

Long-Term Impacts of COVID-19 on Children and Families; Committee Meeting #2

Meeting #2 Speaker Biographies

Jaclyn Haight resides on Bainbridge Island, Washington near the Port Gamble Reservation in Kingston, Washington. She is currently the Director of the Early Childhood Education Program for the Port Gamble S'Klallam Tribe. Jaclyn has thirty-six years experience in the Early Childhood field and oversight responsibility for the mental health and disability services for the program. Her interest in working with young children began as an undergraduate at the University of Illinois in Champaign/Urbana where she earned a bachelor's degree in psychology. Currently Jaclyn is active on the Washington State Head Start/ECEAP Association Tribal Director's Work Group. The National Indian Head Start Director's Association is another group she is active on with over 15 years of leadership activities. In addition, Jaclyn has been a member of the Region XI AIAN FACES Study since its inception- participating in multiple work groups to assure the project's success. She also serves on the Tribal Research Center Steering Committee and contributes to varied Community of Learning work groups.

Dr. Alicia Mousseau is the daughter of the late John and Vera Mousseau and the granddaughter of the late James and Lena Mousseau from Porcupine, South Dakota. Her hunka parents are Howard Brown and Karen Spoonhunter-Brown of Arapahoe, Wyoming. Her hunka children are Marcella and Alexander Brave Heart and Sarayah, Gia, and Jo Weston. Dr. Mousseau received her Ph.D. in Clinical Psychology from the University of Wyoming in 2012. Before becoming the Vice President for the Oglala Sioux Tribe, she culturally adapted, implemented, and evaluated prevention and intervention programs with American Indian youth and families. Dr. Mousseau's commitment to her community and Oyate (people) has influenced her Vice-Presidential platform where she is working to bring healing/trauma informed care as well as a Science, Technology, Engineering, Arts, and Math (STEAM) Research and Training Center to the Oglala Sioux Tribe.

Micker (Mike) Richardson (Haliwa-Saponi), MBA, serves as the Director of the National American Indian and Alaska Native Head Start Collaboration Office. NAIANHSCO is committed to assisting Head Start grantees in developing collaborative partnerships to improve the quality of life for American Indian and Alaska Native children and families. The NAIANHSCO serves 153 AIAN Head Start programs in 26 different states and over 300 Tribes and communities across the country. During his tenure as collaboration director, he has worked with Tribal programs and language partners to increase and expand Language/Culture Revitalization throughout Tribal communities, with the goal that all Tribal Head Start Programs and their communities have language programs for their youngest speakers and work toward restoring language for future generations. He is also the lead advocate on mental health and disabilities for all AIAN Head Start families. This work includes working with local, Tribal, state, and federal entities to ensure all Tribal children are receiving the appropriate services needed. In supporting professional development for early childhood staff, he works with Tribal

and Non-Tribal Colleges and Universities across the country to be inclusive of a cultural learning environment that can support tribal classrooms in early childhood.

Dr. Melissa Walls has been appointed Director of the Great Lakes Hub for the Johns Hopkins Center for American Indian Health and associate professor of International Health at the Johns Hopkins Bloomberg School of Public Health.

The Center's new hub, based in Duluth, MN, will build upon existing partnerships with hundreds of tribal members across 11 Ojibwe Bands. This collaboration will advance leading-edge research projects focusing on the etiology and consequences of diabetes, substance use, mental disorders, and physical health issues—as well as opportunities to prevent these and other health challenges.

Dr. Walls is a social scientist committed to collaborative research and has over a decade of experience working with tribal communities in the United States and Canada. Her involvement in community-based participatory research (CBPR) projects to date includes mental health epidemiology; culturally-relevant, family-based substance use prevention and mental health promotion programming and evaluation; and examining the impact of stress and mental health on diabetes. Dr. Walls's collaborative work has received funding from the National Institutes of Health and the Public Health Agency of Canada.

Dr. Charles Macias is the Division Chief for Pediatric Emergency Medicine and Chief Quality Officer/Vice Chair of Quality for the University Hospitals Rainbow Babies & Children's system of care. He is an associate professor of pediatrics at Case Western Reserve University. His interest in education has included leadership roles as the American Academy of Pediatrics' Pediatric Emergency Medicine Fellowship Director's Committee Chairman, a former Pediatric Emergency Medicine Fellowship Director at Baylor College of Medicine/Texas Children's Hospital, and liaison to the Residency Review Committee for pediatric emergency medicine.

Dr. Melissa Brymer is the Director of Terrorism and Disaster Programs of the UCLA/Duke University National Center for Child Traumatic Stress and its National Child Traumatic Stress Network. In this capacity Dr. Brymer has been involved with the development of acute interventions, assessment, and educational materials in the area of terrorism, disasters, and school crises. She is the lead author of NCTSN/NCPTSD *Psychological First Aid for Schools* and *Skills for Psychological Recovery* and has served as a consultant for many Federal, State, and local agencies across the country and internationally after disasters, terrorism, school shootings, and other mass violence tragedies. Dr. Brymer is the lead advisor to the Newtown Public Schools Recovery Program, and is the PI for an NIJ research project examining the short and long-term impact of 12 different school shooting and mass violence incidence. Dr. Brymer is a key partner with the MUSC National Mass Violence Resource Center. She is a consultant for the US Department of Education and a subject matter expert for the Disaster Mental Health Subcommittee of the National Bio-Defense Science Board, the Office of the Assistant Secretary for Preparedness and Response (DHHS/ASPR), and for Substance Abuse Mental Health Services Administration (SAMHSA).

Dominique Jovan Davis is the Lead Pre-K Instructor at Atlanta Technical College's Early Education Center. As the Pre-K Lead he is charged with the urgent task of preparing 4 year olds for the rigors of Kindergarten, by establishing a solid educational platform for early learners. Mr. Davis embeds innovative and intentional teaching approaches into the Pre-K space through exposure to math, science and real life experiences. He has been an early educator for 17 years and has taught mainly in urban areas that were dreadfully underserved. In addition to teaching, he is the co-founder of the Atlanta Sports and Social Club, where he coaches and plays football with community youth. Mr. Davis earned a B.A. and Masters in Early Childhood Education from Rutgers University. Among his greatest accomplishments however, is being an active participant in his 4-year-old daughter's life.

"I don't want to be a part of the problem, I want to be a part of the solution, so I teach" – D. Davis

Paolo DeMaria is the President & CEO of the *National Association of State Boards of Education*. He recently retired as the *State Superintendent of Public Instruction* at the Ohio Department of Education after five years of service in that role and over 30 years of service in state government. His proudest accomplishment as Superintendent is the adoption of Ohio's Strategic Plan for Education, *Each Child, Our Future*, which continues to guide the policies and programs of the Department. During his tenure, Ohio adopted social-emotional learning standards and the *Whole Child Framework*, which guide Ohio's efforts to support the broad needs of students. He also supported improvement to student literacy outcomes through *Ohio's Plan to Raise Literacy Achievement* and the receipt of several competitive federal grants. He focused heavily on leveraging partnerships to support children including through strengthened collaboration with state agencies, education advocacy and membership organizations, Educational Service Centers, Information Technology Centers, Ohio's business associations, philanthropies and many more.

DeMaria was state superintendent through most of the COVID-19 pandemic. He led the Ohio Department of Education's response activity and ensured effective and clear communication, sharing of information, distribution of funding and other resources, and the development of guidance and policy. He also engaged with educators, students and partners across the state in support of understanding the impact and deploying a meaningful response.

Born in West Virginia to immigrant parents, DeMaria is the product of public schools in Pennsylvania, New Jersey and South Carolina. He received a B.A. from Furman University and an M.P.A. from the Ohio State University's John Glenn College of Public Affairs.