook of Integrative Health Science*.

1. Franks, M. M., **Day (Wehrspann), E.**, August, K., Rook, K. S., & Stephens, M. A. (2016). *Aid, influence, and adjustment: Spouse involvement in health behavior change of partners managing chronic disease*. In J. Bookwala (Ed.), *Couple Relationships in Mid and Late Life*. American Psychological Association.

F. Data Visualizations:

3. Trevino, S. D., **Day, E.**, Steinka-Fry, K., *Cabrera, B., *Hamilton, S., *Martinez, S., Tanner-Smith, E. E., & Grant, S. (2024). *Four-Day School Week Research Database*. [Interactive Dashboard]. <https://hedcoinstitute.uoregon.edu/dashboards/four-day-school-week-research-database>
2. Trevino, S. D., **Day, E.**, Steinka-Fry, K., Chinn, L., Tanner-Smith, E. E., & Grant, S. (2024). *Anxiety Prevention Research Database*. [Interactive Dashboard]. <https://hedcoinstitute.uoregon.edu/dashboards/anxiety-prevention-research-database>
1. Trevino, S. D., **Day, E.**, Steinka-Fry, K., Chinn, L., Tanner-Smith, E. E., & Grant, S. (2024). *Depression Prevention Research Database*. [Interactive Dashboard]. <https://hedcoinstitute.uoregon.edu/dashboards/depression-prevention-research-database>

G. Presentations:

Invited:

31. **Day, E.** & Levine, A. (November 2024). *Strengthening connections between research and county policy: Evidence from two RCTs*. Transforming Evidence Conference, Cape Town, South Africa. (unable to attend due to parental leave)
30. **Day, E.**, Janczewski, C., Bosk, E., & Terplan, M. (March 2024). *Family-centered approaches to supporting and preserving families impacted by substance use*. Research to Policy Collaboration briefing presented to staff of the U.S. Congress, Washington, D.C.
29. **Day, E.** & Klika, B. (October 2023). *Working with policymakers and practitioners*. Research to Action Summit, Child Well-Being Network, Louisville, KY.
28. **Day, E.** (June 2023). *Connecting research and policy to make an impact*. McNair Scholars Conference, University of Oregon.
27. **Day, E.** (April 2023). *Connecting research, practice, and policy with a 2Gen perspective*. Presentation for the Northern California Indian Development Council, Inc. Annual Meeting. Webinar.
26. **Day, E.** (April 2023). *Reflections on working at the intersection of research, practice, and policy*. Panel presentation for students in the Masters of Public Health program at Johns Hopkins University. Baltimore, MD.
25. **Day, E.** (November 2022). *Working at the intersection of research, practice, and policy to support families*. Prevention Science Institute Monthly Meeting. University of Oregon.

24. **Day, E.** (June 2022). *Sharing research with non-research audiences*. Cornell Translational Research Summer Institute – Presenter and Director of the Summer Institute. Ithaca, NY.
23. **Day, E.** (June 2021). *Research in the real world: Deciding on methods with translation in mind; Sustainability and making an impact*. Cornell Translational Research Summer Institute – Presenter and Co-Director of the Summer Institute. Ithaca, NY.
22. **Day, E.** (May 2021). *Tools and Tips for Working with Local Policymakers*. NYS Bureau of Women, Infant and Adolescent Health Provider Meeting.
21. Tach, L., **Day, E.**, Steinkraus, A. & Garcia, J. (April 2021). *The Opioid Epidemic: Two Generations at Risk*. Bronfenbrenner Center for Translational Research Talks at Twelve. Ithaca, NY.
20. **Day, E.** (April 2021). *Bridging the Gap: Engaging Students in Research and Policy*. College of Human Ecology CHEER Lecture Series. Ithaca, NY.
19. **Day, E.** (January 2021). *Cornell Project 2Gen*. University of Calgary Research 2 Social Action Hub Launch. Webinar.
18. **Day, E.** & Levine, A. (April 2020). *County Legislative Responses to COVID-19*. COVID-19 Policy Discussion Series, Cornell Institute for Public Affairs. Ithaca, NY.
17. **Day, E.** (April 2020). *Engaging Policymakers: Telling your Story*. Presentation for ACT for Youth, Center for Community Action grantees Webinar, Bronfenbrenner Center for Translational Research.
16. **Day, E.** (March 2020). *Connecting with Policymakers*. Panelist; Scholars Strategy Network.
15. **Day, E.** & Miller, L. (October 2019). *Data4Good, analytics and communicating effectively with decisionmakers: Implications for the public affairs curriculum*. Presentation for the NASPAA annual meeting, Los Angeles, CA.
14. **Day, E.** (November 2019). *Mechanisms and strategies for improving use of research evidence in health policymaking*. Panel presentation for the Academy Health Annual Conference on the Science of Dissemination and Implementation in Health.
13. **Day, E.** (June 2019). *Impact through policy: Best practices for engaging with policymakers*. Presentation for the Cornell Translational Research Summer Institute, Ithaca, NY.
12. Izzo, C., Powers, J., & **Day, E.** (June 2019). *Research in the real world*. Presentation for the Cornell Translational Research Summer Institute, Ithaca, NY.
11. **Day, E.** (April 2019). *Best practices for engaging with policymakers*. Presentation for Binghamton University School of Social Work, Binghamton, NY.

10. **Day, E.** (April 2019). *Best practices for engaging with policymakers*. Webinar presentation for The ACT for Youth Program Team, Cornell University, Ithaca, NY.
9. **Day, E.** (November 2018). *The intersection of science and policymaking*. Presentation for The Role of Developmental Scientists in Child & Family Policy Conference, University of Maryland. College Park, MD.
8. Steinkraus, A., **Day, E.**, & Mathios, E. (September 2018). *Cornell Project 2Gen and the community café model*. Presentation for the Cornell Cooperative Extension Parent Educator In-Service. Ithaca, NY.
7. **Day, E.** (June 2018). *Bridging research and policy: Insights from state legislators*. Webinar presentation organized by the Hatch Multistate Local Informed Decision-Making Project.
6. **Day, E.** (April 2018). *Bridging policy and social science: How legislators describe their use of research in policymaking*. Presentation for the Talks at Twelve Series, Bronfenbrenner Center for Translational Research, Ithaca, NY.
5. **Day, E.**, Douglas, E., Nair, R., & Paolucci, C. (April 2018). *Bridging research and policy: Insights from American Association for the Advancement of Science congressional fellows*. Webinar presentation organized by the University-Based Child and Family Policy Consortium.
4. **Day, E.** & Bogenschneider, K. (February 2018). *Best practices of state legislators who champion youth and family issues*. Webinar presentation for the Family Impact Institute Network.
3. Bogenschneider, K., **Day, E.**, & Parrott, E. (2017). *Building better public policy: Best practices of policymakers who champion youth and family issues*. Presentation at the National Council on Family Relations annual meeting, Orlando, FL.
2. **Day, E.** (2017). *Bidirectional links between military and civilian policy: Implications for research and practice*. Presentation for the Military Families Special Interest Group, National Council on Family Relations annual meeting. Orlando, FL.
1. **Day, E.**, & Dotterer, A. M. (2015) *Adolescent development and a growth mindset: Supporting your teen's STEM success*. Presentation for Minority Engineering Programs parent training session. Purdue University, IN.

Non-invited:

21. Tanner-Smith, E. E., Grant, S., **Day, E.**, Trevino, S., & Ramirez, L. (2025, May). *Advances in rigorous and relevant systematic reviews of the prevention science literature*. Presentation for the Society for Prevention Research Annual Meeting, Seattle, WA.

20. **Day, E.** (2025, February). *Meeting policymakers' unmet desire: working with state and local policymakers*. Presentation for the American Association for the Advancement of Science Annual Meeting, Boston, MA.
19. **Day, E.** (session organizer), Grant, S., Osei Sarfo, A., Peko-Spicer, S., & Pellegrini, M. (2024, September). *Communicating evidence synthesis findings to non-research audiences: What do we know? Where do we go from here?* Panel for the Society for Research on Educational Effectiveness, Baltimore, MD. (unable to attend due to parental leave)
18. Pellegrini, M., Pigott, T., Sutton Chubb, C., **Day, E.**, Pruitt, N., & Scarbrough, H. (2024, September). *Exploring the methodological quality of education meta-analyses: A meta-review*. Presentation for the Society for Research on Educational Effectiveness, Baltimore, MD. (unable to attend due to parental leave)
17. **Day, E.** & Levine, A.S. (2023, October). *Working with county policymakers on youth and family issues*. Presentation for the Research to Action Summit, Child Well-Being Network. Louisville, KY.
16. **Day, E.**, Shimmel, L., Steinka-Fry, K., Tanner-Smith, E., & Grant, S. (2023, September). *Using systematic reviews to inform practice: Engaging with educators*. Poster presented at the annual meeting of the Society for Research on Educational Effectiveness. Arlington, VA.
15. Mihalec-Adkins, B. P., **Day, E.**, & Tach, L. (2020, November). *Parent experiences and engagement in Family Treatment Court interventions*. Virtual poster presented at the annual meeting of the National Council on Family Relations, Family Policy Section.
14. Tach, L., **Day, E.**, Steinkraus, A., Bodnar, D., & Thomas, M. (2020, March). *Supporting families amidst the opioid epidemic: A cross-system collaboration in upstate New York*. 2020 Comprehensive Opioid Abuse Program National Forum, Washington, D.C.
13. **Day, E.** (2019, October). *Engaging students with state policy: Cornell Project 2Gen*. Panel at the National Association of Schools of Public Affairs and Administration Conference, Los Angeles, CA.
12. *Mihalec-Adkins, B. P., Christ, S. L., & **Day, E.** (2019, August). *Placement-related influences on school engagement for foster youth: Caregiver support, placement security, and future expectations*. Poster presented at the APA annual meeting, Chicago, IL.
11. **Day, E.** & Douglas, E. (2019, March). *Working at the intersection of research and policy: An introductory workshop*. Presentation at the biennial meeting of the Society for Research in Child Development, Baltimore, MD.
10. **Day, E.** (2017, November). *Parental educational involvement: Exploring what works for diverse high school students*. Presentation at the symposium "Parenting Across Contexts" at the annual meeting of the National Council on Family Relations, Orlando, FL.

9. **Day, E.** & Bogenschneider, K. (2017, April). *Bridging research and behavioral science: How state legislators describe their use of research in policymaking*. Poster presented at the biennial meeting of the Society for Research in Child Development, Austin, TX.
8. Bogenschneider, K., **Day, E.**, & Parrott, E. (2017, April). *The ways legislators say research contributes to policymaking: How insiders' views can inform theory*. Presentation at the biennial meeting of the Society for Research in Child Development, Austin, TX.
7. Dotterer, A. M. & **Day, E.** (2017, April). *Parental knowledge discrepancies: Examining the roles of warmth and self-disclosure*. Poster presented at the biennial meeting of the Society for Research in Child Development, Austin, TX.
6. **Day, E.** & Dotterer, A. M. (2016, March). *Parental knowledge: Examining reporter discrepancies and links to school engagement*. Poster presented at the biennial meeting of the Society for Research on Adolescence, Baltimore, MD.
5. **Day, E.** (2016, March). *School choice policy, parental social capital, and adolescent educational attainment and achievement: A study in progress*. Poster presented at the Annual Graduate Student Education Research Symposium, West Lafayette, IN.
4. Fuzzell, L., Friedman, E. M., & **Day, E.** (2015, November). *Longitudinal increases in chronic medical conditions are related to poorer cognition*. Poster presented at the annual meeting of the Gerontological Society of America, Orlando, FL.
3. Marini, C. M., Franks, M. M., Friedman, E. M., **Day, E.**, & Nowakowski, A. (2015, November). *Chronic conditions and health: The moderating role of spouse emotional support*. Poster presented at the annual meeting of the Gerontological Society of America, Orlando, FL.
2. **Day, E.**, Friedman, E. M., & Fuzzell, L. (2015, November). *Psychosocial factors and chronic conditions: Longitudinal associations using MIDUS*. Poster presented at the annual meeting of the Gerontological Society of America, Orlando, FL.
1. Friedman, E., & **Day, E.** (2014, April). Multimorbidity in middle and later life: A longitudinal analysis of risk and protective factors. *Psychosomatic Medicine* (Vol. 76, No. 3, pp. A75-A75)

H. Technical Reports:

3. Grant, S., Schweer-Collins, M., **Day, E.**, Trevino, S., Steinka-Fry, K., & Tanner-Smith, E. (2024). Do school-based anxiety prevention programs support youth? Analyzing school-based interventions for primary and secondary prevention of anxiety. <https://osf.io/xweg4>
2. Grant, S., Trevino, S., Steinka-Fry, K., Cabrera, B., Hamilton, S., Martinez, S., **Day, E.**, Tanner-Smith, E. E. (2023). The four-day school week at primary and secondary schools in the United States: A scoping review of the empirical research evidence. <https://osf.io/b4vkj>

1. Grant, S., Schweer-Collins, M., **Day, E.**, Trevino, S., Steinka-Fry, K., & Tanner-Smith, E. (2023). Do school-based depression prevention programs support youth? Analyzing school-based interventions for primary and secondary prevention of depression. <https://osf.io/av2wh>

I. External Funding:

6. 10/2025 – 9/2028. Strengthening Connections between Researchers and Policymakers: Testing the Scalability of a Local-level Intervention. William T. Grant Foundation. Elizabeth Day and Adam Levine, Co-Principal Investigators, invited for full proposal, \$750,000: under review.
5. 7/2025 – 6/2029. Incorporating Open Science in the Dissemination of Evidence-Based Interventions. Eunice Kennedy Shriver National Institute of Child Health and Human Development. Sean Grant, Principal Investigator; Elizabeth Day, Key Personnel, \$1,913,358: under review.
4. 8/2022 – 12/2024. The Inception and Impact of Researcher-Policymaker Relationships. William T. Grant Foundation. Elizabeth Day and Adam Levine, Co-Principal Investigators, \$216,369: funded.
3. 1/2020 – 12/2021. The Creation and Impact of Collaborations Between Scientists and Civic Leaders. Rita Allen Foundation. Elizabeth Day and Adam Levine, Co-Principal Investigators, \$200,000: funded.
2. 1/2019 – 12/2019. Behind the Curtain: A Multi-Level, Mixed Methods Look into Family Treatment Courts and their Role in the Child Welfare System. Doris Duke/Chapin Hall, University of Chicago – Research to Action Grant. Elizabeth Day, Key Personnel, Brittany Mihalec-Adkins, Principal Investigator, \$79,948: finalist, unfunded.
1. 7/2018 – 7/2022. Protecting Vulnerable Families and Children in the Crosshairs of the Opioid Epidemic: A Research-Practice Partnership. William T. Grant Foundation's Institutional Challenge Grant. Elizabeth Day, Postdoctoral Fellow, Rachel Dunifon, Principal Investigator, \$992,533: funded.

J. Internal Funding:

5. 7/2023 – 7/2025. Getting Evidence to Educators: Translating Research Findings in Meaningful Ways. University of Oregon Foundation Trustee Excellence Grant. Elizabeth Day, Principal Investigator, \$50,000: funded.
4. 8/2020 – 8/2021. Faculty Fellowship in Engaged Scholarship. Cornell University Engaged Cornell Initiative. Elizabeth Day, Fellow, Laura Tach, Mentor, \$2,000: funded.
3. 6/2018 – 8/2018. Cornell Project 2Gen Summer Scholars: Engaging with the Community through the Two-Generation Lens. Cornell University Engaged Cornell Initiative. Elizabeth Day, Key Personnel, Rachel Dunifon, Principal Investigator, \$5,000: funded.

2. 8/2017 – 5/2018. The Opioid Epidemic and Child Maltreatment: Two Generations at Risk. Bronfenbrenner Center for Translational Research, Cornell University. Elizabeth Day, Key Personnel, Laura Tach, Principal Investigator, \$12,400: funded.
1. 8/2017 – 5/2018. Bridging the Gap: Connecting Research and Policy in the NYS Legislature. Cornell University Engaged Cornell Initiative. Elizabeth Day and Laura Tach, Co-Principal Investigators, \$2,750: funded.

INSTRUCTIONAL AND ADVISING ACTIVITIES:

A. Courses Taught

2022 - present	PUBPOL 5383: Translational Research for Executives Cornell Institute for Public Affairs, Cornell Brooks School of Public Policy
2018 - 2022	PUBPOL 5382: Bridging the Gap: Connecting Research and Policy in the NYS Legislature Cornell Brooks School of Public Policy
2019 - 2021	PUBPOL 5910: Domestic Capstone Cornell Institute for Public Affairs, Cornell Brooks School of Public Policy Co-instructor: Laurie Miller
2019 - 2021	PUBPOL 5950: International Capstone Cornell Institute for Public Affairs, Cornell Brooks School of Public Policy Co-instructor: Laurie Miller
2012 - 2014	Teaching Assistant in Human Development and Family Studies HDFS 331: Skills for Helping Professionals HDFS 343: Assessment and Case Management Purdue University

B. Student Mentorship and Supervision

** Indicates service as member of their dissertation committee*

	University of Oregon
2025	Geraldine Jara; Undergraduate student, HEDCO Institute Scholar Laine Lovgren; Undergraduate student, HEDCO Institute Scholar
2024	Hana Dussan; Undergraduate student, HEDCO Institute Scholar Megan Sebree; Undergraduate student, HEDCO Institute Scholar
2022 - 2024	Hamilton, Samantha; Undergraduate student
2022 - 2023	Adamczyk, Brendan; Master's student Cabrera, Beatriz; Undergraduate student, HEDCO Institute Scholar Martinez, Samantha; Undergraduate student, HEDCO Institute Scholar Escanlar, Emmy; Undergraduate Flores, Esmeralda; Master's student Glass, Isabel; Master's student Sanders, Abbie; Doctoral student Spinner, Brittany; Doctoral student

Other Institutions

Georgia State University

2024 - present Hannah Scarbrough, Doctoral Student*

Purdue University

2018 - 2022 Mihalec-Adkins, Brittany; Doctoral Student

2021 Alexa Ellis, Postdoctoral Fellow

Cornell University

2021 - present Morley, Jillian; Master's student

2018 - 2022 Morrissey, Mary Beth; Doctoral student

2017 - 2021 Zapotocky, Pearlanna; Undergraduate student

2018 - 2020 Mathios, Erin; Master's student

2019 - 2020 Ippolito, Rose; Undergraduate student

2017 - 2018 Glick, Sharon; Undergraduate student

SERVICE ACTIVITIES

A. National Service

2017 - present Board member, Center for Families
Purdue University

2018 - 2021 Policy mentor, Brittany Page Mihalec-Adkins
Doris Duke Fellowship for the Promotion of Child Well-Being
Chapin Hall at the University of Chicago

B. University Service

University of Oregon

2024 - present College of Education Student Scholarship Application Reviewer

2024 HEDCO Institute Postdoctoral Scholar Search Committee Member

Purdue University

2015 - 2016 HDFS Graduate Student Association President

2014 - 2015 HDFS Search Committee Graduate Member

2012 - 2015 HDFS Graduate Student Committee Social Co-Chair

PROFESSIONAL ACTIVITIES AND AWARDS

A. Grant and Fellowship Proposal Reviews

2024 - present Reviewer, Faculty Fellowship Awards
Center for Families, Purdue University

2021 - present Ad hoc reviewer, Use of Research Evidence Grants Portfolio
William T. Grant Foundation

2017 - present Reviewer, Science and Technology Policy Fellowship
American Association for the Advancement of Science

2025	Division of Research on Learning, Invited Grant Panelist National Science Foundation
2025	Reviewer, Evidence-Informed Policymaking Grants The British Academy
2018 - 2019	Reviewer, Postdoctoral Fellowship Scholars Strategy Network

B. Peer-Reviewed Journals

Associate Editor, *Evidence & Policy Journal* (2025-present)

Ad Hoc Reviewer:

Child Welfare Journal
Journal of Child and Family Studies
Journal of Public Child Welfare
Political Research Quarterly
Prevention Science
Proceedings of the National Academy of Sciences (PNAS)

C. Research Advisory Board Member

2022 - 2024	Research to Policy Collaboration, Evidence-to-Impact Collaborative, Penn State Social Science Research Institute
2023	Healthy Marriage and Responsible Fatherhood Program, Office of Planning, Research, and Evaluation, Administration for Children and Families, U.S. Department of Health and Human Services

D. Professional Memberships

Child Well-Being Research Network
Education Knowledge Broker Network
National Network of Education Research-Practice Partnerships, University Brokers Subnetwork
Research 4 Impact, Policy Engagement Director
Society for Research in Child Development
Society for Research on Educational Effectiveness
Transforming Evidence Network

E. Awards and Honors

2025	Excellence in Research/Outreach Early Career Award from the University of Oregon's College of Education
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June 2025

- 2019 Outstanding White Paper: Data Science Curriculum for Public Service, National Association of Schools of Public Affairs and Administration
Co-authors: Maria Fitzpatrick and Thomas O'Toole; \$10,000
- 2018 Outstanding Postdoctoral Fellow for Community Learning and Engagement, Office of Postdoctoral Studies, Cornell University
- 2016 Outstanding Doctoral Student Award, Department of Human Development and Family Studies, Purdue University
- 2015 Leo and Elva Levien Outstanding Graduate Student Award, Center for Families, Purdue University