

# **Addressing the Long-Term Impact of the COVID-19 Pandemic on Children and Families**

## **Committee**

### **Tumaini Rucker Coker**

#### **Chair**

Tumaini Rucker Coker, MD, MBA is Chief of the Division of General Pediatrics and Associate Professor of Pediatrics at the University of Washington School of Medicine and Seattle Children's. As a general pediatrician and community-engaged health services researcher, her research focuses on community-partnered pediatric primary care delivery design to promote health equity and eliminate health and healthcare disparities for children and families in low-resource communities. Dr. Coker leads a successful and extramurally-funded research program with a focus on community-engaged design, adaptation, testing, and dissemination of preventive care delivery models. She is the former and founding Research Director for Seattle Children's Center for Diversity and Health Equity, and serves as the Co-Director of the University of Washington's, NIH-funded, Child Health Equity Research Fellowship.

Dr. Coker's research has been recognized nationally through several prestigious awards, including AcademyHealth's Nemours Child Health Services Research Award, the Association of American Medical Colleges (AAMC) Herbert W. Nickens Faculty Fellowship for contributions to promoting health care equity, the Pediatric Heroes Award from Babytalk Magazine for research on improving the health of families living in poverty, and the National Medical Association's Council on Concerns of Women Physicians Research Award. Dr. Coker was a member of the National Academies' Committee on Implementing High Quality Primary Care.

Dr. Coker completed her undergraduate education at Stanford University and received an MBA at the UCLA Anderson School of Management (2001), and MD at the Drew/UCLA Medical Program at the David Geffen School of Medicine at UCLA, where she was elected to AOA (2001). She completed a pediatric residency at Cedars-Sinai Medical Center, and was a Robert Wood Johnson Clinical Scholar at the University of Chicago from 2004-2006.

## **Tina L. Cheng**

### **Member**

Tina L. Cheng is the B.K. Rachford professor of pediatrics, chair of the Department of Pediatrics, University of Cincinnati, director of the Cincinnati Children's Research Foundation, and chief medical officer at Cincinnati Children's Hospital. She was previously chair of pediatrics and pediatrician-in-chief at Johns Hopkins University. Her clinical work, teaching, and research focuses on child, adolescent and family perspectives on improving health and community-integrated models to interrupt the intergenerational cycle of disadvantage. She co-lead the National Institutes of Health-funded DC Baltimore Research Center on Child Health Disparities and the establishment of two clinical and research innovation centers at Johns Hopkins University: Centro SOL: Johns Hopkins Center for Salud/(Health) and Opportunity for Latinos and the Rales Center on the Integration of Health and Education. Past president of the Academic Pediatric Association (APA), Dr. Cheng has received the American Academy of Pediatrics Education Award, Job Lewis Smith Award for Community Pediatrics, and the APA's Public Policy and Advocacy Award. Dr. Cheng is a member of the National Academy of Medicine and the National Academies' Forum for Children's Well-Being. She graduated from Brown University's Program in Medicine, completed a pediatrics residency and chief residency at University of California, San Francisco, earned an MPH in epidemiology and preventive medicine residency from the University of California, Berkeley, and completed a fellowship in academic general pediatrics at the University of Massachusetts.

## **Joshua Goodman**

### **Member**

Joshua Goodman is associate professor of education and economics at Boston University, having previously spent two years as a public high school math teacher and a decade on the faculty of Harvard University's Kennedy School of Government. He is an applied microeconomist researching topics in labor economics and education policy. Dr. Goodman's overarching goal is to provide rigorous quantitative evidence illuminating how schools and labor markets work, with a recent focus on pandemic-related education issues. His work has been published in peer-reviewed outlets such as The Quarterly Journal of Economics and the Journal of Labor Economics; cited in multiple White House reports; and featured by The New York Times, The Washington Post, and National Public Radio. He serves as co-editor of the Journal of Policy Analysis and Management and is a research fellow of the National Bureau of Economic Research. He has a BA in physics from Harvard University, a Master of Philosophy in education from Cambridge University, and a PhD in economics from Columbia University.

## **Nia Heard-Garris**

### **Member**

Nia Heard-Garris is a pediatrician and a physician-investigator at the Ann & Robert H. Lurie Children's Hospital of Chicago and in the Department of Pediatrics at Northwestern University Feinberg School of Medicine. She examines the influence of social adversities experienced in childhood and subsequent child and adolescent health. Dr. Heard-Garris is also interested in the factors that contribute to a child's ability to thrive despite these experiences. In August 2019, she received a career development award (K01) funded by the National Heart Lung and Blood Institute and with this award is investigating adolescent cardiometabolic health. Dr. Heard-Garris is an active member in the American Academy of Pediatrics and serves as the Chair and founding member of the Section on Minority Health, Equity, and Inclusion. Dr. Heard-Garris completed a prestigious Robert Wood Johnson Foundation Clinical Scholars Fellowship at the University of Michigan. She earned her MS in Health and Healthcare Research and received her MD from Howard University College of Medicine where she helped to launch the student-run free clinic serving Washington, DC residents. Dr. Heard-Garris earned her BSc in biology from Spelman College.

## **Stephanie M. Jones**

### **Member**

Stephanie M. Jones is the Gerald S. Lesser professor in child development and education and director of the Ecological Approaches to Social Emotional Learning Laboratory at the Harvard Graduate School of Education. Her research, anchored in prevention science, focuses on the effects of poverty and exposure to violence on social, emotional, and behavioral development from early childhood through early adolescence. Over the past 15 years, her work has centered on evaluation research addressing the impact of preschool- and elementary-level social emotional learning interventions on behavioral and academic outcomes and classroom practices, as well as new curriculum development, implementation, and testing. Dr. Jones is also co-director (with Nonie Lesaux) of the Saul Zaentz Early Education Initiative and Co-PI of the Early Learning Study at Harvard. She serves on numerous national advisory boards and expert consultant groups related to social-emotional development, early childhood education, and child and family anti-poverty policies, including recently as a member of the Council of Distinguished Scientists for the Aspen National Commission on Social, Emotional, and Academic Development. Her research is published in academic and educational journals as well as in trade publications, and she regularly presents her work to national academic and practitioner audiences. Dr. Jones holds a BA from Barnard College and a PhD from Yale University.

## **Velma McBride Murry**

### **Member**

Velma McBride Murry holds the Lois Autrey Betts endowed chair and is a Vanderbilt University Chancellor appointed, University Professor in the Departments of Health Policy at Vanderbilt School of Medicine and Human and Organizational Development at Peabody College in Nashville, Tennessee. Dr. McBride Murry's research focuses on examining the significance of context to everyday life experiences of African American families and youth; specific consideration is given to processes through which racism, and other social structural stressors, cascade through families to influence parenting and family functioning, quality of life, and developmental outcomes and adjustment among youth, including mental and physical health. She is associate director of the Vanderbilt Institute for Clinical and Translational Research, Community Engagement Research Core, Vanderbilt University Medical Center, president of the Society for Research on Adolescence, and president-elect of The International Consortium of Developmental Science Societies. Dr. McBride Murry was a former member of the National Academies of Sciences, Engineering, and Medicine's Board on Children, Youth, and Families, and currently serves on numerous other boards and governing councils, including the National Academy of Medicine's Culture of Health; Foundation for Child Development; Society for Research in Child Development; and, serves as a consultant to the Chan Zuckerberg Initiative. Dr. McBride Murry was elected to the National Academy of Medicine in 2020. She earned her PhD in Human Development and Family Studies from the University of Missouri - Columbia.

## **Kent C. McGuire**

### **Member**

Kent McGuire is the program director of education at the William and Flora Hewlett Foundation. He leads the investments of the foundation's teaching, learning, and open educational resources strategies, with a focus on helping all students succeed in college, work, and civic life. Previously, Dr. McGuire was the president and CEO of the Southern Education Foundation, an organization committed to advancing public education in the American south, with a focus on equity and excellence. Prior to that, he served as the dean of the College of Education at Temple University and was a tenured professor in the Department of Educational Leadership and Policy Studies. From 2001 to 2003, Dr. McGuire was a senior vice president at the Manpower Demonstration Research Corporation, where he split his time between research projects on school reform and directing its department on education, children and youth. He has also been an education program officer at the Pew Charitable Trusts and directed the education program at the Lilly Endowment. Dr. McGuire served as assistant secretary of the U.S. Department of Education from 1998 to 2001. He serves on the boards of the Wallace Foundation, Teacher's College Columbia University, the Success for All Foundation, and the National Public Education Support Fund. Dr. McGuire earned his PhD in public administration from the University of Colorado, an MA from Columbia University Teacher's College, and a BA in economics from the University of Michigan.

## **Robert S. Pynoos**

### **Member**

Robert Pynoos is a distinguished professor in the University of California Los Angeles (UCLA) Department of Psychiatry and Biobehavioral Sciences and co-director of the UCLA/Duke University National Center for Child Traumatic Stress (NCCTS). NCCTS coordinates the Substance Abuse and Mental Health Services Administration-funded National Child Traumatic Stress Network (NCTSN), a nation-wide network of 140 academic and community-based centers dedicated to raising the standard of care and improving access to services for traumatized youth, families, and communities throughout the United States. Dr. Pynoos is an internationally recognized expert on the assessment and effects of trauma and bereavement on child, adolescent, and adult development. He has pioneered acute, intermediate, and long-term interventions for children exposed to violence, war, and disasters including strategies to address trauma and loss reminders, post-trauma adversities, parenting and family recovery, and traumatic bereavement. He chaired a William T. Grant Foundation Consortium on Adolescent Bereavement and a MacArthur Foundation Study Group on Children's Response to Traumatic Stress. He received the Bruno Lima Award for Excellence in Disaster Psychiatry from the American Psychiatric Association, and the Lifetime Achievement Award from the International Society for Traumatic Stress Studies. He has a BA from Harvard College, an MD and MPH from Columbia University, and has completed residencies in pediatrics and psychiatry.

## **Michelle Sarche**

### **Member**

Michelle Sarche is a licensed clinical psychologist and associate professor in the Centers for American Indian and Alaska Native Health at the University of Colorado Anschutz Medical Campus and Colorado School of Public Health. Dr. Sarche is a citizen of the Lac Courte Oreilles Band of Ojibwe. She has been partnering with American Indian and Alaska Native tribes in research and evaluation related to children's development in the context of family, community, culture, and early care, education and home visiting programs and related to health and well-being across the lifespan for over 25 years. Dr. Sarche's work has been funded by the National Institutes of Health and the Administration for Children and Families. Her current projects include the Tribal Early Childhood Research Center, the Multi-site Implementation Evaluation of Tribal Home Visiting project, the Native Children's Research Exchange Network and Scholars program, the American Indian and Alaska Native Head Start Family and Child Experiences Survey, and two randomized controlled trials of a culturally adapted alcohol-exposed pregnancy prevention program. Dr. Sarche is an Aspen Institute Ascend Fellow, the 2018 recipient of the National Indian Head Start Association Child Advocate of the Year award, and a recent inductee into the Academy for Community Engaged Scholarship. She completed her predoctoral clinical psychology internship and a postdoctoral research fellowship at the University of Colorado Health Sciences Center. She also completed a 2-year certificate in psychodynamic child and adolescent psychotherapy through the Denver Psychoanalytic Institute. Dr. Sarche obtained her BSc in psychology from the University of Wisconsin-Madison and her MA and PhD in Clinical Psychology from Loyola University—Chicago.

## **Florencia Torche**

### **Member**

Florencia Torche is a sociologist with expertise in social demography and social stratification at Stanford University. Professor Torche's scholarship examines inequality dynamics including intergenerational mobility, disparities in educational attainment, family dynamics, and assortative mating. Her research also examines the influence of prenatal exposures on individual well-being and inequality. Professor Torche is an elected member of the National Academy of Sciences, the American Academy of Arts and Sciences, and to the Sociological Research Association. She has led many large data collection projects, including the first national survey on social mobility in Chile and Mexico. She has served as deputy editor of the *American Sociological Review*, consulting editor of the *American Journal of Sociology*, and on the editorial boards of the *Journal of Health and Social Behavior*, *Social Forces*, *Sociology of Education*, and *Sociological Theory* among others. Professor Torche holds a BA from the Catholic University of Chile and an MA and PhD in sociology from Columbia University.

## **Joseph L. Wright**

### **Member**

Joseph Wright is chief health equity officer within the University of Maryland Medical System. He previously served as chair of pediatrics at the Howard University College of Medicine, and senior vice president within the Children's National Health System. He is currently professor of health policy and management at the University of Maryland School of Public Health. Dr. Wright's scholarly interests include injury prevention, emergency medical services for children, and the needs of underserved communities. He has contributed 120 publications to the scientific literature, served more than 20 visiting professorships, and was principal investigator of the National Institutes of Health-funded DC-Baltimore Research Center on Child Health Disparities. Dr. Wright is an elected member of the Alpha Omega Alpha (medicine) and Delta Omega (public health) honor societies, and the American Pediatric Society. Dr. Wright is immediate past chair of the American Academy of Pediatrics (AAP) Task Force on Addressing Bias and Discrimination and is currently a sitting AAP Board member. Previous National Academies of Sciences, Engineering, and Medicine service includes study committees on end-of-life care, the future of emergency care, sports-related concussions, and bullying prevention. Dr. Wright earned a BA from Wesleyan University, an MD from Rutgers University, and an MPH from George Washington University.

## **Marci Ybarra**

### **Member**

Marci A. Ybarra is an associate professor in the University of Chicago Crown Family School of Social Work, Policy, and Practice. Her research interests include poverty and inequality, social service delivery, work supports, and family well-being. Professor Ybarra conducts quantitative analysis of administrative and longitudinal survey data in addition to qualitative analysis through participant-observation and in-depth interviewing at social service agencies. She currently investigates three different areas of social policy and how these affect economically disadvantaged families by impacting both their work and family life: welfare reform policies, child care, and social insurance provisions. Professor Ybarra's research primarily focuses on single low-income mother families, immigrant families, and other historically marginalized groups. The Self-Sufficiency Research Clearinghouse named Professor Ybarra an Emerging Scholar in 2015. She is also a faculty affiliate at University of Chicago's Center for Human Potential and Public Policy and Center for the Study of Race, Politics, and Culture, the University of Notre Dame's Lab for Economic Opportunities, and is a faculty affiliate at the Institute for Research on Poverty, University of Wisconsin. Professor Ybarra earned her BSW and MSW with a concentration in community practice from Wayne State University in Detroit, Michigan. She holds a PhD in social work from the University of Wisconsin - Madison.