

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

Associate Professor, School of Education, University of Michigan, Ann Arbor, MI (2019 – present)

Associate Professor, Ford School of Public Policy (by courtesy), University of Michigan, Ann Arbor, MI (2020 – present)

Co-director, University of Michigan's Education Policy Initiative (with Kevin Stange, 2021–present)

Co-director, University of Michigan's Institute of Education Sciences Predoctoral Training Program (with Susan Dynarski, 2019 – present)

Non-Resident Fellow, Urban Institute (2021 – present)

Adjunct Professor, Law School, University of Michigan, Ann Arbor, MI (2019 –2020)

Assistant Professor, School of Education, University of Michigan, Ann Arbor, MI (2013 – 2019)

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)

Last updated: August 20, 2021

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

How to Make the Most Out of Early Childhood Education: Lessons from Michigan's Transitional Kindergarten Program. 2021-2023. \$268K. Smith-Richardson Foundation. PI: Christina Weiland; co-PIs Brian Jacob, Anna Shapiro, and Tarena Musaddiq.

A Lottery-Based Efficacy Study of the District of Columbia Public Prekindergarten Program. 2021-2026. \$3.8 million. Institute of Education Sciences. PI: Erica Greenberg; co-PIs: Laura Hawkinson, Sherylls Kahn, Tomas Monarrez, and Christina Weiland.

Mitigating the Impact of COVID-19 on Early Educators and Young Children: Understanding the Issues and Identifying Evidence-based Recovery Responses. 2021. \$200K. Heising-Simons Foundation. PI: Christina Weiland; co-PI Erica Greenberg.

Lottery-Based Evaluations of Early Education Programs: Identifying Opportunities and Solving Challenges. 2021. \$50K. Spencer Foundation Conference Grant Submission. PI: Christina Weiland; co-PIs Susan Dynarski and Rebecca Unterman.

University of Michigan Pre-Doctoral Training Grant. 2020-2025. \$4.6 million. Core faculty: Susan Dynarski (PI and Co-Director, 2020-2021), Christina Weiland (co-PI and Co-Director, 2020-2021; PI and Director 2021-Present), John Bound, Steve DesJardins, Brian Jacob, Fabian Pfeffer, Matt Ronfeldt, and Kevin Stange.

High-quality Math Instruction across Prekindergarten Auspice. 2019-2021. \$625K. PI Christina Weiland, co-PIs Catherine Snow and Jason Sachs. Heising-Simons Foundation.

High-quality Instruction across Prekindergarten Auspice: An Implementation Study. 2019-2022. \$500K. PI Catherine Snow, co-PIs Christina Weiland and Jason Sachs. Foundation for Child Development.

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

2020	Golden Apple nomination, University of Michigan student-nominated teaching award
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

Preventing Child Abuse and Neglect (Fall 2019; graduate course co-taught with Vivek Sankaran and in partnership with the Washtenaw Intermediary School District, as part of the Law School's Problem Solving Initiative)

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)

Sabol, T., McCoy, D., Gonzalez, K., Miratrix, L., Hedges, L., Spybrook, J., & Weiland, C. (In press). For whom, where, and when? Challenges and opportunities in exploring cross-site treatment impact variation and why developmentalists should care. *Early Childhood Research Quarterly*.

Weiland, C., Sachs, J., McCormick, M., Hsueh, H., & Snow, C. (In press). “Fast response” research to address timely practice and policy questions. *Future of Children*.

McCormick, M., Weiland, C., Hsueh, J., Pralica, M., Weissman, A., Moffett, L., Snow, C., & Sachs, J. (2021). Is skill type the key to the PreK fadeout puzzle? Differential associations between enrollment in PreK and constrained and unconstrained skills across kindergarten. *Child Development*.

Last updated: August 20, 2021

- Weiland, C., Unterman, R., & Shapiro, A. (2021). The kindergarten hotspot: Literacy skill convergence between Boston Prekindergarten enrollees and non-enrollees. *Child Development*.
- Kabay, S., Weiland, C., & Yoshikawa, H. (2020). Costs of the Boston Public Prekindergarten Program. *Journal of Research on Educational Effectiveness*, 13, 574-600.
- Guerrero Rosada, P., Weiland, C., McCormick, M., Hsueh, J., Sachs, J., Snow, C., & Maier, M. (2020). Null relations between CLASS scores and Gains in Children's Language, Math, and Executive Function Skills: A Replication and Extension Study. *Early Childhood Research Quarterly*, 54, 1-12..
- McCormick, M.P., Pralica, M., Rosada, P.G., Weiland, C., Condliffe, B., Hsueh, J., Sachs, J., & Snow, C. (2020). Can center-based care reduce summer slow-down prior to kindergarten? Exploring variation by family income, race/ethnicity, and dual language Learner status. *American Education Research Journal*.
- McCormick, M., Ketner, A., Weiland, C., Hsueh, J., Sachs, J., & Snow, C. (2020). Time well spent: Home Learning Activities and Gains in Children's Academic Skills in the Prekindergarten Year. *Developmental Psychology*.
- Weiland, C., Unterman, R., Shapiro, A., Staszak, S., Rochester, S., & Martin, E. (2020). The effects of enrolling in oversubscribed prekindergarten programs through third grade. *Child Development*, 5, 1401-1422.
- McCormick, M., Weiland, C., Hsueh, J., Maier, M., Snow, C., Leacock, N., Schick, L., & Hagos, R. (2020). Promoting content-enriched alignment across the early grades: A study of policies and practices in the Boston Public Schools. *Early Childhood Research Quarterly*, 52, 57-73..
- Rochester, S., Weiland, C., Unterman, R., & McCormick, M. (2019). The little kids down the hall: Associations between broader school climate, pre-K classroom quality, and pre-K children's gains. *Early Childhood Research Quarterly*, 48, 84-97.
- Shapiro, A., Martin, E., Weiland, C., & Unterman, R. (2019). If you offer it, will they come? Patterns of application behavior in a universal preschool context. *AERA Open Special Issue, "The Role of Place, Geography, and Geographical Information Systems (GIS) in Educational Research."*
- Shapiro, A., & Weiland, C. (2019). What's in a definition? The how and when of special education subgroup analysis in preschool evaluations. *Educational Evaluation and Policy Analysis*, 41, 145-163.
- Martin, E., Weiland, C., & Page, L. (2018). Text-based mentoring for postpartum mothers: A

- feasibility study. *Early Child Development and Care*, 1-24.
- Weiland, C. (2018). Pivoting to the “how”: Moving preschool policy, practice, and research forward. *Early Childhood Research Quarterly*, *45*, 188-192.
- 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>
- 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). Teacher–Child Interactions in Chile and Their Associations With Prekindergarten Outcomes. *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.
- 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)

- McCormick, M., Pralica, M., Weiland, C., Hsueh, J., Moffett, L., Guerrero-Rosada, P., Weissman, A., Zhang, K., Snow, C., Maier, M., Davies, E., Taylor, A., & Sachs, J. (2021). *Does kindergarten instruction matter for sustaining the PreK boost? Evidence from individual- and classroom-level survey and observational data.* Manuscript under review.
- Weiland, C., & Morris, P. (2021). *The risks and opportunities of the COVID-19 crisis for building longitudinal evidence on today's education programs: The case from early childhood.* Manuscript under review.
- Levy, D., Weiland, C., Shapiro, A., & Yeomans-Maldonado, G.. (2021). *A strengths-based, culturally responsive family intervention improves Latino kindergarteners' vocabulary and approaches to learning.* Manuscript under review, (working paper version here: <https://www.edworkingpapers.com/ai21-349>).

- Levy, D., Yeomans-Maldonado, G., Weiland, C., & Shapiro, A. (2021). *Latino Kindergarteners' Math, Frequency of Home Numeracy Practices, and Approaches to Learning*. Manuscript under review.
- McCormick, M., Maier, M., Xia, S., Weiland, C., Morales, A., Boni, M., Tonachel, M., Sachs, J., & Snow, C. (2021). *Content-rich instruction and cognitive demand in PreK: Using systematic observations to predict child gains*. Manuscript under review.
- Moffett, L., Weissman, A., Weiland, C., McCormick, M., Hsueh, J., Snow, C., & Sachs, J. (2020). *Unpacking prekindergarten classroom organization: Types, variation across children in the same classroom, and relations to child school readiness skill gains*. Manuscript under review.
- Unterman, R., & Weiland, C. (2020). *Higher-quality elementary schools sustain the prekindergarten boost: Evidence from an exploration of variation in the Boston Prekindergarten Program's impacts*. Manuscript under review (working paper version here: <https://www.edworkingpapers.com/authors/rebecca-unterman>).
- Weiland, C., Moffett, L., Guerrero Rosada, P., Weissman, A., Zhang, K., Maier, M., Snow, C., McCormick, M., & Hsueh, J. (2020). *Is child-level measurement the key to improving the predictive validity of observational measures in early education classrooms?* Manuscript under review.

BOOKS AND BOOK CHAPTERS

- Weiland, C., Shapiro, A., & Lindsey, J. (2020). Identifying causal effects in literacy research: Randomized trials and Regression Discontinuity Designs. Chapter in M. Mallette and N. Duke (Eds.), *Literacy Research Methodologies*.
- Barnett, W.S., Friedman-Krauss, A., & Weiland, C. (2020). 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.
- 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.
- Yoshikawa, H., Leyva, D., Snow, C.E., Trevino, E., Barata, M.C., Weiland, C., Gomez, C.J., Moreno, L., & Rolla, A. (2018). Evaluación experimental de Un Buen Comienzo. In E. Trevino, E. Aguirre, & C. Varela (Eds). *Un Buen Comienzo para los niños de Chile*. Santiago, Chile: Ediciones Universidad Diego Portales and Fundación Oportunidad.
- Chaudry, A., Morrissey, T., Weiland, C., & Yoshikawa, H. (2017). *Cradle to Kindergarten: A new plan to combat inequality*. New York, NY: Russell Sage.

REPORTS, POLICY BRIEFS, AND WORKING PAPERS

- Weiland, C., Moffett, L., Adams, A., Foster, T., Justice, L., Sheridan, S., Weissman, A., & Witte, A. (2021). *Improving early childhood measurement: Findings from the Early Learning Network using measures that capture how young children spend their time*. Omaha, NB: Early Learning Network Policy Brief. <https://earlylearningnetwork.unl.edu/wp-content/uploads/2021/07/210714-Research-Brief.pdf>
- Weiland, C., Greenberg, E., Bassok, D., Markowitz, A., Guerrero Rosada, P. ... & Snow, C. (2021). *Historic crisis, historic opportunity: Using evidence to mitigate the effects of the COVID-19 crisis on young children and early care and education programs*. Ann Arbor, MI and DC: University of Michigan Education Policy Initiative and Urban Institute Policy Brief. <https://edpolicy.umich.edu/files/EPI-UI-Covid%20Synthesis%20Brief%20June%202021.pdf>
- Guerrero Rosada, P., Weiland, C., Taylor, A., Penfold, L., Snow, C., Sachs, J., & McCormick, M. (2021). *Effects of COVID-19 on early childhood education centers: Descriptive evidence from Boston's Universal Prekindergarten initiative*. Ann Arbor, MI: Ford Education Policy Initiative Policy Brief. https://edpolicy.umich.edu/files/BPS_ECE_COVID_Policy_Brief.pdf
- Weiland, C., Unterman, R., Shapiro, A., & Yoshikawa, H. (2019). *Findings on Boston Prekindergarten through Early Elementary School*. Ann Arbor, MI: Ford Education Policy Initiative Policy Brief. <http://edpolicy.umich.edu/files/boston-prekindergarten-findings.pdf>
- Phillips, D., Johnson, A., Weiland, C., & Hutchison, J.E. (2018). *Pre-k for vulnerable children: Past, present, and future*. Ann Arbor, MI: University of Michigan, Poverty Solutions working paper.
- 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)

- McCormick, M., & Weiland, C. (2021, April). *Does kindergarten instruction explain PreK fadeout? Evidence from systematic child and classroom observations*. Consortium on Early Childhood Intervention Impacts (Duke and University of California-Irvine).
- Weiland, C., & Unterman, R. (2021, January). *Sustaining the Boost: Impacts of Boston Prekindergarten through Third Grade*. MDRC Family and Child Policy Seminar.
- Weiland, C., Page, L., & Martin, E. (2020, December). *Text-based mentoring for postpartum mothers: Early results from a mixed-methods randomized trial*. Paper presented at the Health Services Research Seminar, Susan B. Meister Child Health Evaluation and Research Center, University of Michigan Medicine.
- McCormick, M., Weiland, C., Maier, M., Hsueh, J., Sachs, J., & Snow, C. (2019, October). *Factors that sustain the prekindergarten boost: Policy and practice implications*. University of Michigan School of Education Educational Studies Colloquium.
- Weiland, C., Page, L., & Martin, E. (2019, October). *Text-based mentoring for postpartum moms: A mixed-effects efficacy trial*. University of Michigan Center for Human Development.

- Weiland, C. (2019, October). *Research as a tool for building, building up, and building out: The Boston Prekindergarten Research-Practice Partnership*. Annenberg Institute, Brown University, Providence, RI.
- Weiland, C., Sachs, J., and our RPP team. (2019, June). *Research as a tool for building strong P-2 systems*. Boston Public Schools First Annual National Early Childhood Conference, Boston, MA.
- Shapiro, A., & Weiland, C. (2019, February). *What's in a Definition? Special Needs Subgroup Analysis in the Head Start Impact Study*. Education Journal Club at SRI International, Menlo Park, CA.
- Weiland, C., McCormick, M., Hsueh, J., Sachs, J., & Snow, C. (2019, May). Malleable factors to promote early learning: Early findings from the Boston P-3 ExCEL study. Center for Education Policy Analysis (CEPA), Stanford Graduate School of Education.
- Weiland, C. (2019, April). *Impacts of the Boston Prekindergarten Program on the School readiness of young children with special needs*. Harris School of Public Policy, University of Chicago.
- Weiland, C. (2018, December). *Quality improvement in early childhood education: The role of curricula in the process of change*. Keynote speaker. International Conference on Preschool Education Quality, East China Normal University, Shanghai, China.
- 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)

- Guerrero-Rosada, P., Weiland, C., McCormick, M., Maier, M., Snow, C., Hsueh, J., & Sachs, J. (2021). *Teacher-reported and observed instruction in early childhood: Which measure better predicts children's development?* Paper presented at the biennial meeting of the Society for Research in Child Development.
- Leyva, D., Weiland, C., Shapiro, A., & Yeomans-Maldonado, G. (2021). *A strengths-based, culturally responsive family intervention improves Latino kindergarteners' vocabulary and approaches to learning*. Paper presented at the biennial meeting of the Society for Research in Child Development.
- Maier, M., McCormick, M., Xia, S., Hsueh, J., Weiland, C., Sachs, J., & Snow, C. (2021). *Linking instructional aspects of children's classroom learning experiences to child outcomes in PreK*. Paper presented at the biennial meeting of the Society for Research in Child Development.
- McCormick, M., Hsueh, J., Weiland, C., Xia, S., & Snow, C. (2021). *Does aligning instruction across PreK and kindergarten support children's development?* Paper presented at the biennial meeting of the Society for Research in Child Development.

- McCormick, M., Hsueh, J., Weiland, C., Xia, S., & Snow, C. (2021). *Can preschool instructional practices promote racial equity in academic skills? Evidence from the Boston schools*. Paper presented at the biennial meeting of the Society for Research in Child Development.
- Pralica, M., McCormick, M., Hsueh, J., Weiland, C., Taylor, A., Sachs, J., Snow, C. (2021). *Measurement matters: Effects of the BPS Prekindergarten Program on constrained and unconstrained skills through first grade*. Paper presented at the biennial meeting of the Society for Research in Child Development.
- Weissman, A., Moffett, L., Weiland, C., McCormick, M., Hsueh, J., Sachs, J., & Snow, C. (2021). *Prekindergarten classroom organization: Variation across children in the same classroom and relations to learning gains*. Paper presented at the biennial meeting of the Society for Research in Child Development.
- Yeomans-Maldonado, G., Leyva, D., Weiland, C., & Shapiro, A. (2021). *The role of traditional and authentic home environment practices in building Latino children's academic skills*. Paper presented at the biennial meeting of the Society for Research in Child Development.
- Leyva, D., Weiland, C., Shapiro, A., & Yeomans-Maldonado, G. (2021). *A strengths-based, culturally responsive family intervention improves Latino kindergarteners' vocabulary and approaches to learning*. Paper presented at the annual meeting of the Association of Education Finance and Policy.
- Leyva, D., Weiland, C., Shapiro, A., & Yeomans-Maldonado, G. (2020). *A strengths-based, culturally responsive family intervention improves Latino kindergarteners' vocabulary and approaches to learning*. Paper presented at University of Michigan Causal Inference in Education Research seminar (CIERS).
- Guerrero Rosada, P., Weiland, C., Taylor, A., Penfold, L., Snow, C., & Sachs, J. (2020). *The Effects of COVID-19 on Early Childhood Centers: Descriptive Evidence from Boston's Universal Prekindergarten Initiative*. Paper presented at the Association for Public Policy and Management Conference.
- McCormick, M., Hsueh, J., Weiland, C., Xia, S., Snow, C., & Sachs, J. (2020). *Effects of Instructional Alignment across PreK and Kindergarten on Academic Skills: Evidence from the Boston Public Schools*. Paper presented at the Association for Public Policy and Management Conference.
- Unterman, R., & Weiland, C. (2020). *Higher-quality elementary schools sustain the prekindergarten boost: Evidence from an exploration of variation in the Boston Prekindergarten Program's impacts*. Paper presented at the Association for Public Policy and Management Conference.

- Weiland, C., Unterman, R., McCormick, M., Hsueh, J., Shapiro, A., Snow, C., & Sachs, J. (2020). *Challenges and Opportunities of Using Lotteries for Oversubscribed Boston Prekindergarten Programs to Estimate Causal Impacts*. Paper presented at the Association for Public Policy and Management Conference.
- Guerrero Rosada, P., Weiland, C., McCormick, M., Maier, M., Snow, C., & Hsueh, J. (2020). *Advanced math and language instruction in preschool and kindergarten: Associations with academic gains and differences by children's demographic characteristics*. Paper presented at the annual meeting of the Association of Education Finance and Policy, Fort Worth, TX.
- Maier, M., McCormick, M., Xia, S., Weiland, C., Hsueh, J., Sachs, J., & Snow, C. (2020). *Linking aspects of children's early classroom learning experiences to student outcomes in PreK and Kindergarten*. Paper accepted for presentation at the Spring Conference of the Society for Research in Educational Effectiveness, Washington, DC.
- Martin, E., Weiland, C., & Page, L. (2020, March). *Text-based mentoring for postpartum mothers: Early results from a mixed-methods randomized trial*. Paper accepted for presentation at the Spring Conference of the Society for Research in Educational Effectiveness, Washington, DC.
- Moffett, L., Weissman, A., Weiland, C., Hsueh, J., Sachs, J., & Snow, C. (2020). *Prekindergarten classroom organization: Variation across children in the same classroom and relations to learning gains*. Paper accepted for presentation at the Spring Conference of the Society for Research in Educational Effectiveness, Washington, DC.
- Shapiro, A., Martin, E., Weiland, C., & Unterman, R. (2020). *If you offer it, will they come? Patterns of application and enrollment behavior in a universal prekindergarten context*. Paper accepted for presentation at the Spring Conference of the Society for Research in Educational Effectiveness, Washington, DC.
- Unterman, R., & Weiland, C. (2020, March). *Quantifying and predicting variation in the medium-term effects of oversubscribed prekindergarten programs*. Paper accepted for presentation at the Spring Conference of the Society for Research in Educational Effectiveness, Washington, DC.
- Weiland, C., Unterman, R., McCormick, M., Hsueh, J., Shapiro, A., Snow, C., & Sachs, J. (2020). *Challenges and opportunities of using lotteries for oversubscribed Boston Prekindergarten Programs to estimate casual impacts*. Paper accepted for presentation in Lottery-Based Evaluations of Early Education Programs: Opportunities and Challenges Symposium (Organizer: Christina Weiland) at the Spring Conference of the Society for Research in Educational Effectiveness, Washington, DC.
- McCormick, M., Ketner, A., Weiland, C., Hsueh, J., Sachs, J., & Snow, C. (2019, April). *Time well spent: Which home learning activities add value to children's academic skills in the*

- prekindergarten year?* Paper presented at the annual meeting of the American Educational Research Association, Toronto, CA.
- McCormick, M., Weiland, C., Hsueh, J., Sachs, J., & Snow, C. (2019, April). *Attending public prekindergarten and associations with academic skills through kindergarten: Evidence from the Boston Public Schools*. Paper presented at the annual meeting of the American Educational Research Association, Toronto, CA.
- Ketner, A., Weiland, C., & Mendive, S. (2019, April). *Who makes the best implementer? A quantitative examination of teacher experience and education in early childhood education in Chile*. Paper presented at the annual meeting of the Comparative and International Education Society. San Francisco, CA.
- Ketner, A., Weiland, C., & Mendive, S. (2019, March). *Who makes the best implementer? Examining teacher experience and education in early childhood education in Chile*. Paper presented at the annual meeting of the Association of Education Finance and Policy, Kansas City, MO.
- Shapiro, A., Martin, E., Weiland, C., & Unterman, R. (2019, March). If you offer it, will they come? Patterns of application behavior in a universal preschool context. In *Claudia Gentile (chair), The Full Consequences of Expanded Pre-K Access*. Symposium conducted at the annual meeting of the Association of Education Finance and Policy, Kansas City, MO.
- McCormick, M., Ketner, A., Weiland, C., Hsueh, J., Sachs, J., & Snow, C. (2019, March). *Time well spent: Which home learning activities add value to children's academic skills in the Prekindergarten year?* Paper presented at the biennial meeting of the Society for Research in Child Development, Baltimore, MD.
- McCormick, M., Ketner, A., Weiland, C., Hsueh, J., Sachs, J., & Snow, C. (2019, March). *Partners for preschool: The added value of learning activities at home during the preschool year*. Paper presented at the Data for Public Good Symposium at the University of Michigan Institute for Data Science, Ann Arbor, MI.
- Guerrero, P., Weiland, McCormick, M., C., Snow, C., Hsueh, J., Sachs, J. (2019, March). Associations between classroom quality and early development. In Christina Weiland (chair), *Disparities in Early Childhood Education: Three observational approaches to literacy achievement and development*. Paper presented at the biennial meeting of the Society for Research in Child Development. Baltimore, Maryland.
- Weiland, C. (2018, July). Panelist, *Voices from the pre-k field: What do new early childhood programs need to know that research isn't telling them yet?* With E. Johnson and J. Wallack. National Research Conference on Early Childhood, Washington, DC.
- 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

- “Colorado’s kindergarten math: How a pandemic plus lower birth rates are changing school for young learners,” by Ann Schimke, *Chalkbeat Colorado*, August 10, 2021: <https://co.chalkbeat.org/2021/8/10/22618664/colorado-kindergarten-back-to-school-enrollment-rebound>
- “Kindergarten enrollment fell last year. Now schools wonder how many kids are coming,” by Clare Lombardo, *National Public Radio*, July 26, 2021: <https://www.npr.org/2021/07/26/1017879933/kindergarten-enrollment-numbers-back-to-school>
- “6 priorities for future research into COVID-19 and its effects on early learning,” by Christina Weiland, Erica Greenberg, Daphna Bassok, Anna Markowitz, Paola Guerrero Rosada, and Grace Luetmer, *Brookings Brown Center Chalkboard*, July 20, 2021: <https://www.brookings.edu/blog/brown-center-chalkboard/2021/07/20/6-priorities-for-future-research-into-covid-19-and-its-effects-on-early-learning/>
- “Historic crisis, historic opportunity: New ECE research looks back and ahead,” by Mark Swartz, *Early Learning Nation*, July 14, 2021: <https://earlylearningnation.com/2021/07/historic-crisis-historic-opportunity-new-ece-research-looks-back-and-ahead/>
- “Statistics show it’s time to ring the alarm on early childhood education,” *The Hill* by Christina Weiland and Erica Greenberg, July 13, 2021: <https://thehill.com/opinion/education/562587-new-statistics-show-its-time-to-ring-the-alarm-on-early-childhood-education>
- “The pandemic was disastrous for early childhood education – and both kids and adults are feeling it,” by Emily Tate, *EdSurge*, July 2, 2021: <https://www.edsurge.com/news/2021-07-02-the-pandemic-was-disastrous-for-early-childhood-education-and-both-kids-and-adults-are-feeling-it>
- “Starting school after the pandemic: Youngest students will need foundational skills,” *EducationWeek*, by Sarah D. Sparks, June 21, 2021: <https://www.edweek.org/teaching-learning/starting-school-after-the-pandemic-youngest-students-will-need-foundational-skills/2021/06>
- “New report on early childhood: COVID is both historic crisis and opportunity,” *The Atlanta Journal-Constitution*, by Maureen Downey, June 22, 2021: <https://www.ajc.com/education/get-schooled-blog/new-report-on-early-childhood-covid-is-both-historic-crisis-and-opportunity/Q4DFJGYKUVCMFNB3CGN6DZV4IU/>
- “President Biden’s plan for free universal preschool – 5 questions answered,” *The Conversation*, May 12, 2021: <https://theconversation.com/president-bidens-plan-for-free-universal-preschool-5-questions-answered-160309>
- “The path to universal pre-kindergarten,” *The Boston Globe* Editorial Board, March 21, 2021.
- “Going big for little kids: Why kindergarten is critical in the COVID-19 recovery,” *New America Foundation*, by Meghan McCormick & Christina Weiland, February 26, 2021: <https://www.newamerica.org/education-policy/edcentral/kindergarten-critical-recovery/>
- “Q&A about measuring quality in pre-k classrooms,” *New America Foundation*, by Aaron Loewenberg, September 9, 2020: <https://www.newamerica.org/education-policy/edcentral/q-about-measuring-quality-pre-k-classrooms/>
- “Instructional alignment for sustaining the prekindergarten boost: Early findings from Boston,” *Preschool Matters Today* by Christina Weiland, Meghan McCormick, JoAnn Hsueh, Jason Sachs, Catherine Snow, Michelle Maier, and Anna Shapiro, November 9, 2019:

<http://nieer.org/2019/11/08/instructional-alignment-for-sustaining-the-prekindergarten-boost-early-findings-from-boston>

- “What happens after preschool matters for sustaining the preschool boost,” *Brookings Brown Center Chalkboard* by Christina Weiland, Rebecca Unterman, Anna Shapiro, and Hirokazu Yoshikawa, November 1, 2019: <https://www.brookings.edu/blog/brown-center-chalkboard/2019/11/01/what-happens-after-preschool-matters-for-sustaining-the-preschool-boost/>
- "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/wonk/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 Christina 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 Christina Weiland and Deborah Phillips, October 20, 2014: http://seattletimes.com/html/opinion/2024829701_christinaweilandopedseattleproposition1bxml.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_universalpreschoolxml.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_christinaweilandhirokazuyoshikawaopedpreschool05xml.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

Pediatrics and Education: Creating Kinder-Ready Clinics National Advisory Board. (2019 – 2020). Provide expertise on early childhood measurement and intervention (project led by faculty at Brown University and Stanford School of Medicine).

University of Virginia and AIR Montessori impact study. (2019 – present). Provide expertise on evaluating public Montessori programs using lottery-based methods.

Start Early and NORC. (2019 – present). Consult on an IES-funded study of Chicago’s prekindergarten enrollment policies.

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 – 2020). Consulting on early childhood policy for Oregon’s Early Learning Division.

Regional Educational Laboratory (REL) Central. (2018 – 2019). Technical working group member for a study of the impact of the Colorado Preschool Program.

Mathematica Policy Research. (2017 – 2019). Advise on a preschool coaching study.

Education Research Alliance for New Orleans. (2016 – 2017). National Research team member. Advise the ERA on potential early childhood studies.

MDRC. (2014 – 2018). Provided statistical analysis and expertise on a cross-site impact variation study across multiple datasets. 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

Center for Human Growth and Development Executive Committee (2019 – present)

Child Health Evaluation and Research (CHEAR) Center Faculty Executive Representatives Committee (2018 – present)

Graduate Affairs Committee (2018 – present)

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)

CPEP Executive Committee member (2016 – present)

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

Postdoctoral

Gloria Yeomans-Maldonado (IES Postdoctoral Fellow, University of Michigan Education Policy Institute); co-mentee (with Brian Jacob) 2018 – 2021; Placement – McGovern Medical Center, University of Texas Health, Children’s Learning Institute Assistant Professor of Pediatrics

Ph.D. students

Kehui Zhang, Ph.D. student, School of Education, University of Michigan; advisee 2019 – present

Julia Lindsey, Ph.D. student, School of Education, University of Michigan; advisee 2018 – 2021

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

Amanda Ketner Weissman, 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; Head Start Research Grant of \$25K for dissertation work); co-advisee 2017 – 2021

Anna Shapiro, Ph.D. candidate, School of Education, University of Michigan (IES Predoctoral Fellow); advisee 2015 – 2021; Placement – University of Virginia Postdoctoral Fellow.

Shana Rochester, Ph.D. graduate 2018, School of Education, University of Michigan (Ford Foundation Predoctoral Fellow; Placement – 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

Salima Clark, masters student 2018 – 2019, School of Education, University of Michigan

Carl Greer, masters student 2018 – 2019, School of Education, University of Michigan

Jeremy Guardiola, masters student 2018 – 2019, School of Education, University of Michigan

Taylor Ryan, masters student 2018 – 2019, School of Education, University of Michigan

DISSERTATION AND CANDIDACY COMMITTEES

Sammy Ahmed, Ph.D. dissertation committee 2017 – 2019

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

Amanda Ketner Weissman, Ph.D. Preliminary Exam B committee 2018 and Exam A 2019 (chair)

Julia Lindsay, dissertation committee 2019 – 2021 (co-chair)

Lillie Moffett, Ph.D. candidacy committee 2018, dissertation committee (co-chair) 2020 – 2021

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; Job placement: inaugural AACTE/Holmes Postdoctoral Associate in the Wheelock College of Education and Human Development, Boston University

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

Diana Serrano, Ph.D. Brandeis Heller Schools dissertation committee 2016 – 2019

Anna Shapiro, Ph.D., Preliminary Exam B committee 2017 (chair); Ph.D., Preliminary Exam A committee 2018 (chair); dissertation committee (chair) 2019-2020. Job placement: IES Postdoctoral Fellow at the University of Virginia

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

REVIEWS

Journal for Research in Educational Effectiveness, Editorial Board Member (2017 – 2022)

Educational Researcher, Editorial Board Member (2019 – present)

Educational Evaluation and Policy Analysis, Editorial Board Member (2020 – present)

Education Journals (ad hoc reviewer)

AERA Open, *Early Childhood Research Quarterly*, *Education Finance and Policy*, *Educational Researcher*, *Educational Evaluation and Policy Analysis Journal for Research in Educational Effectiveness*, *Reading Research Quarterly*, *The Elementary School Journal*

Economics Journals (ad hoc reviewer)

American Economic Journal: Applied Economics, *Journal of Human Resources*, *Journal of Labor Economics*, *Quarterly Journal of Economics*, *Review of Economics and Statistics*

Psychology Journals (ad hoc reviewer)

American Journal of Community Psychology, *Child Development*, *Child Development Perspectives*, *Developmental Psychology*, *Frontiers in Psychology (Developmental Psychology)*, *Journal of Applied Developmental Psychology*, *Journal of Educational and Developmental Psychology*, *Journal of Cognition and Development*, *Prevention Science*

Foundations, Publishers, and Other (ad hoc reviewer)

Cambridge University Press, *Ear and Hearing* (Select reviewer, National Institutes of Health NIDCD R01DC009560 Supplement on Outcomes in Children with Hearing Loss), *Journal of the Royal Statistical Society*, Oxford University Press, RAND, Smith-Richardson Foundation, Spencer Foundation, Society for Research on Educational Effectiveness (2013, 2015, 2019 conference meetings)

OTHER SERVICE

Mentorship Circle Leader for four junior scholars as part of a joint initiative across 10 schools of education (funded by the Spencer Foundation), 2021-2022

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
Institute of Education Sciences Early Intervention and Early Childhood Education Review Panel
2019
Early Childhood Education Section Chair, Society for Research on Educational Effectiveness,
2019-2020
Reviewer for annual conference, Society for Research on Educational Effectiveness, 2021

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