

## Historic Crisis, Historic Opportunity: Using Evidence to Mitigate the Effects of the COVID-19 Crisis on Young Children and Early Care and Education Programs

### Speaker Biographies

**Miriam Calderon** is the Deputy Assistant Secretary for Early Learning at the US Department of Education. Miriam was appointed by Gov. Kate Brown in 2017 to serve as the early learning system director for the state of Oregon. She previously served in the Obama-Biden Administration advising on early learning policy at the U.S. Department of Health and Human Services and the Domestic Policy Council. Calderon has a diverse set of experience in the early childhood field in program, policy, and advocacy. She worked as the senior director for early childhood at the Bainum Family Foundation, as director of Early childhood education at the District of Columbia Public Schools, and as associate director for education policy at the National Council of La Raza (now UnidosUS). She began her career in early childhood working in Head Start. She is a native of Washington D.C., and holds degrees from the University of Delaware and Portland State University.

**Philip Fisher** is Philip H. Knight Chair and Professor of Psychology at the University of Oregon, where he serves as Founding Director of the Center for Translational Neuroscience. He is also a Senior Fellow at the Center on the Developing Child and a member of the National Scientific Council on the Developing Child, both based at Harvard University. His research, which has been continuously funded by the National Institutes of Health since 1999, focuses on developing and evaluating scalable early childhood interventions in communities, and on translating scientific knowledge regarding healthy development under conditions of adversity for use in social policy and programs. He is particularly interested in the effects of early stressful experiences on children's neurobiological and psychological development, and in prevention and treatment programs for improving children's functioning in areas such as relationships with caregivers and peers, social-emotional development, and academic achievement. He is currently the lead investigator in the ongoing RAPID-EC project, a national survey on the well-being of households with young children during the COVID-19 pandemic. Dr. Fisher is also interested in the brain's plasticity in the context of therapeutic interventions. He is the developer of a number of widely implemented evidence-based interventions for supporting healthy child development in the context of social and economic adversity, including Treatment Foster Care Oregon for Preschoolers (TFCO-P), Kids in Transition to School (KITS), and Filming Interactions to Nurture Development (FIND). He has published over 200 scientific papers in peer reviewed journals. He is the recipient of the 2012 Society for Prevention Research Translational Science Award, and a 2019 Fellow of the American Psychological Society.

**Erica Greenberg** is a senior research associate in the Center on Education Data and Policy at the Urban Institute. Her research spans early childhood and K-12 education, focusing on programs and policies like public prekindergarten, Head Start, child care subsidies, and home visiting. She also investigates the causes, consequences, and measurement of educational inequality. Greenberg's recent projects assess quality, access, and funding at federal, state, and local levels. She leads studies of public preschool expansion and early childhood program participation among low-income immigrant families. In K-12, she is conducting new work on measures of student poverty and links between public investments and children's educational outcomes. She has experience with quantitative and qualitative methods and complex data collection and analysis. Before joining Urban, Greenberg was an intern in the US Department of Education Office of Planning, Evaluation, and Policy Development and a prekindergarten teacher in Washington, DC. Greenberg holds a BA from Yale University. She received her MA in political science and her PhD in education policy from Stanford University.

**Christina Weiland** is an associate professor at the University of Michigan's School of Education, with a courtesy appointment at the Gerald R. Ford School of Public Policy and affiliations with the Educational Studies department, the Combined Program in Psychology and Education program, and the Ford School's Education Policy Initiative. She also serves as core faculty for the University of Michigan's Predoctoral Training Program and Postdoctoral Training Program in Causal Inference in Education Policy Research. Dr. Weiland's research focuses on the effects of early childhood interventions and public policies on children's development, especially on children from low-income families. She is particularly interested in the active ingredients that drive children's gains in successful, at-scale public preschool programs. She is also interested in quantitative research methods, educational measurement, and developmental processes research. Her work is also characterized by strong, long-standing research collaborations with practitioners, particularly the Boston Public Schools Department of Early Childhood.