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Introducing the 2025 – 2026 SRCD U.S. Policy Fellows

The Society for Research in Child Development (SRCD) is pleased to announce the 2025 – 2026 SRCD U.S. Policy Fellows.

The SRCD U.S. Policy Fellowship Programs include placement opportunities in federal congressional offices as well as state executive branch agencies. Additionally, two new dedicated placement opportunities were available this year in New Hampshire and Colorado! The placement in the New Hampshire Bureau of Child Development and Head Start Collaboration is funded by the Couch Family foundation and the Colorado Department of Early Childhood has funded a placement within its agency. The purpose of the fellowship programs is to provide researchers with immersive opportunities to learn about policy development, implementation, and evaluation, and to use their research skills in child development to inform public policy at the federal or state level.

Learn more about the U.S. Policy Fellowship Programs

2025 - 2026 SRCD State Policy Fellows



AnnaMaria Boullion, Ph.D.

AnnaMaria Boullion is an incoming SRCD Policy Fellow with the Colorado Department of Early Childhood. AnnaMaria transferred from Shasta Community College, with an A.A. in Behavioral Science, to California State University, Chico, where she earned both her B.A. in Psychology and M.A. in Psychological Science. She recently received her Ph.D. in Developmental Psychology from the University of California, Riverside, with specialized training in Quantitative Psychology as well as Diversity and Inequality Psychology, along with a certificate in Science- to-Policy Translation. AnnaMaria's program of research focuses on identifying modifiable mechanisms of adolescent coping and adjustment during the transition to adulthood among communities with histories of early life adversity.



Briana Ermanni, Ph.D.

Briana Ermanni is an incoming SRCD State Policy Post-Doctoral Fellow in the New Hampshire Bureau of Child Development and Head Start Collaboration. She is currently a doctoral candidate at Virginia Tech where she will earn her Ph.D. in Developmental Science in Spring 2025. She holds a B.A. in Psychology from Michigan State University and an M.S. in Psychology from Virginia Tech. Briana's research employs person-centered analytic techniques to examine how individual differences in infant and child temperament shape socioemotional development in school-aged children. Additionally, Briana has experience fostering action-oriented partnerships between researchers and policymakers, as well as evaluating research translation strategies. She is particularly interested in leveraging these skills to explore how developmental science can inform child and family policy.



Hatice Gursoy, Ph.D.

Hatice Gursoy is an SRCD State Policy Fellow with the Maryland State Department of Education, Office of Teaching and Learning, Division of Early Childhood. Hatice is an applied developmental psychologist whose research examines how familial, cultural, and school-based factors shape the well-being and positive development of children and youth from diverse backgrounds. She explores parenting, social identity, and early learning in families from various racial, ethnic, and socioeconomic backgrounds. Her work also focuses on culturally responsive teaching and teacher-student relationships to promote equity in education. Using mixed-methods research, Hatice bridges research and applications to develop data-driven solutions that support positive development and inclusive learning environments for all children. She holds a Ph.D. in Applied Developmental Psychology from the University of Maryland, Baltimore County.



Agona Lutolli, Ph.D.

Agona Lutolli is a first-year SRCD State Policy Post-Doctoral Fellow in the Division of Safety & Permanence, Wisconsin Department of Children and Families. Dr. Lutolli received her Ph.D in Human Development and Family Studies from the University of North Carolina at Greensboro. As a graduate research assistant, she worked on an NIH-funded longitudinal study that enrolled biological mothers in their third trimester of pregnancy and followed their children over time to examine how early experiences, parenting, and nutrition influence growth, development, and well-being. Her dissertation focused on risk and resilience among immigrant parents. She believes it is essential to investigate risk and resilience among immigrant families, not only to further the understanding of the mechanisms that shape their experiences but also to examine how existing policies support or hinder them. The overarching goal of her research is to provide valuable insights to inform the development of interventions and policies that better address immigrant families' unique needs and foster their well-being. Prior to her doctoral studies, Agona worked as a clinical research coordinator at the University of Chicago, she worked on a longitudinal study examining patients' experiences with hospital care and how hospitalist-led models influence health outcomes and well-being. She earned her M.A from the University of Chicago and her B.A. in Psychology and Neuroscience from Lake Forest College.



Lily Steyer, Ph.D.

Dr. Lily Steyer is an SRCD Policy Fellow with the California Department of Education. Using mixed methods, she studies structural drivers of racial and socioeconomic disparities in child development. Her work focuses on developing and evaluating community-based interventions to enhance equity in early childhood health and learning outcomes. She aims to inform social policies that foster more just and effective systems of support for young children and families. She holds a Ph.D. in Developmental & Psychological Sciences and a B.A. in Human Biology from Stanford University.



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D ond year state agency fellow in the New York State Office o ices (OCFS). She is currently a Professor at Skidmore C es as Associate Chair of the Psychology Department. She is a ate Editor at the journal Child Development. Jess Holds a P pmental Psychology from the University of California, San D gious Studies from Wesleyan University. Dr. Sullivan's research focuses on understanding learning both withing the United States, and across cultures, educational systems, and languages. She studies early childhood and has conducted numerous research projects on how children learn about numbers, language, and the social world around them.

SRCD Federal Congressional Policy Fellow



Katherine Hagan, Ph.D.

K ingual clinical and developmental psychologist. She c he University of Oregon. She then served as a predoctoral tr l clinical psychology fellow within the Public Services and M s cluster of the University of California, San Francisco's C ning Program. Katherine is interested in how the scientific st al processes might be harnessed to promote and sustain healthy development in infancy and beyond.