
BIOGRAPHICAL SKETCH

NAME OF SPONSOR Robert L. Crosnoe	POSITION TITLE Associate Professor, Department of Sociology, The University of Texas at Austin		
eRA COMMONS USER NAME rlcrosnoe			
EDUCATION/TRAINING			
INSTITUTION AND LOCATION	DEGREE	YEAR(s)	FIELD OF STUDY
The University of Texas, Austin, TX	BA	1994	Sociology and Plan II
Stanford University, Stanford, CA	MA	1995	Sociology
Stanford University, Stanford, CA	PhD	1999	Sociology

A. POSITIONS AND HONORS**Positions and Employment**

- 1999-2001 Postdoctoral Fellow, Carolina Population Center, and the Center for Developmental Science, The University of North Carolina at Chapel Hill
- 2001-2004 Assistant Professor, Department of Sociology, The University of Texas at Austin
- 2001-Present Faculty Research Associate, Population Research Center, The University of Texas at Austin
- 2002-Present Faculty Affiliate, Center for Women's and Gender Studies and Department of Human Ecology, The University of Texas at Austin
- 2005-Present Associate Professor, Department of Sociology (and, by courtesy, Department of Psychology), The University of Texas at Austin

Honors, Other Experience, and Professional Memberships

- 1994 Phi Beta Kappa
- 1997 Barbara and Sanford Dornbusch Award in Social Psychology, Stanford University
- 2003 Changing Faces of America's Children Young Scholar Award, Foundation for Child Development
- 2003 Outstanding Early Career Contribution to Research and Teaching, Children and Youth Section, American Sociological Association
- 2003-Present Steering/Executive Committees, NICHD Early Child Care Research Network
- 2004 Faculty Scholar Award, William T. Grant Foundation
- 2005 Award for Early Career Achievement, Society for Research in Child Development
- 2006-Present Council, Children and Youth Section, American Sociological Association
- 2009 Chair-Elect, Children and Youth Section, American Sociological Association
- 2007-Present Interdisciplinary Committee, Society for Research in Child Development (Chair: 2009)
- 2007, 2009 Finalist, Zins Purpose Award, Collaborative for Academic, Social, and Emotional Learning
- 2007 Early Career Contributions Award, Society for the Study of Human Development
- 2007-2008 Fellowship Year, Center for Advanced Study in the Behavioral Sciences
- 2008-present Member, Center for the Analysis of Pathways from Childhood to Adulthood, University of Michigan
- 2006-present Editorial Boards, *Developmental Psychology*, *Child Development*, *Journal of Research on Adolescence*, *Social Psychology Quarterly*, *Sociology of Education*
- 2007-present Member, NIH Health, Behavior, and Social Context Study Section
- Present Member: American Sociological Association, Population Association of America, Society for Research on Adolescence, Society for Research on Child Development, American Educational Research Association, Society for Research on Human Development

B. SELECTED PEER-REVIEWED PUBLICATIONS

- Crosnoe, R.L. 2000. Friendships in Childhood and Adolescence. *Social Psychology Quarterly* 63: 377-391.
- Crosnoe, R.L. 2001. Academic Orientation and Parental Involvement in Education during High School. *Sociology of Education* 74:210-230.
- Crosnoe, R.L. 2001. The Social Worlds of Male and Female Athletes in High School. *Sociological Studies of Children and Youth* 8:87-108.
- Johnson, M.K., R.L. Crosnoe and G.H. Elder, Jr. 2001. Students' Attachment and Academic Engagement: The Role of Ethnicity. *Sociology of Education* 74:318-340.
- Crosnoe, R.L. 2002. High School Curriculum Track and Adolescent Association with Delinquent Friends. *Journal of Adolescent Research* 17(2):144-168.
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- Crosnoe, R.L. 2002. Academic and Health-Related Trajectories in High School: The Intersection of Gender and Athletics. *Journal of Health and Social Behavior* 43:317-335.
- Crosnoe, R.L., K.G. Erickson and S.M. Dornbusch. 2002. Protective Functions of Family Relationships and School Factors on the Deviant Behavior of Adolescent Boys and Girls: Reducing the Impact of Risky Friendships. *Youth and Society* 33(4):515-544.
- Crosnoe, R.L. and G.H. Elder, Jr. 2002. Successful Adaptation in the Later Years: A Life Course Approach to Aging. *Social Psychology Quarterly* 65:309-328.
- Crosnoe, R.L. and G.H. Elder, Jr. 2002. Grandparent-Grandchild Relationships during the Transition to Higher Education: Evidence of a Generational Stake. *Journal of Marriage and Family* 64:1089-1096.
- Crosnoe, R.L. and G.H. Elder, Jr. 2002. Adolescent Twins and Emotional Distress: The Inter-Related Influence of Non-Shared Environment and Social Structure. *Child Development* 73:1761-1774.
- Crosnoe, R.L., R.S. Mistry and G.H. Elder, Jr. 2002. The Influence of Economic Disadvantage, Parents' Attitudes and Behaviors, and Social Context on Adolescents' Enrollment in Higher Education. *Journal of Marriage and Family* 64:690-702.
- Crosnoe, R.L., S.E. Cavanagh and G.H. Elder, Jr. 2003. Adolescent Friendships as Academic Resources: The Intersection of Friendship, Race, and School Disadvantage. *Sociological Perspectives* 46:331-352.
- Elder, G.H., M.K. Johnson and R. Crosnoe. 2003. The Emergence and Development of Life Course Theory. In *Handbook of the Life Course*, J. Mortimer and M. Shanahan (Eds), pp. 3-22, New York: Plenum.
- Crosnoe, R.L., M.K. Johnson and G.H. Elder, Jr. 2004. Intergenerational Bonding in School: The Behavioral and Contextual Correlates of Student-Teacher Relationships. *Sociology of Education* 77:60-81.
- Crosnoe, R.L. and B.L. Needham. 2004. Holism, Contextual Variability, and the Study of Friendships in Adolescent Development. *Child Development* 75:264-279.
- Crosnoe, R.L. 2004. Social Capital and the Interplay of Families and Schools. *Journal of Marriage and Family* 66:267-280.
- Crosnoe, R.L., C.L. Muller and K. Frank. 2004. Peer Context and the Consequences of Adolescent Drinking. *Social Problems* 51:288-304.
- Crosnoe, R.L. and G.H. Elder, Jr. 2004. Family Dynamics, Supportive Relationships, and Educational Resilience during Adolescence. *Journal of Family Issues* 25:571-602.
- Crosnoe, R.L., M.K. Johnson and G.H. Elder, Jr. 2004. School Size and the Interpersonal Side of Education: An Examination of Gender and Organizational Context. *Social Science Quarterly* 85:1259-1274.
- Crosnoe, R.L., L. Lopez-Gonzalez and C.L. Muller. 2004. Immigration from Mexico into the Math/Science Pipeline in American Education. *Social Science Quarterly* 85:1208-1226.
- Crosnoe, R.L. and G.H. Elder, Jr. 2004. From Childhood to the Later Years: Pathways of Human Development. *Research on Aging* 26:623-654.
- Crosnoe, R.L. and C.L. Muller. 2004. Body Mass Index, Academic Achievement, and School Context: Examining the Educational Experiences of Adolescents at Risk of Obesity. *Journal of Health and Social Behavior* 45:393-407.
- Needham, B.L., R.L. Crosnoe and C.L. Muller. 2004. Academic Failure in Secondary School: The Inter-Related Role of Physical Health Problems and Educational Context. *Social Problems* 51:569-586.
- Crosnoe, R.L. 2005. Double Disadvantage or Signs of Resilience: The Elementary School Contexts of Children from Mexican Immigrant Families. *American Educational Research Journal* 42:269-303.
- Crosnoe, R.L. and L. Lopez-Gonzalez. 2005. Immigration from Mexico, School Composition, and Adolescent Functioning. *Sociological Perspectives* 48:1-24
- Crosnoe, R.L. 2005. The Diverse Experiences of Hispanic Students in the American Educational System. *Sociological Forum* 20:561-588.
- Crosnoe, R.L. 2006. The Connection between Academic Failure and Adolescent Drinking in Secondary School. *Sociology of Education* 79:44-60.
- Crosnoe, R.L. 2006. Health and the Education of Children from Race/Ethnic Minority and Immigrant Families. *Journal of Health and Social Behavior* 47:77-93.
- Crosnoe, R.L. 2006. *Mexican Roots, American Schools: Helping Mexican Immigrant Children Line Up at the Starting Gate*. Palo Alto, CA: Stanford University Press.
- Johnson, M.K., R.L. Crosnoe and L.L. Thaden. 2006. The Gender Reversal in School Attachment over the Course of Adolescence. *Social Psychology Quarterly* 69(3):284-295.
- Nader, P., M. O'Brien, R. Houts, R. Bradley, J. Belsky, R.L. Crosnoe, S. Friedman, Z. Mei, E. Susman, and the NICHD Early Child Care Research Network. 2006. Identifying Risk for Obesity in Early Childhood. *Pediatrics* 118(3):e594-e601..
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- Cavanagh, S.E., C. Riegler-Crumb, and R.L. Crosnoe. 2007. Puberty and the Education of Girls. *Social Psychology Quarterly* 70: 186-198.
- Crosnoe, R.L. 2007. Child Care and the Early Educational Experiences of Children from Mexican Immigrant Families. *International Migration Review* 41(1):152-81.
- Crosnoe, R.L., C.C. Riegler-Crumb and C. L. Muller. 2007. Gender, Self-Perception, and the Experience of Learning Disability and Failure. *Social Problems* 54: 113-133.
- Crosnoe, R.L.. 2007. "Gender, Education, and the Obesity." *Sociology of Education* 80: 241-260.
- Crosnoe, R.L. and C. Riegler-Crumb. 2007. "A Life Course Model of Education and Early Alcohol Use." *Journal of Health and Social Behavior* 48: 267-282.
- Bradley, R.H., P.R. Nader, M. O'Brien, R.M. Houts, J. Belsky, R.L. Crosnoe and the NICHD Early Child Care Research Network. 2008. Obesity and Depression: Infancy to Mild Childhood. Pp. 73-91 in *Obesity in America*, D. Davies and H. Fitzgerald (Eds). Westport, CT: Praeger Publishing.
- Crosnoe, R.L., C. Riegler-Crumb, S. Field, K. Frank, and C. Muller. 2008. "Peer Contexts of Girls' and Boys' Academic Experiences." *Child Development* 79: 139-155.
- Crosnoe, R.L. and A.C. Huston. 2008. Socioeconomic Status, Schooling, and Developmental Trajectories. *Developmental Psychology* 43: 1097-1110.
- Crosnoe, R.L. and C. McNeely. 2008. "Peer Relations, Adolescent Behavior, and Public Health Research and Practice." *Family and Community Health* 31: s79-s88.
- Crosnoe, R. and J. Trinitapoli. 2008. "Shared Family Activity and the Transition into Adolescence." *Journal of Research on Adolescence* 18: 23-48.
- Crosnoe, R.L., A. Strassman Mueller, and K. Frank. 2008. "Gender, Body Size, and Social Relations in American High Schools." *Social Forces* 86: 1189-1216.
- Bradley, R., R. Houts, P. Nader, M. O'Brien, J. Belsky, R.L. Crosnoe, and the NICHD Early Child Care Research Network. 2008. Body Mass Index and its Relation to Internalizing and Externalizing Problems from Infancy through Middle Childhood." *Journal of Pediatrics* 153: 629-634.
- Frank, K., C. Muller, K. Schiller, R. Crosnoe, et al. 2008. "The Social Milieus of Adolescent Society and their Implications for Academic Effort." *American Journal of Sociology* 113: 1645-96.
- Crosnoe, R.L. (2009). "Family-School Connections and the Transitions of Low-Income Youth and English Language Learners from Middle School into High School." *Developmental Psychology* 45: 1061-1076.
- Crosnoe, R.L.. (2009). "Low-Income Students and the Social Composition of Public High Schools." *American Sociological Review* 74: 709-730.
- Crosnoe, R.L., Fred Morrison, Margaret Burchinal, Robert Pianta, Daniel Keating, Sarah Friedman, Alison Clarke-Stewart, and the NICHD Early Child Care Network. (in press). "Instruction, Socioemotional Climate, and Math Achievement Trajectories in Elementary School." *Journal of Educational Psychology*.
- Augustine, J.M., S. Cavanagh, and R.L. Crosnoe. (in press). "Maternal Education, Early Child Care, and the Reproduction of Advantage." *Social Forces*.
- Cooper, C.E., R.L. Crosnoe, M. Suizzo, and K. Pituch. (in press). "Poverty, Race/Ethnicity, and the Involvement of Parents in Early Education." *Journal of Family Issues*.
- Crosnoe, R.L., T. Leventhal, R.J. Wirth, K. Pierce, and NICHD Early Child Care Network. (in press). "Family Socioeconomic Status and Consistent Environmental Stimulation in Early Childhood." *Child Development*.
- Crosnoe, R.L. and S.E. Cavanagh. (in press). "Families with Children and Adolescents: A Review, Critique, and Future Agenda." *Journal of Marriage and Family*.

C. RESEARCH SUPPORT DURING THE LAST THREE YEARS

Ongoing Research Support

1R01HD055359 (R. Crosnoe, PI)

06/01/08-05/31/11

National Institute of Child Health and Human Development

Race/Ethnicity, Poverty, and the Connection between Child Health and Early Education

This project will draw on two national data sets (Fragile Families and Child Well-Being, NICHD Study of Early Child Care and Youth Development) to examine how early health problems disrupt academic achievement in ways that reproduce racial and economic inequality and to identify family, pre-school, and school factors that might block this from happening.

Role: Principal Investigator

Award letter dated 02/10/04 (R.L. Crosnoe, PI)

07/01/04-06/30/10

W.T. Grant Foundation Faculty Scholar Award

Education as a Developmental Phenomenon

This project will explore the intertwining of adolescents' individual trajectories with their social convays within larger contexts by applying growth curve and multi-level modeling techniques to multi-source survey and school transcript data from two nationally representative studies of American adolescents: the National Educational Longitudinal Study (NELS: 88-92) and the National Longitudinal Study of Adolescent Health.
Role: Principal Investigator

1 F31 HD55151 (M.P. Hamilton) 03/01/07-02/28/10
National Institute of Child Health and Human Development
Predoctoral Fellowship: Poverty, Child Development and Early Education
This grants supports work by Madlene P. Hamilton as she examines the impact of poverty on learning and achievement using data from the NICHD Study of Early Child Care and Youth Development (SECCYD).
Role: Faculty Sponsor

1 F32 HD056732 (A. Benner) 07/01/08-06/31/11
National Institute of Child Health and Human Development
Postdoctoral Fellowship: Race, School Transitions, and Child and Adolescent Development
This grants supports work by Aprile Benner as she examines how school transitions disrupt social, emotional, and academic functioning across diverse groups, using data from the Early Childhood Longitudinal Study-Kindergarten Cohort, NICHD Study of Early Child Care and Youth Development, and National Longitudinal Study of Adolescent Health.
Role: Faculty Sponsor

Recently Completed Research Support

1 R03 HD047378-01 (R.L. Crosnoe, PI) 09/01/04-08/31/07
National Institute of Child Health and Human Development
The Social Marginalization of Adolescents in High School
This project is taking a detailed, theoretically grounded approach to a common, yet significant, feature of adolescence – social marginalization of teens who are different – to better understand the mechanisms underlying the short- and long-term consequences of this complex phenomenon by applying multi-level modeling techniques to a sample of 8,272 young people from the National Longitudinal Study of Adolescent Health, as well conducting a small qualitative component with teens in Austin, TX.
Role: Principal Investigator

5 U10 HD025460 (R. Bradley, PI) 02/01/05-01/31/10
National Institute of Child Health and Human Development to University of Arkansas
NICHD Study of Early Child Care and Youth Development- Phase IV
This study is the most comprehensive child care study conducted to date to determine how variations in child care are related to child development. The study is supported by NICHD through a cooperative agreement that calls for a scientific collaboration between ten grantee institutions and NICHD staff.
Role: Principal Investigator of subcontract

Award letter dated 02/23/05 (R.L. Crosnoe, PI) 03/01/05-02/28/07
American Educational Research Association
Poverty, Family Processes and the Transition to Elementary School
This project draws on a core theoretical perspective of human development—the family process model—to better understand how to assist poor children as they transition into and through the early elementary school years. The investigator will analyze the Early Childhood Longitudinal Study – Kindergarten Cohort.
Role: Principal Investigator

Award Letter dated March 29, 2003 (R.L. Crosnoe, PI) 03/01/03-03/31/07
Foundation for Child Development
The Developmental Trajectories of Immigrant Children: Education, Health, Parenting, and School Context
This project examines achievement trajectories of immigrant children of Latin America and Asia across the first years of elementary school, exploring how they intertwine with physical health trajectories during this period, and investigating how certain parenting practices and characteristics of schooling environments moderate differences between immigrant and non-immigrant children in such trajectories.
Role: Principal Investigator
