

Christina Weiland

School of Education
University of Michigan
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EDUCATION

Ed.D., Quantitative Policy Analysis in Education, Graduate School of Education, Harvard University, Cambridge, MA (2011)

M.Ed., Graduate School of Education, Harvard University, Cambridge, MA (2008)

Initial certification in History (8-12), Alternative Teaching Certification Program, New Teachers Collaborative, Devens, MA (2005)

B.A. History (High Honors), Dartmouth College, Hanover, NH (2002)

ACADEMIC AND RESEARCH POSITIONS

Assistant Professor, School of Education, University of Michigan, Ann Arbor, MI (2013 – present)

Visiting Fellow, Strategic Education Partnership for Educational Research, Graduate School of Education, Harvard University, Cambridge, MA (2014 – 2015)

Post-Doctoral Fellow, Center for Secondary Analysis of Variation in Impact in Head Start, a collaboration across New York University, New York, NY; MDRC, New York, NY; and Harvard University, Cambridge, MA (2011 – 2014)

Project Director, Preparing to Succeed Study, Graduate School of Education, Harvard University, Cambridge, MA (2009 – 2013)

Research Consultant and Senior Data Analyst, Un Buen Comienzo Study, Graduate School of Education, Harvard University, Cambridge, MA (2006 – 2007 and 2010 – 2013)

Research Consultant and Data Analyst, Boston Public School Department of Early Childhood (2007 – Present)

Analyst, Abt Associates, Education and Family Support Department, Cambridge, MA (2002 – 2006)

GRANTS AWARDED

Evaluation of the Effectiveness of the Food For Thought Program. 2018-2021. \$315,768. Brady Foundation. PI Diana Leyva, co-PI Christina Weiland.

UM's Postdoctoral Training Program in Experimental and Quasi-Experimental Methods for Education Research. 2017-2022. \$700,000. Institute of Educational Sciences, U.S. Department of Education. PI Brian Jacob, co-PIs Susan Dynarski and Christina Weiland.

Strengthening School Readiness Through Pre-k for All: A University-District Partnership. 2017-2022. \$4.5 million. Institute of Education Sciences, U.S. Department of Education. PI Pamela Morris, co-PI Jennifer Hill, co-PIs Rebecca Unterman and Christina Weiland.

Text-based mentoring to support maternal wellbeing and child development: Assessing the impact and efficacy of NurturePA. 2017-2019. \$17,500. PIs Christina Weiland and Lindsay Page. Office of Research and School of Education, University of Michigan.

Virtual mentorship to support maternal and infant health and wellbeing: An Efficacy Trial. 2017-2019. \$250K. Smith-Richardson Foundation. PIs Lindsay Page and Christina Weiland.

Supporting Early Learning from Preschool through the Elementary School Grades: Research Network Proposal. 2016-2021. \$4.5 million. Institute of Education Sciences, U.S. Department of Education. PI and co-director JoAnn Hseuh, co-PI and co-director Christina Weiland, co-PIs Deborah Ball, Nonie Lesaux, Jason Sachs, and Catherine Snow.

ExCEL P-3. 2016-2021. \$4 million. Laura and John Arnold Foundation. PI and co-director JoAnn Hseuh, co-PI and co-director Christina Weiland, co-PIs Deborah Ball, Nonie Lesaux, Jason Sachs, and Catherine Snow.

Contexts Inside and Outside of School Walls as Predictors of Differential Effectiveness in Preschool Professional Development. 2016-2019. \$700,000. Institute of Education Sciences, U.S. Department of Education. PIs Terri Sabol and Dana Charles McCoy, Co-PIs Jason Downer and Christina Weiland.

Virtual mentorship to support maternal wellbeing and promote positive child development. 2016. \$8,000. PI Christina Weiland. Rackham Spring/Summer Research Grant Program: University of Michigan.

Innovation in Undergraduate Education. 2016. \$6,000. School of Education, University of Michigan. Support for developing a new course for undergraduate students (“Home, School, and Community: Realities and Policies for Young Children in Poverty”).

University of Michigan Pre-Doctoral Training Grant. 2015-2019. \$4 million. Institute of Education Sciences, U.S. Department of Education. Core faculty: Susan Dynarski (lead), John Bound, Steve DesJardins, Brian Jacob, Fabian Pfeffer, Matt Ronfeldt, Kevin Stange, Christina Weiland.

Sustaining the Boost: Longitudinal Impacts of the Boston Prekindergarten Program and Variation in Impacts. 2014-2017. \$1.4 million. Institute of Educational Sciences, U.S. Department of Education. PI Christina Weiland, co-PI's Rebecca Unterman and Hirokazu Yoshikawa, Technical Advisor Howard Bloom.

Early Childhood Strategic Vision. 2014. \$53,293. Division of Children and Youth Policy, Office of Human Services Policy, Office of the Assistant Secretary for Planning and Evaluation, Washington, DC., Co-PI Christina Weiland (IPA Agreement).

Relationships between Children's Outcomes and Fidelity of Implementation in the Un Buen Comienzo Preschool Program. 2011-2013. \$43,000. Ministry of Education, Chile. PI Susana Mendive, Co-PI Christina Weiland.

Preparing to Succeed: An Efficacy Trial of Two Early Childhood Curricula. 2009-2011. \$1,127,000. Institute of Educational Sciences, U.S. Department of Education. PI Hirokazu Yoshikawa, Co-PI's Christina Weiland, Nonie Lesaux, Richard Murnane, John Willett.

AWARDS

2018	Early Career Award, Association for Education Finance and Policy
2017	AERA-SRCD Early Career Fellow in Early Childhood Education and Development
2014	National Academy of Education/Spencer Post-doctoral Fellowship (\$55,000)
2013	Outstanding Dissertation Award, Society for Research in Child Development
2011, 2009	Travel Grant Award, Harvard Graduate School of Education
2010	Meade Fellowship, Harvard Graduate School of Education
2006-2010	Presidential Fellowship, Harvard University (4 years of full support for doctoral studies)
2009	Qualifying paper rated with "Distinction" by committee, Harvard Graduate School of Education
2007	Rappaport Public Policy Fellowship
2007	Education Pioneers Fellowship
2002	High Honors award for thesis work, Dartmouth College
2001-2002	Richter Honors Research Grant, Dartmouth College
2001-2002	Rufus Choate Scholar (top 5%), Dartmouth College

TEACHING EXPERIENCE

University of Michigan

Causal Inference in Education Policy Research I: Early Childhood through High School (Fall 2017 and Fall 2018; graduate course co-taught with Susan Dynarski)

Causal Inference in Education Policy Research: Preschool, Elementary, and Secondary (Fall 2016, graduate course co-taught with Brian Jacob)

Home, School, and Community: Realities, Interventions, and Policies for Young Children in Poverty (Fall 2016, undergraduate course co-taught with Sandra Danziger)

Experimental Methods in Education Research (Fall 2013 and Winter 2016, graduate course)

Educational Realities, Interventions, and Policies for Young Children in Poverty (Winter 2016, graduate course)

Inter-university Consortium for Political and Social Research (ICPSR), University of Michigan
Maximizing the Head Start Impact Study: New Third Grade Follow-up Data, Contextual Variables, and Approaches to Understanding Variation in Impacts (July 2014; workshop co-taught with Dana Charles McCoy and Maia Connors)

Harvard University

Child Development and Public Policy, Teaching Fellow for Professor Hirokazu Yoshikawa (Spring 2013)

Intermediate Statistics, Teaching Fellow for Professor Judith Singer (Spring 2008)

Microeconomics of Education, Tutor (Fall 2007)

Microeconomics of Education, Teaching Fellow for Professor Richard Murnane (Spring 2007)

The Steppingstone Foundation, Boston, MA

Academic Year Teacher, 6th grade English (2005 – 2006)

Francis W. Parker Essential Charter School, Devens, MA

Arts and Humanities Teacher, 7th and 8th Grades (2004 – 2005)

PEER-REVIEWED PUBLICATIONS (Students underlined)

Weiland, C. (2018). Pivoting to the “how”: Moving preschool policy, practice, and research forward. *Early Childhood Research Quarterly*.

Morris, P., Connors, M., Friedman-Krauss, McCoy, D., Weiland, C., Feller, A., Page, L., Bloom, H., & Yoshikawa, H. (2018). New findings on impact variation from the Head Start Impact Study: Informing the scale-up of early childhood programs. *AERA Open*. doi: <https://doi.org/10.1177/2332858418769287>

Weiland, C., McCormick, M., Mattera, M., Maier, M., & Morris, P. (2018). Preschool curricula and professional development features for getting to high-quality implementation at scale: A comparative review across five trials. *AERA Open*. doi: <https://doi.org/10.1177/2332858418757735>

Last updated: August 15, 2018

- Weiland, C., McCoy, D., Grace, E., & Oh Park, S. (2017). Natural opportunity? Low-income parents' responses to their children's impending kindergarten entry. *AERA Open*, 3.
- Weiland, C. (2016). Impacts of the Boston prekindergarten program on the school readiness of young children with special needs. *Developmental Psychology*, 52, 1763-1776.
- Weiland, C. (2016). Launching Preschool 2.0: A road map to high-quality public programs at scale. *Behavioral Science & Policy*, 2, 37-46.
- Yoshikawa, H., Weiland, C., & Brooks-Gunn, J. (2016). When does preschool matter? *The Future of Children*, 26, 21-35.
- Arbour, M.C., Yoshikawa, H., Murnane, R., Weiland, C., Barata, M. C., & Snow C. E. (2016). Testing for moderation of impact of the UBC preschool intervention by student absenteeism. *Journal of Research on Educational Effectiveness*. doi: 10.1080/19345747.2015.1109013
- Leyva, D., Weiland, C., Barata, M. C., Yoshikawa, H., Snow, & A., Treviño, E. (2015). Factor structure and predictive validity of the CLASS in prekindergarten: A cross-cultural study across the United States and Chile. *Child Development*, 86, 781-799.
- * Lipsey, M., Weiland, C., Yoshikawa, H., Wilson, S., & Hofer, K. (2015). Prekindergarten age-cutoff regression-discontinuity design: Methodological issues and implications for application. *Educational Evaluation and Policy Analysis*, 37, 296-313.
- *Note: the first two authors contributed equally to this article and are listed alphabetically.
- Mendive, S., Weiland, C., Yoshikawa, H., & Snow, C. (2015). Opening the black box: Intervention fidelity in a randomized trial of a preschool teacher professional development program in Chile. *Journal of Educational Psychology*, 108, 130-145.
- Yoshikawa, H., Leyva, D., Snow, C. E., Treviño, E., Rolla, A., Barata, M. C., Weiland, C., & Arbour, M. C. (2015). Impacts on classroom quality of an initiative to improve the quality of preschool education in Chile: A cluster-randomized trial. *Developmental Psychology*, 51, 309-322.
- Weiland, C. & Yoshikawa, H. (2014). Does peer socio-economic status predict children's gains in receptive vocabulary and executive function in prekindergarten? *Journal of Applied Developmental Psychology*, 35, 422-432.
- Weiland, C, Barata, M.C., & Yoshikawa, H. (2014). The co-occurring development of executive function skills and receptive vocabulary in children enrolled in an urban preschool program. *Infant and Child Development*, 23, 4-21.

*Weiland, C., Ulvestad, K., Sachs, J. & Yoshikawa, H. (2013). Associations between classroom quality and children's vocabulary and executive function skills in an urban public prekindergarten program. *Early Childhood Research Quarterly*, 28, 199-209.

* Fourth most-cited article in *ECRQ* published since 2013.

Weiland, C. & Yoshikawa, H. (2013). The impacts of an urban public prekindergarten program on children's mathematics, language, literacy, executive function, and emotional skills. *Child Development*, 84, 2112-2130.

Weiland, C., Wolfe, C., Hurwitz, M., Yoshikawa, H., Clements, D., & Sarama, J. (2012). Early mathematics assessment: Validation of the short form of a prekindergarten and kindergarten mathematics measure. *Educational Psychology*, 32, 311-333.

Weiland, C. & Yoshikawa, H. (2012). The effects of large-scale economic change and policies on children's developmental contexts and developmental outcomes. *Child Development Perspectives*, 6, 342-350.

MANUSCRIPTS UNDER REVIEW (Students underlined)

Martin, E., Weiland, C., & Page, L. (2018). *Text-based mentoring for new moms: A feasibility study*. Manuscript under review.

McCormick, M., Weiland, C., Hsueh, J., Maier, M., Snow, C., Leacock, N., Schick, L., & Hagos, R.. (2018). *Promoting content-enriched alignment across the early grades: A study of policies and practices in the Boston Public Schools*. Manuscript under review.

Rochester, S., Weiland, C., Unterman, R., & McCormick, M. (2018). *The little kids down the hall: Associations between broader school climate, pre-K classroom quality, and pre-K children's gains*. Manuscript under review.

Shapiro, A., Martin, E., Unterman, R., & Weiland, C. (2018). *If you offer it, will they come? Patterns of application and enrollment behavior in a universal preschool context*. Paper abstract accepted (out of over 100 submissions) for the AERA Open Special Issue, "The Role of Place, Geography, and Geographical Information Systems (GIS) in Educational Research." Manuscript under review.

Shapiro, A., & Weiland, C. (2018). *What's in a definition? The how and when of special education subgroup analysis in preschool evaluations*. Manuscript under review.

Weiland, C., Unterman, R., Shapiro, A., Staszak, S., Rochester, S., & Martin, E. (2017). *The effects of enrolling in oversubscribed Boston Prekindergarten Programs through third grade*. Manuscript under review.

Weiland, C., & Unterman, R. (2018). *By what factors do parents of young children rank schools? Evidence from Boston*. Manuscript under review.

WORKS IN PROGRESS (Students underlined)

Kabay, S., Yoshikawa, H., & Weiland, C. (2018). *Public sector costs of the Boston Public Prekindergarten Program*. Manuscript in preparation.

Leyva, D., Weiland, C., Arbour, M.C., Yoshikawa, H., Snow, C., & Mendive, S. (2018). *Examining predictors of lasting gains of an early literacy intervention in Santiago, Chile through second grade*. Manuscript in preparation.

Phillips, D., Johnson, A., Weiland, C., & Hutchison, J.E. (2018). *Pre-k for vulnerable children: Past, present, and future*. Manuscript in preparation (Currently an Ann Arbor, MI: University of Michigan, Poverty Solutions working paper).

Unterman, R., & Weiland, C. (2018). *Quantifying and predicting variation in the medium-term effects of oversubscribed Boston Public Schools Prekindergarten Programs*. Manuscript in preparation.

Weiland, C., Unterman, R., & Shapiro, A. (2018). *When do the literacy skills of preschool attenders and non-attenders converge? Evidence from Boston*. Manuscript in preparation.

Yudron, M., Weiland, C., & Sachs, J. (2018). *Public investment in aligning instructional content and improving quality across prekindergarten auspices: Classroom outcomes and lessons learned*. Manuscript in preparation.

BOOKS AND BOOK CHAPTERS

Barnett, W.S., Friedman-Krauss, A., & Weiland, C. (in press). Scale up of effective preschool education: New directions for research. Chapter in M.E. Graue, S. Ryan, V. Gadsen, & F. Levine (Eds.), *Building Research Capacity in Early Childhood*, Washington DC: AERA.

Chaudry, A., Morrissey, T., Weiland, C., & Yoshikawa, H. (2017). *Cradle to Kindergarten: A new plan to combat inequality*. New York, NY: Russell Sage.

Weiland, C., & Sachs, J. (2018). Looking back, looking forward: The role of data, research, and evaluation in the process of change. In B. Bardige, M. Baker, and B. Mardell (Eds.), *Children at the Center: Transforming early childhood education in the Boston Public Schools*. Cambridge, MA: Harvard Education Press.

REPORTS AND POLICY BRIEFS

McCormick, M., Hsueh, J., Weiland, C., & Banger, M. (2017). *The challenge of sustaining preschool impacts: Introducing ExCEL P-3, a study from the Expanding Children's Early Learning Network*. New York: NY: MDRC Policy Brief.

Phillips, D., Lipsey, M., Dodge, K.A., Haskins, R., Bassok, D., Burchinal, M.R., Duncan, G.J.,

- Dynarski, M., Magnuson, K.A., & Weiland, C. (2017). *Puzzling it out: The current state of scientific knowledge on pre-kindergarten effects*. Washington, DC: Brookings Institution. https://www.brookings.edu/wp-content/uploads/2017/04/consensus-statement_final.pdf
- Bassok, D., Magnuson, K., & Weiland, C. (2016). Building a cohesive, high-quality early childhood system. In M. Hansen & J. Valant (Eds.), *Memos to the President on the Future of U.S. Education Policy*. Washington, DC: Brookings Institution.
- Yudron, M., & Weiland, C. (2016). *BPS KIDS: Piloting the Boston Public Schools' prekindergarten model in community-based organizations*. Boston, MA: Boston Public Schools.
- Bloom, H., & Weiland, C. (2015). *Quantifying variation in Head Start effects on young children's cognitive and socio-emotional skills using data from the National Head Start Impact Study*. New York, NY: MDRC Working paper.
- Yudron, M., & Weiland, C. (2015). *Boston Public Schools K1 in Diverse Settings (KIDS): First-year report*. Boston, MA: Boston Public Schools.
- Yoshikawa, H., Weiland, C., Brooks-Gunn, J., Burchinal, M., Espinosa, L., Gormley, W., Ludwig, J.O., Magnuson, K.A., Phillips, D.A., & Zaslow, M.J. (2013). *Investing in our future: The evidence base on preschool education*. New York: Foundation for Child Development and Ann Arbor, MI: Society for Research in Child Development.
- Yoshikawa, H., Weiland, C., Ulvestad, K., Fortuny, K., Perreira, K., & Crosnoe, R. (2012). *Ensuring Access of Low-Income Immigrant Families to Health and Human Services: The Role of Community-Based Organizations* (Policy Brief No. 4, Immigrant Access to Health and Human Services Project). Washington, DC: The Urban Institute and U.S. Department of Health and Human Services, Assistant Secretary for Planning and Evaluation.
- Crosnoe, R., Pedroza, J.M., Purtell, K., Fortuny, K., Perreira, K.M., Ulvestad, K., Weiland, C., Yoshikawa, H., & Chaudry, A. (2012). *Promising practices for increasing immigrants' access to health and human services*. Washington, DC: ASPE Research Brief.
- Crosnoe, R., Pedroza, J.M., Purtell, K., Fortuny, K., Perreira, K.M., Ulvestad, K., Weiland, C., Yoshikawa, H., & Chaudry, A. (2012). *Barriers to immigrants' access to health and human services programs*. Washington, DC: ASPE Research Brief.
- Sachs, J. & Weiland, C. (2010). Boston's rapid expansion of public school-based preschool: Promoting quality, lessons learned. *Young Children*, 65.
- Greene, D.L, Weiland, C. & Khalil, B. (2006). *The Partnership for Reading: Final Report – Dissemination Activities 2001-2005*. Cambridge, MA: Abt Associates.
- Chase, A., Giancola, J., Litin, A., Martinez, A. & Weiland, C. (2003). *IGERT Implementation and Early Outcomes: 2002*. Cambridge, MA: Abt Associates, 2003.
- Schimmenti, J., Gamse, B., Giordano, A., Kupfer, A., Weiland, C. & Smith, W.C. (2003) *Evaluation of the Equipped for the Future Reading Project Pilot*. Cambridge, MA: Abt Associates.

INVITED LECTURES (Students underlined)

Weiland, C. (2018, May). *Pushing preschool up: Early findings from the Boston P-3 study*.

- State College, PA: Invited speaker at the Summer Institutes for Penn State's Training Interdisciplinary Educational Scientists (TIES) training program (sponsored by the Institute of Educational Sciences).
- Weiland, C. (2018, April). *Building, building up, and building out: A decade of research partnering with the Boston Public Schools Prekindergarten Program*. Cambridge, MA: Harvard Graduate School of Education Joint Doctoral Seminar.
- Weiland, C. (2018, March). *Building, building up, and building out: A decade of research partnering with the Boston Public Schools Prekindergarten Program*. New York, NY: NYU Steinhardt IES Predoctoral Interdisciplinary Research Training seminar.
- Weiland, C. (2018, February). *Building, building up, and building out: The first decade of the Boston Prekindergarten Program*. Philadelphia, PA: Temple University Institute for Learning and Education Sciences.
- Weiland, C. (2018, February). *Cradle to Kindergarten: A new plan to combat inequality*. Olympia, WA: Washington State Head Start and ECAP Association Conference.
- Weiland, C. (2018, January). *Building, building up, and building out: The first decade of the Boston Prekindergarten Program*. Boston, MA: Boston Foundation.
- Chaudry, A., & Weiland, C. (2017, October). *Cradle to kindergarten: A new plan to combat inequality*. Ann Arbor, MI: University of Michigan, School of Education, the Edward Ginsberg Center for Community Service and Learning, and Poverty Solutions.
- Weiland, C. (2016, November). *Impacts of public prekindergarten on children's early numeracy, language, literacy, executive functioning, and emotional development*. ICSES' 7^o International Research Seminar on Quality of Education, Bogota, Colombia.
- Weiland, C. (2016, November). *Poverty and Preschoolers*. Guest lecture in Psychology 211, Community Outreach: Working with Preschool Children, University of Michigan, Ann Arbor, MI.
- Weiland, C. (2016, July). *Observational quality ratings as tools for building high-quality preschool programs*. ACF National Research Conference on Early Childhood, Washington, DC.
- Weiland, C. (2016, May). *Public preschool: Access, benefits, quality and programs that work*. American University, School of Public Affairs, Washington DC.
- Weiland, C. (2016, April). *Can it work outside the public schools? Scaling out the Boston Public Schools' prekindergarten model to community-based preschools*. University of Wisconsin, Institute for Research on Poverty.

- Weiland, C. (2016, March). *Preschool 2.0: High quality public programs at scale*. University of Michigan, Education Policy Institute and School of Education, Ann Arbor, MI.
- Weiland, C. (2015, October). *Inclusion preschool in the Boston Public Schools: Impacts and dosage*. NAEEd/Spencer Foundation Fall Retreat, Washington, DC.
- Weiland, C. (2015, October). *Inclusion preschool in the Boston Public Schools: Impacts and dosage*. University of Michigan, Education Studies Colloquium, Ann Arbor, MI.
- Weiland, C. (2015, October). *Inclusion preschool in the Boston Public Schools: Impacts and dosage*. High/Scope Foundation Conference for Early Childhood Research and Evaluation, Ypsilanti, MI.
- Weiland, C., Page, L., & Martin, E. (2015, October). *NurturePA: Mom-to-mom text-based mentoring to improve child development and maternal well-being*. Too Small to Fail Conference (sponsored by the Clinton Foundation and the George Kaiser Family Foundation), Tulsa, OK.
- Weiland, C. (2014, October). *Inclusion preschool for children with special needs: Impacts, dosage, and mechanisms*. Harvard Graduate School of Education, Colloquium in Learning and Development, Cambridge, MA.
- Weiland, C., & Sachs, J. (2014, July). Distilled elements of the Boston Public Schools Preschool experience: Data, results, and a story. In Margaret Burchinal (Chair), *Models for Improving Instructional Quality*. Invited presentation at the Head Start Research Conference, Washington, DC.
- Weiland, C. (2014, April). *Investing in our future: The evidence base for preschool*. In Using Research to Support Policy Decisions on Behalf of Young Children panel at the Child Care Aware of America Symposium, Washington, DC.
- Weiland, C. (2013, November). *Investing in our future: The evidence base for preschool*. Presentation at the annual meeting of the Stranahan Foundation Board of Directors, Toledo, Ohio.
- Weiland, C., & Sachs, J. (2013, October). *Building successful researcher-practitioner collaborations: Lessons from Boston*. Invited presentation at the Center for Early Education and Evaluation at HighScope conference, Ypsilanti, Michigan.
- Weiland, C. (2012, January). *Preparing to Succeed: The impact of a public preschool program on children's kindergarten literacy, math, executive functioning, and socio-emotional skills*. Paper presented at the University of Vermont, College of Education and Social Services.
- Weiland, C. (2012, January). *Preparing to Succeed: The impact of a public preschool program*

- on children's kindergarten literacy, math, executive functioning, and socio-emotional skills.* Paper presented at the University of Washington, College of Education.
- Weiland, C. (2012, February). *Preparing to Succeed: The impact of a public preschool program on children's kindergarten literacy, math, executive functioning, and socio-emotional skills.* Paper presented at the University of Michigan, School of Education.
- Weiland, C. (2011, July). *Preparing to Succeed: The impact of a public preschool program on children's kindergarten literacy, math, executive functioning, and socio-emotional skills.* Paper presented at the Universidad Diego Portales, Santiago, Chile.
- Weiland, C. (2011, July). *Preparing to Succeed: The impact of a public preschool program on children's kindergarten literacy, math, executive functioning, and socio-emotional skills.* Paper presented at the Pontificia Universidad Católica de Chile, Santiago, Chile.
- Weiland, C. (2011, September). *Spillover effects? Impacts of a public preschool program on children's kindergarten literacy, math, and executive functioning skills.* Paper presented in "Integrating Perspectives on Education" course for first-year doctoral students, Harvard Graduate School of Education, Cambridge, MA.
- Navarro, O., Weiland, C., & Russell, B. (2010, March). *School readiness indicators and child outcomes.* Presentation to the Boston Thrive in Five Initiative Leadership Team, Boston, MA.
- Weiland, C. (2010, November). *Evidence from Boston: The impact of an urban universal public prekindergarten program on child language, literacy, and numeracy skills at kindergarten entry.* Invited talk given at New York University's Institute for Education Sciences-funded Predoctoral Interdisciplinary Research Training, New York, NY.
- Weiland, C., Sachs, J., Ulvestad, K., Edejer, E. & Yoshikawa, H. (2010, November). *Boston Public Schools prekindergarten: Impacts on children and quality improvements.* Presented to the Massachusetts Commissioner of Early Education, the Boston Public Schools Superintendent, and Boston Public Schools Department of Early Childhood staff, Boston, MA.
- Yoshikawa, H., Barata, M.C., Arbour, M.C., Treviño, E., Snow, C.E., Rolla, A., Leyva, D., Yudron, M., Weiland, C., Reyes Ugalde, J., Godoy, F., Moreno, L., & Gonzalez Parrao, C. (2010). *Un Buen Comienzo: Preliminary analysis.* Presentation to Fundación Educacional Oportunidad, Santiago, Chile.
- Yoshikawa, H., McCartney, K., Ayoub, C., Palfrey, J., & Weiland, C. (2006). *Evaluating comprehensive early childhood care and education in Chile.* Presented to officials of early childhood education of Chile, including the Director of Early Childhood Education of the Ministry of Education of Chile, Cambridge, MA.

CONFERENCE PRESENTATIONS (Students underlined)

- Shapiro, A., & Weiland, C. (2018, March). What in a definition? Special needs subgroup analysis in the Head Start Impact Study. In Elise Chor (chair), *New Insights on the Effects of Head Start*. Symposium conducted at the annual meeting of the Association of Education Finance and Policy, Portland, OR.
- Weiland, C., & Unterman, R. (2018, March). By what school-level factors do parents of young children rank schools? Evidence from an urban public school choice program. In Chloe Gibbs (chair), *Supply, demand, & quality in the market for early childhood*. Symposium conducted at the annual meeting of the Association of Education Finance and Policy, Portland, OR.
- McCormick, M.P., Maier, M., Weiland, C., Hsueh, J., Sachs, J., & Snow, C. (2018, March). How does quality of curricular implementation support diverse children's skills in prekindergarten? Evidence from Boston. In Sue Sheridan (organizer), *Early Learning Network Year 1 Results: Preschool educational practices and child outcomes*. Symposium conducted at the Spring Conference of the Society for Research in Educational Effectiveness, Washington, DC.
- Weiland, C., & Sachs, J. (2018, March). Addressing rigor and timeliness tensions in a research-practice partnership in the Boston Public Schools. In Pamela Morris (organizer), *University-Agency Partnerships to Strengthen Preschool: Four Examples of Improving Preschool at Scale*. Symposium conducted at the Spring Conference of the Society for Research in Educational Effectiveness, Washington, DC.
- Martin, E., Weiland, C., & Page, L. (2017, November). Text-based mentoring for new moms: A feasibility study. In Christina Weiland (organizer), *Meeting all parents where they are: A new generation of strengths-based technology interventions*. Symposium conducted at the Association for Public Policy and Management Conference, Chicago, IL.
- McCormick, M.P., Maier, M., Weiland, C., Hsueh, J., & Sachs, J. (2017, November). Sustaining impacts of high-quality prek through third grade: Lessons from a partnership with the Boston Public School District. In JoAnn Hsueh (organizer), *Using Better Data to Inform Implementation of Preschool At-Scale: The Role of Research-Practice Partnerships*. Symposium conducted at the Association for Public Policy and Management Conference, Chicago, IL.
- Yudron, M., Weiland, C., & Sachs, J. (2017, April). Actionable lessons from Boston's scale-out of public prekindergarten into community-based organizations. In Mimi Engel (organizer), *Expanding and Understanding: Evidence on Classroom Processes and Taking Early Childhood Interventions to Scale*. Roundtable conducted at the annual AERA conference, San Antonio, TX.
- Weiland, C., Unterman, R., Shapiro, A., Staszak, S., Rochester, S., & Martin, E. (2017, March).

Impacts of Boston PreK on children's academic outcomes, special education placement, and grade retention through third grade. In Daphna Bassok (chair), *New Evidence on the Effects of Scaled-Up Preschool Interventions*. Symposium conducted at the annual meeting of the Association of Education Finance and Policy, Washington DC.

Kabay, S., Yoshikawa, H., & Weiland, C. (2017, March). A cost study of Boston Public School's Prekindergarten Program. In Rebecca Unterman (organizer), *The Boston Public Schools Pre-Kindergarten Program: Impacts, Persistence, Costs, and Context*. Symposium conducted at the Spring Conference of the Society for Research in Educational Effectiveness, Washington, DC.

Rochester, S., Weiland, C., Unterman, R., & McCormick, M. (2017, March). The little kids down the hall: Associations between broader school climate, pre-K classroom quality, and pre-K children's gains. In Rebecca Unterman (organizer), *The Boston Public Schools Pre-Kindergarten Program: Impacts, Persistence, Costs, and Context*. Symposium conducted at the Spring Conference of the Society for Research in Educational Effectiveness, Washington, DC.

Weiland, C., Unterman, R., Shapiro, A., Staszak, S., Rochester, S., & Martin, E. (2017, March). Impacts of Boston PreK on children's academic outcomes, special education placement, and grade retention through third grade. In Rebecca Unterman (organizer), *The Boston Public Schools Pre-Kindergarten Program: Impacts, Persistence, Costs, and Context*. Symposium conducted at the Spring Conference of the Society for Research in Educational Effectiveness, Washington, DC.

Yudron, M., Weiland, C., & Sachs, J. (2016, November). Actionable lessons from Boston's scale-out of public prekindergarten into community-based organizations. In Mimi Engel (organizer), *Expanding and Understanding: Evidence on Classroom Processes and Taking Early Childhood Interventions to Scale*. Symposium conducted at the Association for Public Policy and Management Conference, Washington, DC.

Weiland, C. (2016, March). Sustaining the momentum: Linking early childhood education and K-12 systems. Round table presentation organized by E. Greenberg, at the annual meeting of the Association of Education Finance and Policy, Denver, CO.

Kabay, S., Weiland, C., & Yoshikawa, H. (2015, December). Sustaining the Boost: Longitudinal impacts of the Boston prekindergarten program, variation in impacts and cost-benefit study. Presentation at the annual meeting of the Child Care Policy Research Consortium, Washington, DC.

Arbour, M.C., Yoshikawa, H., Snow, C., Weiland, C., Barata, M.C., & Trevino, E. (2015, March). Experimental impacts of Chilean preschool intervention are moderated by student absenteeism. In Jennifer Lansford (Chair), *New Methodological and Empirical Findings from Program Evaluations in Global Contexts*. Symposium conducted at the biennial meeting of the Society for Research in Child Development, Philadelphia, PA.

- Weiland, C. (2015, March). Impacts of inclusive preschool on young children with special needs. In Deborah Phillips (Chair), *The Developmental Impacts of Pre-Kindergarten Programs for Children with Special Needs*. Symposium conducted at the biennial meeting of the Society for Research in Child Development, Philadelphia, PA.
- Yudron, M., Weiland, C., & Sachs, J. (2015, March). Instructional quality and child outcome changes in community-based prekindergarten after a coaching and curriculum intervention. In Elizabeth Gershoff (Chair), *Improving school readiness through preschool curricula: Roles of curricula type, coaching, instructional practices, and scale-up*. Symposium conducted at the biennial meeting of the Society for Research in Child Development, Philadelphia, PA.
- Weiland, C., McCoy, D., & Oh, S. (2014, November). How do low-income parents respond to their children's impending kindergarten entry? In Margaret Burchinal (Chair), *New perspectives on Head Start: Counterfactuals, classrooms, neighborhoods, and families*. Symposium conducted at the Association for Public Policy and Management Conference, Albuquerque, NM.
- Weiland, C., & Bloom, H.S. (2014, July). To what extent do the effects of Head Start on enrolled children vary across sites? In Pamela Morris (Chair), *Moderators in the Head Start Impact Study: Findings from the Secondary Analysis of Variation in Impacts (SAVI) of Head Start Center*. Paper presented at the annual Head Start Research Conference, Washington, DC.
- Weiland, C. (2014, April). What you should know before you scale-up a preschool curriculum: Lessons from recent efforts to deliver effective public preschool programs. Roundtable presentation at the spring meeting of the Society for Research in Child Development, Alexandria, VA (with Jennifer Brooks, Hirokazu Yoshikawa, Chrishana Lloyd, Nathaniel Beers, and Ajay Chaudry).
- Leyva, D., Yoshikawa, H., Snow, C.E., Treviño, E., Rolla, A., Barata, M.C., & Weiland, C. (2014, March). Can we improve preschool classroom quality in Chile? A cluster-randomized trial evaluation of a professional development program. In Barbara Knox-Seith (Chair), *Teaching Quality and Attracting Quality Teachers in Latin America*. Paper presented at the Spring Conference of the Society for Research in Educational Effectiveness, Washington, DC.
- Weiland, C., & Bloom, H.S. (2014, March). To what extent do Head Start's effects on children's outcomes vary across individuals, subgroups, and centers? In Pamela Morris (Chair), *Moderators, Mechanisms, Methods and Measurement in the Head Start Impact Study: Findings from the Secondary Analysis of Variation in Impacts (SAVI) of Head Start Center*. Paper presented at the Spring Conference of the Society for Research in Educational Effectiveness, Washington, DC.
- Bloom, H.S., & Weiland, C. (2013, November). Moving beyond average impacts: Do Head

- Start's impacts on children's language, literacy, and math Skills vary across individuals, subgroups, and centers? In Pamela Morris (Chair), *Moderators, Mechanisms, Methods and Measurement in the Head Start Impact Study: Findings from the Secondary Analysis of Variation in Impacts (SAVI) of Head Start Center*. Symposium conducted at the Association for Public Policy and Management Conference, Washington, DC.
- Weiland, C., Yudron, M., & Sachs, J. (2013, November). Can it work outside the public schools? Expanding the Boston Public Schools' prekindergarten model to community-based preschools. In Deborah Reed (Chair), *Meeting the Needs of Vulnerable Young Children*. Symposium conducted at the Association for Public Policy and Management Conference, Washington, DC.
- Weiland, C. (2013, April). Does peer SES predict gains in children's receptive vocabulary and executive function in prekindergarten? In Christina Weiland (Organizer). *New Directions in Peer Effects Research in Preschool*. Symposium conducted at the biennial meeting of the Society for Research in Child Development, Seattle, WA.
- Barata, M.C., & Weiland, C. (2013, April). Peer effects and peer stability in preschool: Evidence from Chile. In Christina Weiland (Organizer). *New Directions in Peer Effects Research in Preschool*. Symposium conducted at the biennial meeting of the Society for Research in Child Development, Seattle, WA.
- Wanless, S.B., Susman-Stillman, A., & Weiland, C. (2013, April). Frameworks of fidelity of implementation in early childhood education. In T. Halle (Chair), *Definitions, frameworks and methods for assessing "Effective Implementation" of early childhood programs and systems*. Paper presented at the biennial meeting of the Society for Research in Child Development, Montreal, Canada.
- Weiland, C., Ulvestad, K., Sachs, J., & Yoshikawa, H. (2012, November). Associations between classroom quality and children's receptive vocabulary and executive function in an urban public prekindergarten program. In William Gormley (Organizer), *New Directions in Early Childhood Education Research*. Symposium conducted at the Association for Public Policy and Management Conference, Baltimore, MD.
- Treviño, E., Yoshikawa, H., Leyva, D., Snow, C.E., Barata, M.C., Weiland, C., Arbour, M.C., Rolla, A., & Toledo, G. (2012, April). Implications of varying family incomes, classroom quality, and learning outcomes in preschool education. Presentation at the Comparative and International Education Society, San Juan, Puerto Rico.
- Yoshikawa, H., Leyva, D., Treviño, E., Snow, C.E., Arbour, M.C., Barata, M.C., Weiland, C., & Rolla, A. (2012, April). Interim impacts on classroom quality of an initiative to improve the quality of preschool education in Chile: A cluster-randomized trial. Presentation at the Comparative and International Education Society, San Juan, Puerto Rico.
- Barata, M.C., Yoshikawa, H., Leyva, D., Arbour, M., Weiland, C., Trevino, E., Mendive, S., & Snow, C. (2012, April). The development of executive functions in Chilean preschool

- children. Poster presented at the Executive Function Workshop, Utrecht, Netherlands. (Won “Best Poster” award.)
- Leyva, D., Weiland, C., Yoshikawa, H., Snow, C., Rolla, A., Treviño, E. & Barata, C. (2012, February). Factor structure and predictive validity of the CLASS in prekindergarten: A cross-cultural study. Presentation at the Society for Research in Child Development Positive Development of Minority Children Conference, Tampa, FL.
- Yoshikawa, H., Leyva, D., Snow, C.E., Treviño, E., Barata, M.C., & Weiland, C. (2011, November). Un Buen Comienzo: Interim impacts on classroom quality of an initiative to improve the quality of preschool education in Chile. In D. Miller (Chair), *Early childhood education: Comparative policies, practices and child outcomes* (symposium presented at the annual conference of the Association for Public Policy Analysis and Management). Washington, DC.
- Eidelman, H., Weiland, C. & Yoshikawa, H. (2011, September). Fidelity-to-curriculum in a universal public preschool program: Psychometrics and links to children’s outcomes. Poster presented at the biennial meeting of the Society for Research in Child Development, Montreal.
- Sarama, J., Clements, D., Weiland, C., Yoshikawa, H., Tatsuoka, C., & Tatsuoka, K. (2011, September). Mathematics assessment along pre-k to primary learning trajectories: From Rasch to Rule Space Models. In Daryl Greenfield (Organizer), *Assessment in Early Childhood Mathematics and Science*. Paper presented at the Fall Conference of the Society for Research in Educational Effectiveness, Washington, DC.
- Weiland, C., Eidelman, H. & Yoshikawa, H. (2011, September). A regression discontinuity analysis of the impact of Building Blocks in an urban public prekindergarten program and associations between fidelity-to-curriculum and child outcomes. Paper presented at the Fall Conference of the Society for Research in Educational Effectiveness, Washington, DC.
- Santos, C.E., Boyce, C.A., Salvatore, J., Weiland, C., Tamis-LeMonda, C.S., & Chassin, L. (2011, April). Grant writing for student and early career members. Presentation at the biennial meeting of the Society for Research in Child Development, Montreal.
- Weiland, C. & Yoshikawa, H. (2011, April). Preparing to Succeed: The impact of a universal preschool program on children’s kindergarten literacy, math, and executive functioning skills. Paper presented at the biennial meeting of the Society for Research in Child Development, Montreal.
- Weiland, C., Lipsey, M. & Yoshikawa, H. (2011, March). Methodological issues, implications, and remedies for the preschool age cutoff regression discontinuity design. Paper presented at the annual meeting of the Society for Research in Educational Effectiveness, Washington, DC.

- Weiland, C., Wolfe, C., Hurwitz, M., Clements, D., Sarama, J., & Yoshikawa, H. (2011, March). Psychometrics and validation of the short form of an early mathematics assessment. Poster presented at the biennial meeting of the Society for Research in Child Development, Montreal.
- Weiland, C., & Yoshikawa, H. (2011, March). The impact of an urban public prekindergarten program on children's early numeracy, language, literacy, and executive function outcomes: Evidence from Boston. In C. Cybele Raver (Organizer), *Testing Questions of Mechanism within Early Educational Interventions that Used Experimental or Quasiexperimental Design: Four Alternative Approaches*. Presented at the conference for the Society for Research on Educational Effectiveness, Washington, DC.
- Weiland, C. & Yoshikawa, H. (2010, November). The impact of an urban universal public prekindergarten program on child language, literacy, and numeracy skills at kindergarten entry. In D. Phillips (Chair), *Impact of at-scale early childhood programs on children's behavioral and academic school readiness*. Symposium conducted at the Association for Public Policy and Management Conference, Boston, MA.
- Weiland, C., Yoshikawa, H. & Kholoptseva, J. (2010). Can early childhood education not directly targeting behavior problems or EF affect executive function skills? Evidence from Boston and the meta-analysis. Presented at the National Forum for Early Childhood Policies and Programs, Chicago, IL.
- Weiland, C., Yoshikawa, H., Hayden, J., & Hurwitz, M. (2010). Preparing to Succeed: Fidelity-to-curriculum preliminary results. Poster presented at the annual meeting of the Institute for Education Sciences, Washington, DC.
- Weiland, C. & Yoshikawa, H. (2009, April). The causal effect of peer SES on child receptive vocabulary in preschool and kindergarten. Poster presented at the biennial meeting of the Society for Research in Child Development, Denver, CO.
- Graham, B., Weiland, C., Knox, A., & Griffin, N. (2005). New Teachers Collaborative: Contributors to the conversation. Coalition of Essential Schools Fall Forum, Boston, MA.

POLICY BRIEFINGS

- Chaudry, A., & Weiland, C. (2018, January). *Cradle to Kindergarten: A new plan to combat inequality*. Seattle, WA: Seattle City Hall.
- Chaudry, A., Morrissey, T., Weiland, C., & Yoshikawa, H. (2017, May). *Equitable access to early care and education*. Connecticut Commission on Women Children and Seniors (CWCS) and the Connecticut Office of Early Childhood (OEC), Hartford, CT.
- Chaudry, A., Morrissey, T., Weiland, C., & Yoshikawa, H. (2017, May). *Cradle to Kindergarten: A new plan to combat inequality*. Georgetown Law School, Washington, DC.
- Yoshikawa, H., Weiland, C., Sachs, J., & Yudron, M. (2015, September). *Achieving high-*

- quality math instruction in preschool at city-wide scale: The Boston preschool program.* U.S. Department of Education and Congressional Briefing,
- Sachs, J., & Weiland, C. (2014, April). *Expanding high quality preschool in different contexts: Perspectives from Research in Boston, MA.* U.S. House Education and the Workforce Committee and U.S. Senate Committee on Health, Education, Labor, and Pension Briefing, Washington, DC.
- Yoshikawa, H., & Weiland, C. (2014, February). *New evidence on the benefits of universal preschool.* Briefings of Seattle City Council and Washington state policy makers, Seattle, WA.
- Yoshikawa, H., Weiland, C., Brooks-Gunn, J., Burchinal, M., Espinosa, L., Gormley, W., Ludwig, J.O., Magnuson, K.A., Phillips, D.A., & Zaslow, M.J. (2013, August, September, October). *Investing in our future: The evidence base for early childhood education.* Briefings of federal agency leadership; key House and Senate staff (U.S. Senate Committee on Health, Education, Labor, and Pension committee; House Education, Workforce Committee) in advance of Congressional bills on preschool education.
- Yoshikawa, H., Weiland, C., Brooks-Gunn, J., Burchinal, M., Espinosa, L., Gormley, W., Ludwig, J.O., Magnuson, K.A., Phillips, D.A., & Zaslow, M.J. (2013, October). *Investing in our future: The evidence base for early childhood education.* Briefing of senior policy staff for Bill DeBlasio, New York, NY.
- Yoshikawa, H., Weiland, C., Brooks-Gunn, J., Burchinal, M., Espinosa, L., Gormley, W., Ludwig, J.O., Magnuson, K.A., Phillips, D.A., & Zaslow, M.J. (2013, October). *Investing in our future: The evidence base on preschool education.* Public release event at the New America Foundation, in “Too Much Evidence to Ignore: New Findings on the Impact of Quality Preschool at Scale” (Chair: Lisa Guernsey), Washington, DC.
- Yoshikawa, H., Weiland, C., Brooks-Gunn, J., Burchinal, M., Espinosa, L., Gormley, W., Ludwig, J.O., Magnuson, K.A., Phillips, D.A., & Zaslow, M.J. (2013, October). *Investing in our future: The evidence base for early childhood education.* Briefing of senior policy staff, New York City Administration for Children’s Services, New York, NY.
- Weiland, C., & Yoshikawa, H. (2013, March and April). *Impacts of an urban public prekindergarten program on children’s mathematics, language, literacy, executive function, and emotional skills.* Briefings of senior Congressional staff; senior Department of Education officials and Secretary of Education Arne Duncan.
- Weiland, C., & Yoshikawa, H. (2012, April). *Impacts of the Boston Public Schools preschool program on children’s language, literacy, mathematics, and executive function skills.* Briefing to the Superintendent of the Boston Public Schools and the BPS School Committee.

CONFERENCE ORGANIZING

- Yoshikawa, H., Weiland, C., & Lipsey, M. (2011, January). (Co-Chairs). *Methodological issues in birthday-cutoff regression discontinuity studies.* Cambridge, MA: Harvard Graduate School of Education.

SELECTED MEDIA COVERAGE OF RESEARCH AND OP-EDS

- "Boston schools shift to more play-based, kid-led curriculum in early grades," *WBUR* and *NPR* by Carrie Jung, February 16, 2018: <http://www.wbur.org/edify/2018/02/16/early-education-reforms>
- "As taxes rise, we can't forget our youngest residents," *Crosscut* by former Seattle Mayor Tim Burgess, December 13, 2017: <https://crosscut.com/2017/12/early-childhood-education-seattle-taxes-rise-families-levy>
- "Sen. Patty Murray wants to fix what experts call 'enormous inequalities' in child care," *Seattle Times* by Page Cornwell, October 10, 2017: <https://www.seattletimes.com/education-lab/sen-patty-murray-wants-to-fix-what-experts-call-enormous-inequalities-in-child-care/>
- "By age 4, inequality is clear: Rich kids attend school. Poor kids stay with a grandparent," *Washington Post* by Heather Long, September 26, 2017: https://www.washingtonpost.com/news/work/wp/2017/09/26/by-age-3-inequality-is-clear-rich-kids-attend-school-poor-kids-stay-with-a-grandparent/?utm_term=.f1bc1da212ca
- "Rural children need quality preschool, too," *Cincinnati Enquirer* guest op-ed by Chistina Weiland and Taryn Morrisey, May 19, 2017: <http://www.cincinnati.com/story/opinion/contributors/2017/05/19/rural-children-need-quality-preschool-too/328561001/>
- "Pre-K: Decades worth of studies, one strong message," *National Public Radio* by Claudio Sanchez, May 3, 2017: <http://www.npr.org/sections/ed/2017/05/03/524907739/pre-k-decades-worth-of-studies-one-strong-message>.
- "Boston's preschools are ahead of the curve and here's why," *PBS Newshour* by Lillian Mongeau, August 10, 2016: <http://www.pbs.org/newshour/rundown/boston-preschools-ahead-of-curve/>.
- "What Boston's preschools get right," *Atlantic Monthly* by Lillian Mongeau, August 2, 2016.
- "Does pre-k make any difference?" *New York Times* by David Kirp, October 3, 2015.
- "When guarding student data endangers valuable research," *New York Times* by Susan Dynarski, June 13, 2015.
- "Seattle Prop 1B's design gets city's youngest citizens off to best start," *Seattle Times* guest op-ed by Chistina Weiland and Deborah Phillips, October 20, 2014: http://seattletimes.com/html/opinion/2024829701_christinaweilandopedseattleproposition1b.xml.html
- "Boston finds that quality preschool is 'worth the effort,'" *National Public Radio* by David Scharfenberg, April 13, 2014.
- "Will Seattle open the door to preschool-for-all?" *Seattle Times* by John Higgins, February 26, 2014: http://seattletimes.com/html/localnews/2023001417_universalpreschool.xml.html
- "Legalize preschool!" *The Stranger* by David Goldstein, February 5, 2014: <http://www.thestranger.com/seattle/legalize-preschool/Content?oid=18825048>
- "How Boston's preschools went from mediocre to outstanding," Education Lab Blog, *Seattle Times* by Linda Shaw, January 30, 2014: <http://blogs.seattletimes.com/educationlab/2014/01/30/how-bostons-preschools-went-from-mediocre-to-outstanding/>

- “Funding quality public preschool is an investment in the future, report says,” *U.S. News & World Report* by Allie Bidwell, October 17, 2013:
<http://www.usnews.com/news/articles/2013/10/17/funding-quality-public-preschool-is-an-investment-in-the-future-report-says>
- “Quality preschool is the ‘most cost-effective’ educational intervention,” *New York Times* by Randye Hoder, October 17, 2013: <http://parenting.blogs.nytimes.com/2013/10/17/quality-preschool-is-the-most-cost-effective-educational-intervention/?src=rechp>
- “Want great preschools? Look to Boston,” *Seattle Times* guest op-ed by Chistina Weiland and Hirokazu Yoshikawa, September 5, 2013:
http://seattletimes.com/html/opinion/2021764293_christinaweilandhirokazuyoshikawaop-edpreschool05xml.html
- “Study highlights significant benefits of Boston Public Schools Pre-K Program,” *New America Foundation blog* by Clare McCann, April 23, 2013:
http://earlyed.newamerica.net/blogposts/2013/study_highlights_significant_benefits_of_boston_public_schools_pre_k_program-82793
- “Study supports prekindergarten effectiveness in Boston schools,” *Education Week* by Christina Samuels, April 2, 2013:
http://blogs.edweek.org/edweek/early_years/2013/04/study_supports_prekindergarten_effectiveness_in_boston_schools.html?utm_medium=twitter&utm_source=twitterfeed
- “Is quality pre-kindergarten the key to a better vocabulary?”, *Time Magazine* by Bonnie Rochman, March 28, 2013:
<http://healthland.time.com/2013/03/28/is-quality-pre-kindergarten-the-key-to-a-better-vocabulary/>
- “Quality preschool benefits poor and affluent kids, study finds,” *NBC News* by Linda Carroll, March 28, 2013: http://vitals.nbcnews.com/_news/2013/03/28/17491646-quality-preschool-benefits-poor-and-affluent-kids-study-finds?lite
- “What’s needed for preschool to pay off? Two studies offer insights,” *Christian Science Monitor* by Stacy Teicher Khadaroo, March 28, 2013:
<http://www.csmonitor.com/USA/Education/2013/0328/What-s-needed-for-preschool-to-pay-off-Two-studies-offer-insights>
- “Occupy the Classroom,” *New York Times* Op-Ed by Nicholas Kristof, October 20, 2011:
<http://www.nytimes.com/2011/10/20/opinion/occupy-the-classroom.html>

CONSULTATION AND ADVISORY ROLES

Baltimore Pre-k Evaluation, University of Maryland. (2018 – present). Provide guidance on statistical analysis in a regression discontinuity evaluation of Baltimore’s public prekindergarten program.

Ounce of Prevention. (2018 – present). Consulting on early childhood policy for Oregon’s Early Learning Division.

Regional Educational Laboratory (REL) Central. (2018 – present). Technical working group member for a study of the impact of the Colorado Preschool Program.

Mathematica Policy Research. (2017 – present). Advise on a preschool coaching study.

Last updated: August 15, 2018

Education Research Alliance for New Orleans. (2016 – present). National Research team member. Advise the ERA on potential early childhood studies.

MDRC. (2014 – present). Provide statistical analysis and expertise on a cross-site impact variation study across multiple datasets. Also provide consultation to the ExCEL prekindergarten network.

Chilean National Education Council (April – May 2017). One of three international experts selected to review the Chilean Ministry of Education’s national 0-5 curriculum framework.

City of Boston. (2016 – 2017). Universal Preschool Implementation Task Force member. Contribute to implementation plan for provision of universal preschool in Boston, including reviewing planning analysis methodology.

Bellwether Foundation. (2016 – 2017). Consultant. Review strategy and provide input for identifying high-performing Head Start centers.

Kresge Foundation’s KEYS Detroit initiative subcommittee member. (2016 – 2017). Provide input on a new early childhood initiative in Detroit.

New America Foundation. (2016 – 2017). Consultant. Review materials for “Indispensables for Pre-k Project.”

Connecticut Economic Resource Center. (2015). National advisory group member. Advise the CT Economic Resource Center and CT Office of Early Childhood on national trends, datasets, research questions, and methods for their foundational work to improve the state’s early childhood policy and systems.

City of Seattle, Preschool for All. (2013 – 2014). Advisor on the City’s universal preschool initiative.

Agder Prosjekt. (2014). Provided expert input on a project across two Norwegian universities, the University of Chicago, and Oregon State on an intervention to improve the quality of instruction in Norwegian preschools.

Society for Research in Child Development and the Foundation for Child Development. (2013). Co-edited a policy brief summarizing the evidence on the effects of preschool on children’s developmental outcomes.

Urban Institute. (2011 – 2012). Conducted qualitative interviews and analysis as part of the *Immigrant Access to Health and Human Services* project.

Horizons for Homeless Children. (2011). Consulted on evaluation strategies for Horizon’s early childhood education program.

JumpStart. (2009 – 2013). Lead consultant\researcher on data analytic plan for possible quasi-experimental study following Boston children longitudinally from preschool to third grade.

Thrive in Five, City of Boston, Data and Research Team. (2009 – 2011; 2014 – 2015). Member, Data and Research Team and Evaluation Adviser for a city-wide partnership to integrate early childhood services in Boston and track children’s progress over time. Provided input on evaluation strategy and school readiness measures.

UNIVERSITY OF MICHIGAN SERVICE

UM Causal Inference in Education seminar panelist on data sources in education research (May 2018)

Ginsberg Center for Community Service and Learning Faculty Advisory Board (2017 – present)

UM SOE Program Evaluation and Improvement Research masters planning committee (2017 – present)

UM SOE Educational Studies Executive Committee member (2017 – present)

University of Michigan IES Postdoctoral Fellows Program Core Faculty member (2017 – present)

Institute of Social Research panel discussant for Greg Duncan’s “Persistence and fadeout in the impacts of child and adolescent interventions” presentation (March 2016)

Ford School/SOE organizer and presenter of the “What works in early childhood education” panel (March 2016)

CPEP Admission Committee member (2016 – 2017)

Education Studies Colloquia coordinator (2016 – 2017)

University of Michigan IES Predoctoral Fellows Program Core Faculty member (2015 – present)

UM Office of Research Peer Reviewer (2014)

Equity and Diversity search committee participant (2013 – 2014)

ADVISING

Ph.D. students

Paola Guerrero Rosada, Ph.D. student, School of Education, University of Michigan (APPAM 2018 Equity and Inclusion Fellow); advisee 2017 – present

Amanda Ketner, Ph.D. student, School of Education, University of Michigan (IES Predoctoral Fellow); advisee 2017 – present

Eleanor Martin, Ph.D. candidate, School of Education, University of Michigan (HHS ACF Behavioral Interventions Scholar dissertation award); advisee 2014 – present

Lillie Moffett, Ph.D. candidate, School of Education, University of Michigan (IES Predoctoral Fellow and NSF Fellow); co-advisee 2017 – present

Anna Shapiro, Ph.D. candidate, School of Education, University of Michigan (IES Predoctoral Fellow); advisee 2015 – present

Shana Rochester, Ph.D. graduate 2018, School of Education, University of Michigan (Ford Foundation Predoctoral Fellow; Currently: AACTE Holmes Postdoctoral Fellow at Boston University); co-advisee 2015 – 2018

Masters students

Elizabeth Grace, masters student 2014 – 2015, School of Education, University of Michigan

Fatima Ghanem, masters student 2017 – 2018, School of Education, University of Michigan

Qasim Shamim, masters student 2017 – 2018, School of Education, University of Michigan

Li Shuang, masters student 2017 – 2018, School of Education, University of Michigan

DISSERTATION AND CANDIDACY COMMITTEES

Sammy Ahmed, Ph.D. dissertation committee 2017 – present

Denise Bailey, Ph.D. dissertation committee 2014 – 2017

Amanda Ketner, Ph.D. Preliminary Exam B committee 2018 (chair)

Lillie Moffett, Ph.D. candidacy committee 2018

Eleanor Martin, Ph.D. candidacy committee 2015 (chair); Preliminary Exam A committee 2017 (chair); dissertation committee 2017 – present (chair)

Kiel McQueen, dissertation committee 2015 – 2017

Shana Rochester, Ph.D. candidacy committee 2015; dissertation committee 2015 – 2018

Kara Palmer, Ph.D. (Kinesology) candidacy committee 2016

Diana Serrano, Ph.D. Brandeis Heller Schools dissertation committee 2016 – present

Anna Shapiro, Ph.D., Preliminary Exam B committee 2017 (chair); Ph.D., Preliminary Exam A committee 2018 (chair)

Adrienne Woods, Ph.D. candidacy committee 2015; dissertation committee 2015 – 2018

REVIEWS

Journal for Research in Educational Effectiveness, Editorial Board Member (2017 – 2019)

AERA Open, ad hoc reviewer

American Journal of Community Psychology, ad hoc reviewer

Cambridge University Press, ad hoc reviewer

Child Development, ad hoc reviewer

Child Development Perspectives, ad hoc reviewer

Developmental Psychology, ad hoc reviewer

Ear and Hearing, Select reviewer, National Institutes of Health NIDCD R01DC009560

Supplement on Outcomes in Children with Hearing Loss

Early Childhood Research Quarterly, ad hoc reviewer

Education Finance and Policy, ad hoc reviewer

Educational Researcher, ad hoc reviewer

Educational Evaluation and Policy Analysis, ad hoc reviewer

Journal of Applied Developmental Psychology, ad hoc reviewer

Journal of Educational and Development Psychology, ad hoc reviewer

Journal of Cognition and Development, ad hoc reviewer

Journal of Human Resources, ad hoc reviewer

Journal of Labor Economics, ad hoc reviewer

Journal for Research in Educational Effectiveness, ad hoc reviewer (through Dec. 2016)

Journal of the Royal Statistical Society, ad hoc reviewer

Prevention Science, ad hoc reviewer

Last updated: August 15, 2018

Reading Research Quarterly, ad hoc reviewer
The Elementary School Journal, ad hoc reviewer
 Oxford University Press, ad hoc reviewer
 RAND, ad hoc reviewer
 Smith-Richardson Foundation (grant proposal reviewer)
 Spencer Foundation (grant proposal reviewer)
 Society for Research on Educational Effectiveness (2013 and 2015 conference meetings)

OTHER SERVICE

Co-chair (with Dr. Nonie Lesaux) of Education and Schooling section, bi-annual conference of the Society for Research in Child Development, 2016 – 2017
 Program committee, ACF National Research Conference on Early Childhood, 2017 – 2018
 Program committee, Association for Education Finance and Policy, 2017 – 2018

PROFESSIONAL MEMBERSHIPS

Member, American Educational Research Association
 Member, Society for Research in Child Development
 Member, Society for Research on Educational Effectiveness
 Member, Association for Public Policy Analysis and Management
 Member, Association for Education Finance and Policy