

DEBORAH A. PHILLIPS

Professor, Department of Psychology
Affiliated Faculty, McCourt School of Public Policy
Co-Director, Center for Research on Children in the U.S.
Co-Director, Child Development and Social Policy Lab
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EDUCATION & TRAINING

B.A. Psychology, Stanford University, 1975
M.A. Developmental Psychology, Yale University, 1978
Ph.D. Developmental Psychology, Yale University, 1981
Dissertation Advisor: Edward Zigler

EMPLOYMENT

Academic Positions

2017-2020 Vice Dean of Faculty, Georgetown College, Georgetown University (3-year term)
2000-present Professor of Psychology
Affiliated Faculty, McCourt School of Public Policy
Co-Director, Child Development and Social Policy Lab, Georgetown University
Co-Director, Center for Research on Children in the U.S., Georgetown University
2000-2006 Chair, Department of Psychology, Georgetown University
Externally hired as chair (8/00-7/03); Re-elected (8/03-8/06)
2007 (Jan-Jul) Visiting Scholar, Flinders University, Adelaide, South Australia
2016-17 Research Professor, Center for Education Research, University of New Mexico
1991-1995 Associate Professor of Psychology, University of Virginia (on leave 9/93-5/95)
1987-1991 Assistant Professor of Psychology, University of Virginia
1982-1984 Assistant Professor of Psychology, University of Illinois at Urbana-Champaign

Non-Profit and Policy Positions

2012-2013 President, Foundation for Child Development (on leave from Georgetown University)
1999-2000 Study Director, Committee on Integrating the Science of Early Childhood Development (*Neurons to Neighborhoods*), National Research Council/Institute of Medicine
1993-1999 Executive Director, Board on Children, Youth, and Families
National Research Council/Institute of Medicine, National Academies
1984-1986 Executive Director, Child Care Information Service, National Association for the Education of Young Children (Initiative funded by the Carnegie Corporation of New York)
1981-1982 SRCD Congressional Science Fellow in Child Development, Office of Congressman George Miller and Congressional Budget Office (funded by FCD and W.T. Grant Foundation)

PROFESSIONAL SERVICE

Editorial and Other Board Positions

2020-	Member, Advisory Board, RAPID EC Survey
2020-	Member, 2019 NSECE Content Advisory Team
2018-	Member, Board of Directors, FrameWorks Institute
2020-	Chair, Board of Directors, Frameworks UK
2017-	Member, Research Advisory Board, Committee on Economic Development
2015-2018	Member, Advisory Board, Bill & Melinda Gates Foundation, PreK Effectiveness Research Center
2015-2018	Member, Child Well-being Program Advisory Board of the Doris Duke Charitable Foundation
2015-2018	Advisory Board Member, Cooney Center and New America project on Fostering STEM Trajectories: Bridging ECE Research, Practice, & Policy funded by the National Science Foundation.
2014 - 2018	Member, Advisory Board, Bridging the Word Gap National Network, funded by the U.S. Health Resources and Services Administration
2014 - 2019	Board of Directors, National Board for Education Sciences, U.S. Department of Education (Presidential appointment)
2013 - 2015	Board Member, Norlien Foundation: Alberta Family Wellness Initiative
2012 - 2014	Editorial Board, <i>Journal of Psychology, Public Policy and Law</i>
2011-2012	Notebusters Children's Choir, collaborative endeavor of the DC schools and the U.S. Military.
2007-2012	Hydrocephalus Association (Vice-President, 2008-10; Secretary, 2007-08)
2004-2007	St. Columba's Preschool, Washington, DC
2000-2005	Child Trends, Inc.,
1997-1998	Broadcaster's Child Development Center, Washington, DC
1992-1994	Senate Child Care Center, Washington, DC

Scientific and Professional Organizations

American Psychological Association

- Member, Divisions 9 (social issues)
- Fellow, Divisions 7 (developmental), 27 (community)
- Elected Member, Credentials Committee (Division 7)
- Co-Chair, Task Force on Public Policy of Division 27, 1987 to 1990
- Member, 1988-90, Division 27 Nominations Committee
- Elected Division 7 Representative to APA Council, 2000-2003

Eastern Psychological Association

- Elected Fellow, 2011

American Psychological Society

Elected Fellow, 1994

Society for Research in Child Development

Member, Committee for Child Development, Public Policy, and Public Information, 1995 to 1997.

Member, Committee on Social Policy, 1985 to 1989

Member, Selection Committee, Congressional Science Fellowship Program, 1984-89

Member, Public Information Committee, 1986 to 1989

Member, Selection Committee for Director of the Washington Office, 2002

Recent Professional Activities

Member, RAPID-EC National Advisory Team (August 2020 - present)

Member, Research Advisory Committee, Committee for Economic Development (Jan 2017 – present)

Member, Advisory Group, Zaentz Early Learning Study, Harvard University (Jan 2017 – present)

Member, National Survey of Early Care and Education Advisory Committee, Office of Child Care, USDHHS (Sept. 2013 to present)

Member, National Academies Selection Panel for the Ford Foundation Education Fellowship Program, 2014 applicants.

Invited participant, U.S. Departments of Health and Human Services and Education discussion of “Policies and strategies that can most effectively prepare young children and their families for success in school and life”. Washington, DC: April 4, 2012.

Member, Welfare and Family Self-Sufficiency Research Technical Working Group, Administration for Children and Families, Office of Planning, Research and Evaluation (Sept. 2013 to June 2016)

Member, Head Start FACES Redesign Advisory Committee, U.S. Department of Health and Human Services (2011 – 2012)

Member, Advisory Board, NIMH Early Experience, Stress, and Neurodevelopment Center, Megan Gunnar, University of Minnesota, PI. (Jan. 2010 to 2014)

Member, National Advisory Committee for the Maternal, Infant, and Early Childhood Home Visiting Program Evaluation. U.S. Department of Health and Human Services (Jan. 2010 to 2014)

Member, Steering Committee, School Reform and Beyond Study, Center for Advancing Research and Solutions for Society, University of Michigan (2005-2012)

Member, National Forum on Early Childhood Program Evaluation (Harvard University) (2007-2009). (Contributing Member, 2010-2012)

Member, National Scientific Council on the Developing Child (Harvard University) (2003-2009). (Contributing Member, 2010-2012)

Member, Planning Committee, From Neurons to Neighborhoods Anniversary: Ten Years Later, National Institute of Medicine, National Academies (Jan.-Nov. 2010).

Founder and Steering Committee Member, *Consortium of University-Based Child and Family*

Policy Programs (2003 - 2010)

- Member, Advisory Council, Child Care and Early Education Research Collaboration and Archive (CCEERCA), National Center for Children in Poverty, Columbia University (2004 - 2008).
- Appointed Member (Presidential Appointment), Federal Advisory Committee, National Children's Study of Environmental Effects on Health, National Institute of Child Health and Human Development (April 1, 2003 to June 1, 2005)
- Member, Scientific Review Panel, Study of Latino Children, Preschooling, and Early Development, University of California at Berkeley, University of California at Los Angeles, and Teachers' College, Columbia University (December 2003 to 2005)
- Member, Selection Committee, Robert Wood Johnson Health Policy Fellowship Program, Institute of Medicine, National Academy of Sciences (2002 to 2008)
- Supplemental Member, Social Sciences, Nursing, Epidemiology and Methods Integrated Review Group, National Institutes of Health, February 2001
- Member, Board of Directors, *Child Trends*, Washington, DC, May 2000 to May 2005.
- Member, Board of Directors, *St. Columba's Preschool*, Washington, DC, Sept. 2005 to 2007
- Member, Board of Directors, *Hydrocephalus Association*, 2006 to present (Vice-President, 2007-09; Secretary, 2009-present.)

HONORS & AWARDS

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| 2022 | President's Distinguished Scholar-Teacher Award, Georgetown University
"recognizes and celebrates the integration of outstanding research and excellence in teaching at our University." |
| 2022 | Nicholas Hobbs Award recipient (American Psychological Association, Division 37) presented annually to a psychologist who exemplifies the ideals and devotion to child advocacy/policy characterized by Nicholas Hobbs. |
| 2018 | Distinguished Georgetown Investigator awardee (Provost Office) – honors "exceptional sponsored research performance". |
| 2014 | Presidential appointment to the <i>Board of Directors of the National Board for Education Sciences</i> (US Department of Education) |
| 2012, 2015,
2016, 2018, 2019 | <i>Georgetown College Honors</i> Awardee (Georgetown College Academic Council)
Recognizes faculty who have been nominated by the student body as having "shaped their experience at Georgetown in a meaningful way" |
| 2012, 2017
2011 | <i>Senior Faculty Research Fellowship</i> , Georgetown University
<i>Distinguished Contributions to Education in Child Development</i> Award
Society for Research in Child Development |
| 2011 | Lowi Award for best article in the <i>Policy Studies Journal</i> : "Head Start's Comparative Advantage: Myth or Reality?" Awarded by the Policy Section of the American Political Science Association. |
| 1997 | National Research Council <i>Staff Recognition Award</i> |

- 1996 National Research Council *Group Recognition Award* to the Board on Children, Youth, and Families
- 1989 *Boyd McCandless Early Career Award*
Division 7 (Developmental) of the American Psychological Association

RESEARCH GRANTS

- 1979-1981 *Bermuda Day Care Study* (Co-PI, funded by the W.T. Grant Foundation and the Bermuda government). First study to examine variation in quality of care as it affects children's development.
- 1989-1990 *National Child Care Staffing Study* (PI, funded by the Carnegie Corporation, Foundation for Child Development, A.L. Mailman Family Foundation, Ford Foundation, Smith-Richardson Foundation). Examination of the role of the work/compensation environment of child care across five states as it affects quality of care for children.
- 1989-1993 *Socio-emotional Effects of Center-Based Child Care* (Co-PI, funded by National Institute of Mental Health). Examination of quality of center care in three state policy environments; impacts on quality of care and child development
- 1989-1993 *NICHD Study of Early Child Care and Youth Development* (PI at University of Virginia site as part of 10-university consortium, funded by NICHD). Prospective, longitudinal study of the developmental impacts of infant child care.
- 2000-2001 *Follow-up of National Child Care Staffing Study* (PI, funded by the Administration on Children and Families, US Child Care Bureau). Longitudinal follow-up of *National Child Care Staffing Study* sample.
- 2004-2007 *Child Care and Children's Temperaments Over Time* (PI on supplemental grant, funded by NICHD and the Administration on Children and Families, Child Care Bureau). Study of role played by individual differences in temperament in children's adjustment to and effects of child care.
- 2005-2009 *Evaluation of Tulsa Oklahoma's Pre-Kindergarten Program* (Co-PI, funded by Foundation for Child Development, Spencer Foundation, David and Lucile Packard Foundation). Multi-cohort study of the cognitive and social-emotional impacts of universal pre-k in largest school district in Oklahoma, including work on children with special needs.

- 2011-2013 *Social, Emotional, and Cognitive Understanding and Regulation Intervention: Pre-K to 1st Grade* (Co-I, funded by the National Institute of Child Health and Human Development). Development and piloting of a school-based intervention targeting inter-related school readiness outcomes of children's social-emotional and academic development, in the context of whole school reform (*Success for All*), and bridging preschool and elementary school grades/contexts.
- 2012-2014 *Tulsa Pre-K Final Analyses* (PI, funded by the National Institute of Child Health and Human Development) to examine the impacts of the Tulsa Pre-K program on children with special needs and to examine pathways to positive outcomes leading from teacher characteristics to classroom quality to early learning.
- 2014-2020 *Demonstration and Research in Early Mathematics Education Network (DREME)*, PI of Georgetown University site of University consortium, funded by the Heising-Simons Foundation) to advance research on early mathematics learning.
- 2014-2018 *Tulsa Pre-K Eighth Grade Follow-up of Program Participants* (Co-PI, funded by the Foundation for Child Development, the Heising-Simons Foundation, and the Stranahan Foundation) to examine the long-term impacts of a high-quality pre-kindergarten program in Tulsa, OK.
- 2015-2017 *The changing landscape of publicly-funded center-based child care: 1990 and 2012* (PI, funded by the Administration on Children and Families, US DHHS.) This study compared two national surveys of child care providers in the U.S. conducted 22 years apart to examine trends in the children and families who are served, the workforce, and the funding structures that support child care in the U.S.
- 2016-2017 *Capturing the First Stage of Pre-K Education: A Study of Three-Year Olds in Tulsa, Oklahoma & Capturing the Next Stage of Pre-K Education: A Study of 4-Year Olds in Tulsa, Oklahoma.* (PI, funded by the Heising-Simons Foundation, \$447,471). This longitudinal study examines the impact of pre-k education on the self-regulatory and cognitive development of low-income children, and seeks to identify the active ingredients of pre-k environments that produce both immediate and longer-term impacts.
- 2017-2018 *Capturing the Next Stage of Pre-K Education: A Study of Four-Year Olds in Tulsa, Oklahoma & Capturing the Next Stage of Pre-K Education: A Study of 4-Year Olds in Tulsa, Oklahoma.* (PI, funded by the Heising-Simons Foundation, \$494,761). Follow-up to the *First Stage* grant to continue the longitudinal study

- 2017-2018 *Up, up, and away: Malleable features of pre-k and primary classrooms and their contributions to sustained benefits for vulnerable children* (Co-PI, funded by the Spencer Foundation Lyle Spencer Research Program, \$1,000,000). This study follows a cohort of children enrolled and not enrolled in the Tulsa, OK pre-k program through 2nd grade to assess program impacts on academic, social, and self-regulatory development.
- 2018-2023 *The role of self-regulation and classroom self-regulatory support in early education* (Co-PI, funded by the National Institutes of Health, RO1HD092324, \$2,700,000). This study follows a cohort of children enrolled and not enrolled in the Tulsa, OK pre-k program through 4th grade to assess program impacts on academic, social, and self-regulatory development and to identify the factors that are most predictive, across the primary grades, of school achievement for the pre-K alums and controls.
- Submitted (Sept. 2021): *Succumbing, Surviving, and Thriving: The Development of Low-Income Students in the Long Shadow of COVID-19*. (Co-I, National Institutes of Health). \$3,014,971. This study follows the *Capturing the First Stage* (see above) cohort of Tulsa pre-K children from the 4th through 8th grade to examine the impacts of COVID-19 on their social, emotional, self-regulation, and mental health outcomes as they transition into pre- and early-adolescence.

Georgetown University Grants

Georgetown University Reflective Engagement in the Public Interest Grant “Informing the next decade of public pre-kindergarten design and evaluation” July 1, 2014-June 30, 2015
Role: Co-PI (Anna Johnson, PI)

Senior Faculty Research Fellowships

Spring 2012: *Developing an Integrated Social, Emotional, and Cognitive Understanding and Regulation Intervention*

Spring 2017: *Setting the Stage to Examine Fade-Out in Pre-K Education*

SCHOLARSHIP

Selected Publications: Peer-Reviewed Papers

Phillips, D. (1987). Socialization of perceived academic competence among highly competent children. *Child Development*, 58, 1308-1320.

- Phillips, D., McCartney, K., & Scarr, S. (1987). Child-care quality and children's social development. *Developmental Psychology, 23*, 537- 543.
- Phillips, D., Lande, J., & Goldberg, M. (1990). The state of child care regulation: A comparative analysis. *Early Childhood Research Quarterly, 5*, 151-179.
- Phillips, D., Howes, C., & Whitebook, M. (1991). Child care as an adult work environment: Implications for job satisfaction, turnover, and quality of care. In S. Hofferth & D. Phillips (Eds.), *Child care: A policy research perspective. Journal of Social Issues, 47*, 49-70.
- Phillips, D., Howes, C., & Whitebook, M. (1992). The social policy context of childcare: Effects on quality. *American Journal of Community Psychology, 20*, 25-51.
- Phillips, D., Voran, M., Kisker, E., Howes, C., & Whitebook, M. (1994). Child care for children in poverty: Opportunity or inequity, *Child Development, 65*, 472-492.
- Phillips, D., & Bridgman, A.. (1999). Frontiers of Research on Children, Youth, and Families: Initiative recognizes young and mid-career scholars. *Journal of Community Psychology, 27*, 511-516.
- Phillips, D., Mekos, M., Scarr, S., McCartney, K., Abbott-Shim, M. (2001). Within and beyond the classroom door: Assessing quality in child care centers. *Early Childhood Research Quarterly, 15*, 475-496.
- Phillips, D., & Adams, G. (2001). Child care and our youngest children. In *The Future of Children, 11*(1), 35-51.
- Phillips, D. (2002). Collisions, logrolls, and psychological science. *American Psychologist, 57*(3), 219-221.
- Phillips, D., Prince, S., & Schiebelhut, L. (2004). Elementary school children's responses three months after the September 11th terrorist attacks: A study in Washington, D.C. *American Journal of Orthopsychiatry, 74*, 509-528..
- Phillips, D., Featherman, D., & Liu, J. (2004). Children as an evocative influence on adults' reactions to terrorism. *Applied Developmental Science, 8*(4), 195-210.
- Gormley, W., & Phillips, D. (2005). The effects of universal pre-k in Oklahoma: Research highlights and policy implications. *Policy Studies Journal, 33*(1), 65-82.

- Gormley, W., Gayer, T., Phillips, D., & B. (2005). The effects of universal pre-k on cognitive development. *Developmental Psychology, 41*(6), 872-884.
- Kryzer, E.M., Kovan, N., Phillips, D.A., Donagall, L., & Gunnar, M.R. (2007). Toddlers' and Preschoolers' Experience in Family Child Care Settings: Age Differences and Behavioral Correlates, *Early Childhood Research Quarterly, 22*, 452-466.
- Gormley, W.T., Phillips, D., & Gayer, T. (2008). Preschool programs can boost school readiness. *Science, 320*, 1723-1724.
- Ludwig, J. & Phillips, D. (2008). Long-term effects of Head Start on low-income children. *Annals of the New York Academy of Sciences, 1136*, 256-268.
- Phillips, D.A., Gormley, W., & Lowenstein, A. (2009). Inside the classroom door: Quality in Tulsa, Oklahoma's Pre-K Programs. *Early Childhood Research Quarterly, 24*, 213-228.
- Gunnar, M.R., Kryzer, E., Van Ryzin, M.J., & Phillips, D.A. (2010). The rise in cortisol in family day care: Associations with aspects of care quality, child behavior, and child sex. *Child Development, 81*(3), 853-870.
- Gormley, W.T., Phillips, D.A., Adelstein, S., & Shaw, C. (2010). Head Start's Comparative Advantage: Myth or Reality? *Policy Studies Journal, 38*(2), 397-418).
- Gormley, W.T., Phillips, D.A., Newmark, K., & Perper, K. (2011). Socio-emotional effects of early childhood education programs in Tulsa. *Child Development, 82*(6), 2095-2109.
- Watamura, S.E., Phillips, D., Morrissey, T.W., McCartney, K., & Bub, K. (2011). Double jeopardy: Poorer Social-emotional outcomes for children in the NICHD SECCYD experiencing home and child care environments that confer risk. *Child Development, 82*(1), 48-65.
- Phillips, D., Fox, N., & Gunnar, M. (2011). Same place, different experiences: Bringing individual differences to research in child care. *Child Development Perspectives, 5*(1), 44-49.
- Gunnar, M., Kryzer, E., Van Ryzin, M., & Phillips, D. (2011). The Import of the Cortisol Rise at Child Care Differs as a Function of Behavioral Inhibition. *Developmental Psychology, 47*(3), 792-803.
- Almas, A., Degnan, K., Fox, N., Phillips, D., Hane, A., Moas, O.L., & Henderson, H. (2011). The relations between infant negative reactivity, non-maternal child care, and children's

interactions with familiar and unfamiliar peers. *Social Development*.

Winer, A., & Phillips, D. (2011). Boys, girls, and the “two worlds” of child care. *Merrill-Palmer Quarterly*, 58(1), 22-49

Phillips, D., Crowell, N.A., Gunnar, M., Fox, N., Hane, A., Sussman, A., & Bisgaier, J. (2012). Reactive temperament and sensitivity to context in child care. *Social Development*, 21(3), 628-643.

Phillips, D. & Meloy, M.E. (2012). High-Quality School-Based Pre-K Can Boost Early Learning for Children with Special Needs. *Exceptional Children*, 78(4), 471-490.

Meloy, M.E., & Phillips, D. (2012). Rethinking the Role of Early Care and Education in Foster Care. *Children and Youth Services Review*, 34, 882-890.

Meloy, M.E. & Phillips, D. (2012). Foster children and placement stability: The role of child care assistance. *Journal of Applied Developmental Psychology*, 33, 252-259.

Floyd, L., & Phillips, D.A. (2013). Child care and other support programs. *Future of Children*, 23(2), 79-98.

Finch, J.E., Johnson, A., & Phillips, D.A. (2015). Is sensitive caregiving in child care associated with children's effortful control skills? An exploration of linear and threshold effects. *Early Childhood Research Quarterly*, 31, 125–134.

Phillips, D., Gormley, W., & Anderson, S. (2016). The effects of Tulsa’s CAP Head Start program on middle-school academic outcomes and progress. *Developmental Psychology*, 52(8), 1247-1261.

Phillips, D., Whitebook, M. & Austin, L. (2016). The early care and education workforce. *Future of Children*, 26(2), 11-30.

Johnson, A., Markowitz, A., Hill, C. & Phillips, D.A. (2016). Variation in pre-k impacts of Tulsa pre-k on cognitive development in kindergarten: The role of instructional support. *Developmental Psychology*, 52, 2145-2158.

Anderson, S., Phillips, D., & Gormley, W. (2017). The dog that didn’t bark: Preschool education and middle- school attitudes in Tulsa. *Applied Developmental Science*, 1-17.

Phillips, D., Anderson, S. & Gormley, W. (2017). Is pre-K classroom quality associated with kindergarten and middle-school academic skills? *Developmental Psychology*, 53, 1063-1078.

- Phillips, D. (2017). Beyond more of the same: Sustaining the benefits of preschool education. *Journal of Consulting Psychology and Psychiatry*, *50*(2), 138-139.
- Gormley, W., Phillips, D., & Anderson, S. (2017). The effects of Tulsa's pre-K program on middle school outcomes. *Journal of Policy Analysis and Management*. DOI: 10.1002/pam.22023.
- Phillips, D., Datta, R., Kisker, E., & Anderson, S. (2018). The changing landscape of publicly-funded child care centers in the U.S.: 1990-2012. *Children and Youth Services Review*, *91*, 94-104, <https://doi.org/10.1016/j.childyouth.2018.05.029>
- Finch, J., Johnson, A., & Phillips, D. (2018). Associations between publicly-funded center-based preschool programs and low-income children's school readiness: The role of child temperament. *Developmental Psychology*.
- Phillips, D., Anderson, S., Datta, R., & Kisker, E. (2019). The changing portrait of center based preschool teachers: 1990 and 2012. *Children and Youth Services Review*, *107*. <https://doi.org/10.1016/j.childyouth.2019.104558>
- Johnson, A.D., Schochet, O.N., & Phillips, D. A. (2020). The effects of early care and education settings on the kindergarten outcomes of doubly vulnerable children *Exceptional Children*, *87*(1), 27-53. doi: 10.1177/0014402920926461.
- Johnson, A.D., Phillips, D.A., Castle, S., Partika, A., & the Tulsa SEED Study Team. (2021). Everyday heroes: The personal and economic stressors of early care and education teachers serving low-income children. *Early Education and Development*.
- Johnson, A.D., Phillips, D.A., Schochet, W.N., Castle, S., & the Tulsa SEED Study Team. (2021). To whom little is given, much is expected: ECE teacher stressors and supports as determinants of classroom quality. *Early Childhood Research Quarterly*, *54*, 13-30. doi: 10.1016/j.ecresq.2020.07.002.
- Partika, A., Johnson, A.D., Phillips, D.A., Luk, G., Dericks, A., & the Tulsa SEED Study Team. (2021). Dual language supports for dual language learners? Exploring preschool classroom instructional supports for DLLs' early outcomes. *Early Childhood Research Quarterly*, *56*, 124-138. <https://doi.org/10.1016/j.ecresq.2021.03.011>
- Johnson, A.D., Martin, A., Partika, A., Phillips, D.A., Castle, S., & The Tulsa SEED Study Team. (2022). Chaos during the COVID-19 outbreak: Predictors of household chaos among low-income families during a pandemic. *Family Relations*, *71*, 18-28. <https://doi.org/10.1111/fare.12597>.

Phillips, D.A., Johnson, A.D., Hutchison, J., Martin, A., Castle, S., & The Tulsa SEED Study Team. (2022). First do no harm: How pre-k teachers support or undermine children's developing self-regulation skills. *Early Childhood Research Quarterly*, 52, 172-185.

Johnson, A.D., Schochet, O.N., Phillips, D.A., Martin, A., Castle, S., & the Tulsa SEED Study Team. (2022). When does 1 + 1 not equal 2? The relative advantage of public school-based pre-k vs. Head Start for low-income children's kindergarten cognitive and self-regulatory skills, *Developmental Psychology*, 58(5), 848-865.

Johnson, A.D., Phillips, D.A., Schochet, O.N., Horm, D., & The Tulsa SEED Study Team. (in press). Predictors of first grade teachers' teaching-related time during COVID-19. *AERA open*.

Phillips, D.A., Johnson, A.D., & Iruka, I.U. (in press). Early care and education settings as Contexts for socialization: New directions for quality assessment. *Child Development Perspectives*.

Selected Publications: Chapters

Phillips, D. (1991). Day care for young children in the United States. In P. Moss and E. Melhuish, Eds, *Daycare for young children: International perspectives* (pp. 161-184). London, England: Tavistock.

Phillips, D. (1991). With a little help: Children in poverty and child care. In A. Huston (Ed.), *Children in Poverty: Child Development and public policy* (pp. 158-189). NY: Cambridge University Press.

Phillips, D., & Stipek, D. (1993). Early formal schooling: Are we promoting achievement or anxiety? *Applied and Preventive Psychology: Current Scientific Directions*, 2, 141-150. New York: Cambridge University Press.

Phillips, D.A., & Love, J.M. (1997). Indicators for school readiness, schooling and child care in early to middle childhood. In R. Hauser, B. Brown, & W. Prosser, (Eds.), *Indicators of Children's Well-Being*. (pp. 125-151). New York: Russell Sage Foundation.

Phillips, D. (2000). Social and public policy. (pp. 397-420). In J. Rappaport & E. Seidman, (Eds.), *Handbook of Community Psychology*, New York: Plenum.

White, S.H., & Phillips, D.A. (2001). Designing Head Start: Roles Played by .Developmental Psychologists. (pp. 83-118) In D.L. Featherman and M. Vinofskis (Eds). *Social Science and Policy Making*. Ann Arbor, MI: University of Michigan Press.

- Phillips, D., & White, S.H. (2004). New Possibilities for Research on Head Start. In E. Zigler & S. J. Styfco (Eds.), *The Head Start Debates*. (pp. 263-278) Baltimore, MD: Brookes Publishing.
- Phillips, D., & McCartney, K. (2005). The disconnect between research and policy on child care. In D. Pillemer and S. White (Eds.), *Developmental Psychology and Social Change: Research, History and Policy*. (pp. 104-139). Cambridge University Press.
- Phillips, D., Sussman, A., & Woolard, J. (2005). Public policy. In Salkind, N. (Ed.), *Encyclopedia of Human Development*. NJ: Sage Publishing.
- Phillips, D., McCartney, K., and Sussman, A. (2006). Child care and early development. In McCartney, K., & Phillips, D. *The Handbook of Early Child Development*. (pp. 471-489). Blackwell Publishers.
- Phillips, D., & Gershoff, E.T. (2006). Youth activism responses to terrorism. In L. Sherrod, C. Flanagan, & R. Kassimir (Eds.). *Youth Activism: An International Encyclopedia*. (pp. 739-747). Westport, CT: Greenwood Publishing.
- Phillips, D. (2006). Child care as risk or protection in the context of welfare reform. In Cabrera, N., Peters, L., & Hutchens, B. (Eds.). *From Welfare to Child Care*. (pp. 261-266). Mahwah, NJ: Erlbaum Publishers.
- Phillips, D., & Styfco, S. (2006). Child development research and public policy: Triumphs and setbacks on the way to maturity. In J.L. Aber, S.J. Bishop-Josef, S.M. Jones, K.T. McLearn, & D.A. Philips (Eds.). *Child development and social policy: Knowledge for action*. Washington, DC: American Psychological Association.
- Ludwig, J. & Phillips, D. (2010, Sept). Leave No (Young) Child Behind: Prioritizing Access in Early Childhood Education. (pp. 49-58). In R. Haskins & W.S. Barnett (Eds), *Investing in Young Children: New Directions in Federal Preschool and Early Childhood Policy*. Washington, DC: Brookings Institution.
- Phillips, D., & Lowenstein, A. (2011). Structure and Goals of Preschool Educational Settings. In S.T. Fiske, D.L. Schacter, S.E. Taylor (Eds.), *Annual Review of Psychology*, 62, 483-495. Palo Alto, CA: Annual Reviews.
- Phillips, D. (2014). What Can We Learn by Focusing on Children's Experiences with Instability? In Adams, G. (ed). *Insights on Instability and Children's Development*, 8. Washington, DC: Urban Institute.

Phillips, D. (2016). Integrating enriched learning and protection from toxic stress in early education settings. In S. Jones & N. Leseau (Eds.). *Leading Edge in Early Childhood Education*, (pp. 7-28). Cambridge, MA: Harvard University Press.

Phillips, D. & McCartney, K. (2017). Foreword. E. Dearing and E. Votruba-Drzal (Eds.). *Handbook of Early Childhood Programs, Practices, and Policies*, (pp. xx-xxiv). Hoboken, NJ: Wiley-Blackwell.

Phillips, D., Lipsey, M., Dodge, K., Haskins, R., Bassok, D., Burchinal, M., Duncan, G., Dynarski, M., Magnuson, K., & Weiland, C. (2017). Puzzling it out: The current state of scientific knowledge on pre-kindergarten effects. A consensus statement. In K. Dodge (Ed.), *Issues in pre-kindergarten programs and policy*. (pp. 19-30). Washington DC: The Brookings Institution.

Phillips, D. (in press). Early Childhood Development. In Matthew Clarke (Ed), *Elgar Encyclopedia of Development*.

Selected Publications: Books

Phillips, D., & Crowell, N.A. (Eds.) (1994). *Cultural Diversity and Early Education*. Washington, DC: National Academy Press.

Phillips, D. (Ed.) (1995). *Child Care for Low-Income Families*. Washington, DC: National Academy Press.

Phillips, D., & Bridgman, A. (Eds.) (1995). *New Findings on Children, Families, and Economic Self-Sufficiency*. Washington, D.C.: National Academy Press.

Phillips, D., and Cabrera, N. (1996). *Beyond the Blueprint: Directions for Research on Head Start's Families*. Washington, DC: National Academy Press.

Bridgman, A., & Phillips, D. (1997). *New Findings on Welfare and Children's Development*. Washington, D.C.: National Academy Press.

Shonkoff, J., & Phillips, D. (Eds.). (2000) *From Neurons to Neighborhoods: The Science of Early Childhood Development*. Washington, DC: National Academy Press.

McCartney, K., & Phillips, D. (Eds.) (2006). *The Handbook of Early Child Development*. Blackwell Publishers.

Aber, J.L., Bishop-Josef, S.J., Jones, S.M., McLearn, K.T., & Phillips, D.A. (Eds.). (2006). *Child development and social policy: Knowledge for action*. Washington, DC: American Psychological Association.

Selected Publications: Reports, Policy Briefs, and Working Papers

Whitebook, M., Howes, C., & Phillips, D. (1989). *Who Cares? Child Care Workers and the Quality of Care in America. Final report of the National Child Care Staffing Study*. Berkeley, CA: Child Care Employee Project.

Whitebook, M., Howes, C. & Phillips, D. (1998). *Worthy Work, Unlivable Wages. The National Child Care Staffing Study, 1988-1997*. Washington, D.C.: Center for the Child Care Workforce.

Ludwig, J. & Phillips, D.A. (2007). *The Benefits and Costs of Head Start*. National Bureau of Economic Research, Working Paper #12973

Yoshikawa, H., Weiland, C., Brooks-Gunn, J., Burchinal, M.R., Espinoza, L.M., Gormley, W.t., Ludwig, J., Magnuso, K.A., Phillips, D., Zaslow, M.J. (2013). *Investing in our future: The evidence base on preschool education*. Washington, DC: Society for Research in Child Development and the Foundation for Child Development.

Whitebook, M., Phillips, D. & Howes, C. (2014). *Worthy Work, STILL Unlivable Wages: The Early Childhood Workforce 25 Years after the National Child Care Staffing*. Berkeley, CA: Center for the Study of Child Care Employment.

Phillips, D. (2015). Facts, Fantasies, and the Future of Child Care Revisited. *The Observer*. American Psychological Association.

Phillips, D.A., Johnson, A.D., & Weiland, C. (2017). *Public preschool in a more diverse America: Implications for next generation evaluation research*. Poverty Solutions Working Paper Series, #2-17. Ann Arbor, MI: University of Michigan.

Johnson, A., Phillips, D., Sochet, O. (October, 2018). *The Evaluation Roadmap for Optimizing Pre-K Programs*. Washington, DC: The Brookings Institution. (Product of a Reflective Engagement award to Anna Johnson).

Tulsa SEED Study Team. (2020). *Parents, teachers, and distance learning during the COVID-19 pandemic: A snapshot from Tulsa, OK*.
<https://medium.com/@TulsaSEED/parents-teachers-and-distance-learning-during-the-covid-19-pandemic-a-snapshot-from-tulsa-ok-5b5fdb54ea18>

Weiland, C., Greenberg, E., Bassok, D., Markowitz, A., Rosada, P.G., Luetmer, G., Abenavoli, R., Gomez, C., Johnson, A., Jones-Harden, B., Maier, M., McCormick, M., Morris, P., Nores, M., Phillips, D. & Snow, C. (June 2021). *Historic crisis, historic opportunity: Using evidence to mitigate the effects of the COVID-10 crisis on young children and early care and education programs*. Washington DCL: Education Policy Initiative and the Urban Institute.

Tulsa SEED Study Team. (2021). *Distance learning and child wellbeing during the COVID-19 pandemic: A snapshot from Tulsa, OK*.
<https://medium.com/@TulsaSEED/distance-learning-child-wellbeing-during-the-covid-19-pandemic-a-snapshot-from-tulsa-ok-aaffd0cdd230>

Presentations (2003 - Current)

Professional/Conference Presentations

Phillips, D. and Styfco, S. (March 30, 2003). *Child development research and public policy: History through a personal lens*. Invited presentation at Child Development and Social Policy: Knowledge for Action: A Festschrift in Honor of Edward Zigler. Washington, DC: Georgetown University.

Phillips, D. (April, 2003). *Learning from Tragedy: Children, Terrorism, and Psychological Science*. Discussant comments for the symposium on “Reactions of Children and Youth to the World Trade Center Disaster”, Meetings of the Society for Research in Child Development, Tampa, FL, April 24-27, 2003.

Phillips, D, Schiebelhut, L, & Prince, S. (April, 2003). *Children’s responses to the terrorist attacks of September 11th: An exploratory study*. Paper presented as part of symposium on “The Aftermath of September 11th, 2001: Developmental Effects and Policy Implications,” J. Aber and D. Phillips (Chairs). Meetings of the Society for Research in Child Development, Tampa, FL, April 24-27, 2003.

Phillips, D., & Whitebook, M. (April 2003) *Who Leaves? Who Stays? Stability and Quality of the Child Care Workforce through Time*. Paper presented at the meetings of the Society for Research in Child Development, Tampa, FL, April 24-27, 2003.

Forster, H., Sussman, A., Hane, A., Phillips, D., & Fox, N. (April, 2004). *Child care arrangements and temperament styles*. Poster presented at the Conference on Human Development. Arlington, VA (George Mason University).

- Phillips, D. (August, 2004). *The development of interdisciplinary programs in child development and public policy*. Presentation as part of the Mentor Award Symposium: A Tribute to Ed Zigler – Preparing Graduate students for Careers in Social Policy for Children and Families. Annual Meeting of the American Psychological Association, Honolulu, Hawaii.
- Crowell, N.A., Phillips, D.A., & Whitebook, M. (April 2005). *Literacy of early care and education providers: Links to quality of care*. Poster presented at the 2005 Biennial Meeting of the Society for Research in Child Development, Atlanta, GA. April 8, 2005.
- Sussman, A.L., & Phillips, D.A. (April 2005). *Patterns of child care use and quality of children of differing temperaments*. Symposium paper presented at the 2005 Biennial Meeting of the Society for Research in Child Development, Atlanta, GA. April 9, 2005.
- Phillips, D. (April 2005). *Dandelions, Orchids, and Children's Temperaments*. Discussant comments for the symposium, "Patterns of child care use and quality of children of differing temperaments," presented at the 2005 Biennial Meeting of the Society for Research in Child Development, Atlanta, GA. April 9, 2005.
- Phillips, D. (April 2005). *Child care and school readiness*. Discussant comments for the symposium, "Quality and Auspice in Early Care and Education: Association with School Readiness" presented at the 2005 Biennial Meeting of the Society for Research in Child Development, Atlanta, GA. April 9, 2005.
- Gayer, T., Gormley, W., McGill, B., & Phillips, D. (April 2005). The effects of universal pre-kindergarten on cognitive development. Symposium paper presented at the 2005 Biennial Meeting of the Society for Research in Child Development, Atlanta, GA. April 9, 2005.
- Gormley, T.W., & Phillips, D. (October, 2006). *The Effects of Oklahoma's Universal Pre-Kindergarten Program on School Readiness*. Presentation at the Annual Meeting of the American Association for Public Policy Analysis and Management, Washington, D.C., October 2006.
- Gormley, T.W., & Phillips, D. (February, 2006). *The Effects of Oklahoma's Universal Pre-Kindergarten Program on School Readiness*. Presentation to the Department of Psychology, Georgetown University.
- Phillips, D. (March, 2006). *The Effects of Oklahoma's Universal Pre-Kindergarten Program on School Readiness*. Presentation to the Developmental and Community Psychology Area Lunch, University of Virginia, March 13, 2006.

Gormley, W.T., & Phillips, D. (June, 2006). *The Effects of Oklahoma's Universal Pre-K Program*. Presentation to the Annual National Head Start Research Conference. Washington, DC: June 27, 2006.

Phillips, D. (October, 2005). *Early Experience and the Developing Brain*. Invited keynote presentation. Annual meeting of the Montana Association for the Education of Young Children. Bozeman, MT: October 14, 2006.

Lowenstein, A. E., & Phillips, D. A. (2006). *Associations between family characteristics and child care quality in the Fragile Families and Child Wellbeing Study*. Poster presented at the 2006 Conference on Human Development, Louisville, KY, April 28-30.

Lowenstein, A. E., & Phillips, D. A. (2006). *Associations between family characteristics and child care quality*. Paper presented at the Annual Meeting of the Eastern Psychological Association, Baltimore, MD, March 16-19.

Gormley, W., Phillips, D., & Lowenstein, A. (2007, April). *Inside the Pre-K Door: Classroom Quality in the Tulsa Pre-K Program*. Paper presented at the Biennial Meetings of the Society for Research in Child Development, Boston, MA.

Phillips, D.A. (Chair) (April 3, 2009). *Preschool experiences contribute to children's social-emotional and academic competence*. Paper Symposium at the 2009 Biennial Meeting of the Society for Research in Child Development. Denver, CO.

Gormley, W. & Phillips, D. (April 3, 2009). *Socio-emotional effects of early childhood education programs in Tulsa*. Paper presented as part of the symposium on "Preschool experiences contribute to children's social-emotional and academic competence". 2009 Biennial Meeting of the Society for Research in Child Development. Denver, CO.

Phillips, D.A. (April 4, 2009). *Translating research into policy guidance*. Paper presented as part of the symposium on "The Board on Children, Youth, and Families at the NRC and IOM: Opportunities and Challenges in Using Research to Guide Policy". 2009 Biennial Meeting of the Society for Research in Child Development. Denver, CO.

Lowenstein, A.E., Phillips, D.A., & Gormley, W. (April 4, 2009). *Fostering the socio-emotional adjustment of low-income children: The effects of universal pre-K and Head Start in Oklahoma*. Paper presented as part of the symposium on "Public pre-kindergarten in three states: Individual- and systems-level outcomes and impacts". 2009 Biennial Meeting of the Society for Research in Child Development. Denver, CO.

- Phillips, D. (Chair). (April 1, 2009). SRCD Pre-Conference Symposium: *Child Development Science and Policy: Where have been? Where are we going?* The biennial meeting of the Society for Research in Child Development, Denver: CO.
- Corrington, M., & Phillips, D. (2009, October). *The effects of the Tulsa Pre-K program for children with special educational needs*. Poster presented at the Division of Early Childhood 25th Annual International Conference on Young Children with Special Needs and Their Families, Albuquerque, NM.
- Corrington M., & Phillips, D. (2009, July). *Child development at the intersection of early education and child welfare: A developmental perspective on quality child care as a protective factor for foster children*. Paper presented at the Second National Research Conference on Child and Family Programs and Policy, Bridgewater, MA.
- Phillips, D. (2010, November). Discussant. *Impact of At-Scale Early Childhood Programs on Children's Behavioral and Academic School Readiness*. Symposium at the Annual Meeting of the Association of Public Policy Analysis and Management, November 5, 2010 (unable to attend).
- Phillips, D. (2010, November). Discussant. *Who Gets It? Describing Participants and Non-Participants in Early Childhood Programs Service Delivery and Receipt*. Symposium at the Annual Meeting of the Association of Public Policy Analysis and Management, November 5, 2010 (unable to attend).
- Phillips, D., Crowell, N., & Almas, A. N. (April 2, 2011). *Infant-Toddler Child Care Experience Moderates Continuity in Behavior Inhibition*. Paper presented at the Biennial Meeting of the Society for Research in Child Development. Montreal, Canada.
- Gunnar, M.R., Van Ryzin, M.J., & Phillips, D.A. (April 2, 2011). *Elevations in Cortisol at Child Care Predict Differentially to Outcomes as a Function of Behavioral Inhibition*. Paper presented at the Biennial Meeting of the Society for Research in Child Development, Montreal, Canada.
- Meloy, M. & Phillips, D. (2011, August). *Foster parent childcare subsidy receipt in Illinois: Impacts on placement stability*. Poster presented at the 2011 National Child Welfare Evaluation Summit. Washington, DC.
- Phillips, D., (2011, November). *Early care and education: Research, policy and the well-being of children*. Presentation to the Community Psychology program, University of Virginia, Charlottesville, VA, November 29, 2011.

- Meloy, M. & Phillips, D. (2011, November). Pre-Kindergarten Boosts Early Learning for Children with Special Needs. Poster presented at the Division for Early Childhood's 27th Annual International Conference on Young Children with Special Needs & their Families, National Harbor, MD.
- Meloy, M.E., & Phillips, D. A. (November 19, 2011). Pre-Kindergarten Boosts Early Learning for Children with Special Needs. Poster presented at the Annual Meeting of the DEC. Washington, DC.
- Phillips, D. (March 2, 2012). (Chair). *Predictors of Child Care Use Among Special Populations*. Symposium presented at the Annual Meeting of the Eastern Psychological Association, Pittsburgh, PA,
- Phillips, D. (2012, July). Discussant for symposium on "Differential Effects of Early Child Care on Child Socio-emotional Development". International Society for the Study of Behavioral Development Biennial Meeting. Edmonton, Alberta, Canada: July 12, 2012.
- Phillips, D. (2013, Feb.). Moderator, Toward Accelerating School Readiness and Cumulative Academic Performance from Birth to Age 10. American Association for the Advancement of Science, Boston, February 14, 2013.
- Johnson, A., & Phillips, D. (2013, April). *Associations between Child Care Experiences and Kindergarten Readiness in a Low-Income Sample: Moderation by Child Temperament*. Society for Research in Child Development, Seattle, WA, April 20, 2013.
- Phillips, D. (2013, April). "The Next Big Challenge: Integrating Neurobiological and Environmental Conceptions of Risk." Presentation as part of the SRCD pre-conference session honored Edward Zigler. Seattle, WA..
- Johnson, A., & Phillips, D. (2013, November). *Center-based early care and education and the school readiness of special needs children*. Annual Meeting of the Association for Public Policy Association and Management, Washington, DC.
- Johnson, A., Hill, C., Finch, J.E., Phillips, D., & Markowitz, A.J. (2013, November). *How does high-quality public pre-k influence academic gains?* Annual Meeting of the Association for Public Policy Association and Management, Washington, DC.
- Phillips, D. (2014, November). Commentary for symposium on Persistence of Pre-K Impacts. Association for Public Policy Analysis and Management Annual Meeting, Albuquerque, NM, Nov. 6, 2014.

- Gormley, W., Phillips, D., & Anderson, S (2015, February). *The long-term effects of Tulsa's pre-K program on academic outcomes*. Paper presented at the Annual Meeting of the Association for Education Finance and Policy. Washington DC: February 26, 2015.
- Phillips, D., Gormley, W., & Anderson, S. (2015, March). *The long-term effects of Tulsa's pre-K program on school progress*. Paper presented at the Annual Meeting of the Society for Research on Educational Effectiveness. Washington DC: March 5, 2015.
- Phillips, D. (2015, March). Discussant, paper symposium: *Kindergarten in Transition: School Readiness, Instructional Practices, and Student Outcomes*. Elise Chor, Chair. SRCD Biennial Conference, Philadelphia, March 19, 2015.
- Phillips, D. (2015, March). Chair, paper symposium: *The Developmental Impacts of Pre-Kindergarten Programs for Children with Special Needs*. SRCD Biennial Conference, Philadelphia, March 19, 2015.
- Phillips, D., Johnson, A.D. & Meloy, B. (2015, April). *Impact of the Tulsa pre-K program on the social development of children with special needs*. Annual Meeting of the Society for Research in Child Development, Philadelphia.
- Johnson, A., Finch, J., & Phillips, D. (2015, April). Associations between *child care experiences and kindergarten readiness for low-income children: The moderating role of child temperament*. Poster session. SRCD Biennial Conference, Philadelphia.
- Johnson, A.D. & Phillips, D.. (2015, April). Publicly-funded center-based early care and education and the school readiness of special needs children. Paper presented at the Society for Research in Child Development biennial meeting, Philadelphia, PA.
- Anderson, S., & Phillips, D. (2015, Nov.). *The Long-Term Effects of Pre-k: Moderation by Pre-k Quality?* Paper presented at the Association for Public Policy Analysis and Management Annual Meeting, Washington, DC, November 12, 2015.
- Johnson, A.D., Finch, J.E., & Phillips, D.A. (2015, November). *Publicly funded preschool and school readiness for low-income children: The moderating role of child temperament*. Paper presented at the Association for Public Policy Analysis and Management Annual Meeting, Washington DC, Nov 14, 2015.
- Phillips, D., Datta, R., Kisker, E., & Anderson, S. (2015, Dec.). *The changing landscape of publicly-funded center-based child care: 1990-2012*. Paper presented at the meeting of grantees for the Secondary Analysis of Data on Early Care and Education, Office of Planning, Research and Evaluation, U.S. DHHS, Dec. 4, 2015.

- Gormley, W., Phillips, D., & Anderson, S. (2016, March). *The Effects of Tulsa's Pre-K Program on Middle School Outcomes*. Paper presented at the Annual Meeting of the Society for Research on Educational Effectiveness, Washington, D.C., March 5, 2016.
- Phillips, D. (2016, March). Chair, panel on *Do Pre-K Program Effects Persist Over Time or Fade Away?* Annual Meeting of the Society for Research on Educational Effectiveness, Washington, D.C., March 5, 2016.
- Phillips, D. (2016, July). *Executive Function Mapping: Making More of Math*. Member of panel on "EF Mapping to inform Programs, Policies and Assessments". National Research Conference on Early Childhood, Washington, DC, July 12, 2016.
- Anderson, S., Kitchens, K., & Phillips, D. (2016, October). *School-based mechanisms of differential school-based pre-K effects among black and white youth*. Paper presented as part of symposium, "Educational interventions and policies and boys of color," Society for Research in Child Development Special Topic Meeting: Babies, Boys, and Men of Color. October 7, 2016, Tampa, FL.
- Phillips, D., Datta, R., Kisker, E., & Anderson, S. (2017, March). *Early childhood workforce research: Trends from 1990 to 2012*. Paper presented at the annual meeting of the Child Care and Early Education Policy Research Consortium. Washington, DC: March 1, 2017.
- Phillips, D. (Chair) (2017, April). *The early childhood workforce: A look at over-time trends and contemporary status and well-being*. Symposium presented at the biennial meeting of the Society for Research in Child Development, April 6, 2017, Austin, TX.
- Clements, L., LeMahieu, R., Chan, J., Hutchison, H. J., Prager, E., Mazzocco, M., Phillips, D., & Dearing, E. (2017, April). *Parents' Management Language and Beliefs about their Young Children's Math and Reading*. Poster presented at the biennial meeting of the Society for Research in Child Development, April 8, 2017, Austin, TX.
- Phillips, D. (2017, April). *SRCD Policy Fellowship Panel*. Chair (substituting for Marty Zaslow), symposium on the SRCD Fellowship program at the biennial meeting of the Society for Research in Child Development, April 6, 2017, Austin, TX.
- Johnson, A.D., Decker, C., & Phillips, D.A. (2017, November). *Project SEED: A researcher-practitioner partnership in Tulsa Oklahoma*. Paper presentation at the APPAM Fall Research Conference, Chicago, IL, Nov. 2, 2017.
- Hutchison, J., Longo, F., & Phillips, D. (2018). *Parental support of preschoolers' executive functioning during math-relevant activities: An exploratory study*. Poster presented at the Eastern Psychological Association conference.

- Castle, S., Hutchison, J., Phillips, D., Shocket, O., & Johnson, A. (November 2018). *Patterns of enrollment, migration, and classroom experiences across 3- and 4-year old publicly-funded preschool*. Paper presented at the Association for Public Policy and Management annual conference, Washington, D.C., Nov. 9, 2018.
- Schochet, O.N., Johnson, A., & Phillips, D (November 2018). *Estimating the impact of preschool setting type on kindergarten school readiness skills for low-income children with special needs*. Paper presented at the Association for Public Policy and Management annual conference, Washington, D.C., Nov. 10, 2018.
- Hutchison, J., & Phillips, D. (November 2018). *The role of preschool math instruction in the development of early executive function and math skills*. Poster presented at the Association for Public Policy and Management annual conference, Washington, D.C., Nov. 8, 2018.
- Phillips, D., Hutchison, J., Castle, S., Schochet, O., & Johnson, A. (March 2019). *Patterns of Enrollment, Migration, and Classroom Experiences across 3- and 4-year-old Publicly-Funded Preschool*. Paper presented at the Society for Research in Child Development bi-ennial conference, Baltimore, MD, March 22, 2019.
- Johnson, A., Schochet, O., Partika, A., Castle, S., Horm, D., & Phillips, D. (March 2019). *To Whom Little Is Given, Much Is Expected: ECE Workforce Supports and Wellbeing and the Classroom Processes They Drive*. Paper presented at the Society for Research in Child Development bi-ennial conference, Baltimore, MD, March 21, 2019
- Phillips, D., Moderator (March 2019). *Research-Practice Exchanges for the Next Decade of Pre-K Evaluation*. Conversation Roundtable. Society for Research in Child Development biennial conference, Baltimore, MD, March 23, 2019
- Phillips, D. (November 2019). Discussant for panel on “Access to early care and education for whom?” Title: “Policies make a difference”. Annual meeting of the Association for Public Policy Analysis and Management, Denver, CO: November 9, 2019.
- Hutchison, J.E., Phillips, D.A., Johnson, A.D., Castle, S., & Martin, A. (2020, June). In search of pre-K quality and impacts: The role of self-regulation. Poster Presentation at the National Research Conference on Early Childhood. Washington, DC, USA.
- Johnson, A., Schochet, O., Martin, A., Horm, D., & Phillips, D. (Nov. 11, 2020). *When does 1+1 Not Equal 2? Maximizing the Preschool Boost into Kindergarten for Low-Income Children Enrolled in Head Start at Age 3*. Paper presentation at the annual meeting of the Association for Public Policy Analysis and Management. Virtual Session.

- Johnson, A.D., Schochet, O.N., Phillips, D.A., Horm, D., & the Tulsa SEED Study Team. (November 11, 2020). *Sequencing Head Start and Public Pre-k to Maximize the Preschool Boost into Kindergarten*. Paper presented at the Association for Public Policy Analysis and Management annual meeting (virtual).
- Phillips, D. (Dec. 1, 2020). Discussant for invited panel, *Caregiving Instability and Brain Development: Implications and Opportunities for Supporting Resilience*. National Research Conference on Early Childhood. Virtual Session.
- Phillips, D., Johnson, A.D., Hutchison, J.E., Martin, A., Castle, S. & the Tulsa SEED Study Team. (Dec. 1, 2020). *In search of pre-K quality and impacts: The role of self regulation*. Poster presentation at the National Research Conference on Early Childhood. (virtual)
- Phillips, D. (Chair) (2021, April). *How can pre-k contribute to reducing the Black-White achievement gap?* Paper symposium, Society for Research in Child Development biennial conference (virtual).
- Hutchison, J., Partika, A., & Phillips, D. (2021, April). *The role of ECE classroom processes in closing the Black-White achievement gap in academic skills*. Paper presented as part of the symposium, “How can pre-k contribute to reducing the Black-White achievement gap”. Society for Research in Child Development biennial conference (virtual).
- Phillips, D. (Discussant) (2021, April). *Unpacking the complexities of bi-directional associations between executive functions and math*. Paper symposium, Society for Research in Child Development biennial conference (virtual).
- Johnson, A., Phillips, D., Partika, A., Martin, A., Castle, S. (2021, April). *The mental, economic, and job wellbeing of 1st grade teachers serving low-income students in Tulsa*. Paper presented as part of the symposium, “There’s no one to take care of us: The importance of teaching well-being. Society for Research in Child Development biennial conference (virtual).
- Phillips, D., Johnson, A., Hutchison, J., Martin, A., & Castle, C. (2021, April). *First do no harm: Classroom predictors of self-regulation development*. Paper presented as part of the symposium, “Capturing what matters: Measuring the active ingredients in public early childhood programs. Society for Research in Child Development biennial conference (virtual).
- Johnson, A.D., Phillips, D.A., Shochet, O.*, Martin, A., & Castle, S. (April, 2021). *Exploring Associations between Pre-COVID Classroom Quality and During-COVID Teacher Functioning*. Paper presented at the Society for Research in Child Development biennial meeting (virtual).

Invited Presentations/Keynotes

Phillips, D. (May, 2003). *Improving Early Childhood Education*. Invited presentation as part of the Senate Democratic Policy Committee Spring Issues Conference, Cambridge, MA, May 2, 2003.

Phillips, D. (Nov. 2004). *Neurons to Neighborhoods: Implications for Early Childhood Education*. Invited presentation to the tenth anniversary meeting of the International Step by Step Association titled, "10 years of Step by Step. Decade of Change: Stepping into the Future". Budapest, Hungary.

Phillips, D. (March 2006). Invited presentation to the Jacobs Foundation Workshop on Research Frontiers. Marbach Castle, Germany, March 29-31, 2006. (one of eight American scholars invited).

Phillips, D. (June 2006). *Tribute to Sheldon White*. Invited presentation at the Head Start National Research Conference. Washington, DC.

Phillips, D. (July 2006). *From Neurons to Neighbourhoods: 6 years on*. Invited keynote address. Annual meeting of the International Society for the Study of Behavioral Development. Melbourne, Australia, July 3, 2006.

Phillips, D. (2007, March). *Seizing Opportunities for Young Children: Investments that Count in the Early Years*. Invited presentation at the conference, Our Children The Future. Adelaide, South Australia, March 2, 2007.

Phillips, D. (2007, March). *From Neurons to Neighbourhoods: 6 years on*. Invited Seminar for the Australian Institute for Family Studies, Melbourne, Australia, March 22, 2007.

Phillips, D. (2007, March). *Seizing Opportunities for Young Children: Investments that Count in the Early Years*. Invited presentation at the conference, Our Children, The Future. Adelaide, South Australia, March 2, 2007.

Phillips, D. (June, 2008). *From the Academy to Policy: Honoring the Career of Edward Zigler*. Invited inaugural speaker for the Edward Zigler Master Lecture. Head Start National Research Conference. Washington, DC.

Phillips, D. (January, 2008). *A science-based framework for early childhood policy*. Invited keynote address to the Birth to Five Policy Alliance. Washington, DC.

Phillips, D. (May, 2008). *A science-based framework for early childhood policy*. Invited talk to the Congressional Panel Discussion (sponsored by the Rand Corporation) on “What does

econom

Phillips, D. (2010, October). 10 Years Post-Neurons to Neighborhoods: What’s at Stake, and What Matters in Child Care? Invited keynote address at the Child Care and Development Block Grant 20th Anniversary Symposium. Sponsored by the Office of Child Care, U.S. Department of Health and Human Services. Washington, DC: Oct. 19, 2010.

Phillips, D. (2010, November). *Closing Remarks. From Neurons to Neighborhoods Anniversary: Ten Years Later*. Meeting at the Institute of Medicine, National Academies. Washington, DC: October 27, 2010.

Phillips, D. (2010, November). Moderator for Panel: What We’ve Learned: The Impact and Promise of Early Childhood Service. *From Neurons to Neighborhoods Anniversary: Ten Years Later*. Meeting at the Institute of Medicine, National Academies. Washington, DC: October 28, 2010.

Phillips, D. (March 16, 2010). *Growing brains, early environments, and human investment*. Invited presentation to the Board of the Pew Charitable Trusts, Philadelphia, PA.

Phillips, D. (June 22, 2011). *Lessons learned from the Tulsa Pre-K Program*. Invited presentation to the Spencer Foundation Board.

Phillips, D. (2011, November). Opening speaker: *Foundations of Healthy Child Development*. Workshop on the Scientific Study of Military Children. November 17, 2011, Washington, DC.: Uniform Services University.

Phillips D. (2011, December). Keynote speaker: 26th Annual Training Institute, National Center for Clinical Infant Programs. *Returning to the Neighborhood (and the Neurons) 12 Years Later*. Washington, DC: December 8, 2011.

Phillips, D. (2012, May). Plenary speaker: National Governor’s Association Policy Institute. *The Research Case for a Comprehensive B-3rd Grade Policy Agenda*. Arlington, VA: May 9, 2012.

Phillips, D. (2012, May). Invited Faculty Member/Speaker: Norlien Foundation Early Brain and Biological Development Science in Society Symposium. *Interventions in Executive Functioning*. Banff, Alberta, Canada: May 29, 2012.

Phillips, D. (2012, June). Plenary speaker: Early Head Start National Resource Center 16th Annual Birth to Three Institute: “Growing Minds and Hearts: Children, Families, and Communities. Washington, DC: June 12, 2012.

- Phillips, D. (2013, April). Opening introduction to panel, “Prenatal to Third Grade: Innovations in Policy and Practice.” “Water Cooler” Conference, Sacramento, CA, April 11, 2013.
- Phillips, D. (2013, October). Opening introduction to panel, “Investing in our future: The evidence base on preschool education.” Washington, DC: New America Foundation, October 16, 2013.
- Phillips, D. (2013, Dec.). Plenary speaker: National Science Foundation – STEM Smart meeting: “New evidence on effective learning in the early years”. Washington, D.C., December 3, 2013.
- Phillips, D. (2013, Dec.). Panelist. Reclaiming the promise of public education: Conversation series. Early Childhood Education: The Word Gap & the Common Core. Albert Shanker Institute and the American Federation of Teachers. Washington, DC: Dec. 11, 2103.
- Phillips, D. (2014, Jan.). Panelist. *Quality Rating and Improvement Systems: Thoughts on promoting children’s early learning*. National and State Child Care Advocates 26th Annual Meeting. Baltimore, MD: January 6, 2014
- Phillips, D. (2014, Jan.). Invited speaker. *Investing in our future: The evidence base for preschool education*. CATO Institute Policy Forum. Preschool Education: What the Research Says. Washington, DC: January 7, 2014.
- Phillips, D. & Zaslow, M (2014, Jan.). Featured speakers: *Investing in our future: The evidence base for preschool education*. Webinar for the University-based Child and Family Policy Consortium. January, 24, 2104.
- Phillips, D. (2014, April). Invited keynote. *Integrating neurobiological and environmental conceptions of risk to inform policy*. SRCDC Special Topic Meeting: Strengthening Connections Among Child and Family Research, Policy and Practice. Alexandria, VA: April 5, 2014.
- Phillips, D. (2014, March). Invited Keynote. *We are all neurosurgeons: How parents and teachers shape early brain and behavioral development*. The Barrie School and Institute for Advanced Montessori Studies. Silver Spring, MD: March 1, 2014
- Phillips, D. (2014, May). Invited presentation. *Preschool and early education*. Workshop for the Administration on Children, DHHS: *Intergenerational Social and Economic Mobility (ISEM): What Do We Know? What Can We Do?* Washington, DC: May 16, 2014.

- Phillips, D. (2014, Oct.). Invited keynote address. *From the Brain to the Classroom: The Research Case for a Comprehensive Early Childhood Policy Agenda*. The Pennsylvania Association for Infant Mental Health. Harrisburg, PA: Oct. 17, 2014
- Phillips, D. (2014, Oct.). Workshop presentation. *Current Evidence on Preschool Education*. The Pennsylvania Association for Infant Mental Health. Harrisburg, PA: Oct. 17, 2014
- Phillips, D. (2014, Dec.). Invited presentation. *Integrating enriched learning and protection from toxic stress in early education settings*. Harvard Graduate School of Education conference: *The Leading Edge in Early Childhood Education*. Cambridge, MA: Dec. 12, 2014.
- Phillips, D. (2014, March). Invited panelist. *Continuing to Strengthen Connections: The intersection of child development research with policy and practice at the federal level*. Sponsored by the Office of Planning, Research and Evaluation, Administration for Children and Families, U. S. Department of Health and Human Services. Annual Meeting of the Society for Research in Child Development, Philadelphia, March 18, 2015.
- Phillips, D. (April 23, 2015). Invited presentation. *Integrating enriched learning and protection from toxic stress in early education settings*. Early Childhood Education and Health Symposium. University of New Mexico: Robert Wood Johnson Foundation Center for Health Policy. Albuquerque, NM.
- Phillips, D. (August 5, 2015). Invited presentation. From the Brain to State Legislatures: What science now tells us about early education. Annual Meeting of the National Conference of State Legislatures. Seattle, WA.
- Phillips, D. (Aug. 25, 2015). *Preschool as an Engine of Success*. Invited presentation at “The Early Years – Why Quality of Daycare Matters” conference, National Center for Infant Mental Health, Oslo, Norway.
- Phillips, D. (Aug. 25, 2015). *The Effects 10 Years Later On Child Development of a High Quality PreKindergarten Program in Tulsa, Oklahoma*. Invited presentation at The Early Years – Why Quality of Daycare Matters conference, National Center for Infant Mental Health, Oslo, Norway.
- Phillips, D. (Oct. 5, 2015). *Worthy Work, STILL Unlivable Wages*. Invited keynote to the Early Childhood Educational Leadership Development Summit. Washington, DC.

- Phillips, D. (Nov 17, 2015). *Lessons learned from evaluating preschool education in Tulsa*. Invited presentation to the Gates Foundation Panel on Prek-K Effectiveness. Seattle, WA (participation via teleconference).
- Phillips, D. (Feb. 2, 2016). *Child care and biological sensitivity to context*. Grand Rounds presentation to the Department of Child and Adolescent Program, Georgetown University Medical School.
- Phillips, D. (Feb 26, 2016). *Lessons from Tulsa, OK: Preschool as a Step towards life-long success*. Presentation to the City Club of Cleveland, Cleveland, OH, Feb, 26, 2016).
- Phillips, D. (May 18, 2016). *Early care and education, and the neurobiological underpinnings of development*. Grand Rounds presentation, Children's National Hospital, Washington DC.
- Phillips, D. (May 31, 2016). *The ECE Ecosystem and Early Childhood STEM Research*. Keynote presentation to the New America Foundation forum, "Fostering STEM Trajectories: Bridging ECE Research, Practice, & Policy." Washington, DC: New America Foundation.
- Phillips, D. & Anderson, S. (July 28, 2016). *The changing Landscape of Publicly-Funded Center-Based Child Care: 1990 and 2012*. Presentation to the Child Care and Early Education Policy Research Consortium Steering Committee via WebEx online.
- Phillips, D. (Feb. 2, 2017). *Policy Considerations for an Early Math Action Agenda*. Invited presentation to the Save the Children Action Network. Washington, DC.
- Phillips, D. (Feb. 9, 2017). *Early care and education & the neurobiological underpinnings of development*. Keynote presentation to the Oklahoma Partnership for School Readiness Foundation, Inc. Oklahoma City, OK.
- Phillips, D. (Feb. 16, 2017). Presenter, Mayor's webinar on Preschool Education, Santa Fe, NM.
- Phillips, D. (Feb. 21, 2017). *Next Stage Research on Early Education*. Presentation to the Board of the Heising-Simons Foundation, Palo Alto, CA.
- Gormley, W., Phillips, D. & Anderson, S. (March 28, 2017). *The Effects of Tulsa's Pre-K Program on Middle School Outcomes*. Invited Presentation to the Federal Reserve Bank Conference, Washington, DC.
- Phillips, D. (May 1, 2017). Keynote speaker for Worthy Wage Day, Santa Fe, NM (held at the Playschool for the Arts).

Phillips, D. (June 7, 2017). *What we know about the effects of pre-K: six consensus statements from a group of leading researchers*. Webinar presentation to the Consortium of University-Based Child and Family Policy Programs.

Phillips, D. & Kendall-Taylor, N. (Sept. 22, 2017). *The Media and You*. Presentation to Developmental Lunch, Georgetown University.

Phillips, D. (Oct. 13, 2017). *What we know about the effects of pre-K: six consensus statements from a group of leading researchers*. Presentation to the AASA School Superintendent's Early Childhood Learning Cohort. Alexandria, VA.

Phillips, D. (Nov. 15, 2017). *Pathways to Quality Early Learning: Why Does it Matter*. Invited presentation to the Committee for Economic Development Policy Conference. Washington, DC.

Phillips, D. (2018, October). Keynote speaker: *The Science of Early Childhood Development as a Guide for Public Policy*. Early Child Development and Policy Symposium, University of Houston, Houston, TX.

Phillips, D., Gormley, G., & Anderson, S. (December 9, 2020). *Early Childhood Education: Lessons from Tulsa*. Presentation at the University of Oklahoma conference, "Foundations: How Oklahoma research influenced pre-k policies and programs across the country." Virtual conference.

Phillips, D. (Feb. 19, 2021). Discussant for the Interdisciplinary Program in Cognitive Science 2021 Symposium featuring Dr. Susan Fiske, speaking about *Cognition and Social Class*. Georgetown University (virtual).

Recent Media Interviews/Op Eds

Phillips, D. (2014, Jan.). "Obama Expected To Propose Expanding Preschool Programs" National Public Radio, Morning Edition, January 28, 2014.

Phillips, D. (2014, Jan.). "Military gets child care right". National Public Radio. January 31, 2014. (re-aired Sept. 7, 2015).

Phillips, D. & Weiland, C. (2014, Oct). *Seattle Times*. Op Ed on Seattle's Proposition 1B to expand preschool education.

Phillips, D. (2015, Sept). "Long-term Impacts of Tulsa Pre-K" National Public Radio, Morning Edition, September 8, 2015.

- Phillips, D. (2015, Sept). "Arlington School District adds seven pre-kindergarten sites," Arlington (TX) Citizen-Journal, Sept. 16, 2015
- Phillips, D. (2017, Jan). "Military child care". Public Broadcasting Corporation NewsHour.
- Phillips, D. (2017, Jan). "Military child care". ThinkProgress (online news publication: <https://thinkprogress.org/>)
- Phillips, D. (2017, March). Interview with reporter (Alia Wong) from *The Atlantic* on Tulsa Pre-K Research.
- Phillips, D. (2017, May). *Pre-K: Decades Worth of Studies, One Strong Message*. Interviewed for NPR Education blog appearing on May 3, 2017.
- Phillips, D. (Feb. 18, 2018). "Time to take New Mexico's early education accomplishments to next level". Invited editorial. NMPolitics.net.
- Phillips, D. (6/7/2018). *Washington Post* Local Opinions. "Better-educated day-care teachers Will service D.C.'s children better".
- Phillips, D. Featured scientist in documentary titled, "No Small Matter", released March 2019.
- Phillips, D. (July 1, 2019) "Expert" on Richard Eeds Talk Radio Show (broadcasts to Northern New Mexico) <https://santafe.com/ktrc/podcasts/anna-age-eight-institute-nnmc-with-dr.-deborah-phillips>
- Phillips, D. (September 2020). Interviewed by New York Times for column on parenting during COVID-19.
- Congressional Testimony and Other Policy Presentations*
- Phillips, D. (March 13, 2002). *Child care from the child's perceptive: exposure and experiences*. Presentation for the Congressional Briefing on the NICHD Study of Early Child Care
- Phillips, D. (Jan. 23, 2008). Testimony before the Committee on Education and Labor, U.S. House of Representatives, Hearing titled, "Investing in Early Education: Paths to Improving Children's Success.
- Phillips, D. (February 26, 2008). Invited presentation for the Congressional Media Roundtable on the Youth Promise Act. U.S. House of Representatives.

Phillips, D. (May 12, 2008). *A science-based framework for early childhood policy*. . Invited talk to the Congressional Panel Discussion (sponsored by the Rand Corporation) on “What does economics tell us about early childhood policy?” Washington, DC.

Phillips, D. (June 27, 2013). *The Child Well-Being Index: 2012*. Opening presentation at the Congressional Briefing on the Foundation for Child Development Child Well-Being Index. Washington, DC.

Phillips, D. (March 5, 2014). *High Quality Early Childhood Learning*. Invited participant to symposium organized by the Democratic Steering and Outreach Committee, U.S. Senate.

Phillips, D. (April 29, 2014). *The Tulsa Success Story*. Presentation at the Senate HELP Committee and the House Education and the Workforce Committee lunch briefing on *High Quality Preschool Expansion: What Does Research Say?* (co-sponsored by SRCD and FCD).

Phillips, D., Whitebook M., and Austin, L. (Nov. 18, 2014). *Worthy Work, STILL Unlivable Wages: The Early Childhood Workforce 25 Years after the National Child Care Staffing*. Public Release, New America Foundation, Washington, DC. (600 webcast reviewers, 2000 downloads of the report within 48 hours)

Phillips, D., Whitebook M., and Austin, L. (Nov. 20, 2014). *Worthy Work, STILL Unlivable Wages: The Early Childhood Workforce 25 Years after the National Child Care Staffing*. Webinar, Department of Health and Human Services, Administration for Children and Families, Washington, DC

Phillips, D. (Dec. 10, 2014). *Invited Panelist: Quality in Early Care and Education*. White House Summit on Early Education.

Phillips, D. (Sept. 25, 2015). Panel moderator, “*Building strength in numbers: How do early interventions in math instruction add up?*”, Congressional briefing sponsored by the Society for Research in Child Development.

Phillips, D. (Nov. 14, 2015). *Worthy work, still unlivable wages: Compensation in the child care workforce*. Testimony at the Special Hearing on Early Care and Education, D.C. City Council. Washington, DC.

Phillips, D. (May 24, 2017). *The current state of scientific knowledge on pre-kindergarten effects*. Webinar for the National Conference of State Legislators (attendees from 33+ states and DC).

Phillips, D. (June 7, 2017). *Puzzling it out: The current state of scientific knowledge on pre-kindergarten effects*. Webinar for the Society for Research in Child Development.

- Phillips, D. (July 18, 2017). *Puzzling it out: What we know about pre-k impacts and why business should care*. Webinar for the Council for Economic Development.
- Phillips, D. (Aug. 6, 2017). *The current state of scientific knowledge on pre-kindergarten effects*. Invited presentation to the Summit Meeting of the National Conference of State Legislators, Boston, MA.
- Phillips, D. (April 5, 2018). *The Science of Early Childhood Education*. Invited presentation to the First Lady of Virginia (Pamela Northrup) and her staff as part of small gathering to guide her early childhood agenda for the state.
- Phillips, D. (Nov. 14, 2018). 25 Years: Board on Children, Youth, and Families. Invited roundtable participant. Washington DC: National Academies of Sciences.
- Phillips, D. (Mar. 14, 2019). Member of 4-person panel, “No Small Matter: Uniting Leaders Across the Aisle to Strengthen Early Childhood Policies” at Capitol Hill release of *No Small Matter* (documentary).
- Phillips, D. (May 20, 2020). Invited guest at on-line showing of “No Small Matter: Uniting Leaders Across the Aisle to Strengthen Early Childhood Policies” sponsored by the Washington DC chapter of the Association for the Education of Young Children, to respond to audience (e.g., City Council staff, child advocates, program directors and teachers) questions.

GEORGETOWN UNIVERSITY TEACHING & MENTORING

Courses:

- 2001 – 2011 Early Child Development – PSYC 162/262 (Undergraduate lecture)
- 2002 – 2011 Children, Science, and Policy – PSYC 365 (Undergraduate seminar)
- 2008 -- 2010 Families, Parenting, and Child Development – PSYC 266 (Undergraduate lecture)
- 2009 – 2021 Human Development in Context – PSYC 502 (Graduate Seminar)
- 2014 – 2022 Early Childhood Intervention – PSYC 265 (Undergraduate lecture)
- 2020 – 2023 Social and Affective Development – PSYC 503 (Graduate Seminar)

Mentorship:

Post-Doctoral (*Primary Advisor*)

- 2004 – 2006 Amy Sussman; currently Education Research Analyst, National Center for Special Education Research, US Department of Education
- 2011-2013 Anna Johnson; currently, Associate Professor of Psychology, Georgetown University
- 2014 – 2018 Sara Anderson; currently Senior Researcher, Child Trends, Inc.

Graduate (*Primary Advisor*)

- 2003 – 2008 Nancy Crowell; currently Adjunct Associate Professor in Department of Human Science at Georgetown University
- 2016 – 2021 Amy Lowenstein; currently Project Director in Department of Psychology at Fordham University
- 2006 – 2012 Beth Meloy; currently Senior Research and Policy Analyst, Co-Leader Early Childhood Education Team, Learning Policy Institute, Palo Alto, CA.
- 2007 – 2012 Anna Mikulak; currently Scientific Communications Editor, National Institute of Mental Health
- 2016 – 2021 Jane Hutchison; currently Research Associate, Conference Board of Canada

Undergraduate (*Honors thesis primary mentor*)

- 2008 Abby Winer; currently Senior Researcher, Early Childhood Education Team, Learning Policy Institute, Palo Alto, CA
- 2012 Adam Fine; currently Assistant Professor, School of Criminology and Criminal Justice Arizona State University
- 2013 Jenna Finch; currently Assistant Professor, Department of Psychology, University of Nebraska
- 2015 Katerina Maylock