

# Daphna Bassok

Ruffner Hall, 258  
University of Virginia  
Charlottesville, VA 22904

Phone: (434) 982-5415  
Email: [dbassok@virginia.edu](mailto:dbassok@virginia.edu)  
<https://curry.virginia.edu/daphna-bassok>

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## ACADEMIC APPOINTMENTS

- 2016- Associate Professor of Education and Public Policy, University of Virginia (UVA)
- 2009- 16 Assistant Professor of Education and Public Policy, UVa

## EDUCATION

- 2009 Ph.D., Economics of Education, Stanford University
- 2007 M.A., Economics, Stanford University
- 2003 M.A., Policy Analysis and Evaluation, Stanford University
- 2000 B.A., Economics and History, High Distinction, Univ. of Michigan

## PROFESSIONAL EXPERIENCE AND AFFILIATIONS

- 2014- *Associate Director*, [EdPolicyWorks](#), UVA
- 2009- *Affiliate*, EdPolicyWorks, UVa
- 2009- *Affiliate*, [Virginia Education Science Training Program](#)
- 2000- 02 *K - 2 Head Teacher*, Lake Forest Park Montessori Academy, Seattle, WA

## AWARDS

- 2020 Research Excellence Award, UVA (for UVA faculty members emerging in their fields as leaders and acknowledged as such by their peers)
- 2019 Journal of Policy Analysis and Management's [2019 Raymond Vernon Memorial Award](#) for excellence in research for *The Effects of Accountability Incentives in Early Childhood Education* (co-recipient with T.S. Dee & S. Latham)
- 2019 Collaborative Excellence in Public Service Award, UVa
- 2019 Excellence in Teaching Award, Curry School of Education
- 2017 [Presidential Early Career Award for Scientists and Engineers](#) (PECASE), awarded by President Obama, the "highest honor bestowed by the U.S. Government on science and engineering professionals in the early stages of their independent research careers."
- 2014 National Academy of Education/Spencer Postdoctoral Fellowship
- 2011 Flanigan Outstanding Dissertation Award, Association for Education Finance & Policy
- 2010 Outstanding Reviewer, Educational Evaluation and Policy Analysis (EEPA) Journal
- 2010 Emerging Education Policy Scholar, Fordham Institute/American Enterprise Institute.
- 2009 American Educational Research Association Dissertation Grant

## SELECTED GRANTS

Virginia Preschool Development Grant, Birth-Five Award, *Renewal*. Role: Principal Investigator for Research Team. Administration for Children and Families. 2019, UVA Award Amount: \$1,500,000.

“New Strategies for Supporting Early Educators and Improving Quality at Scale: Lessons from Louisiana's Early Childhood Ancillary Certificate Program” Role: Principal Investigator with Anna J. Markowitz. Administration for Children and Families, 2019-23. Award Amount: \$1,595,795.

Virginia Preschool Development Grant, Birth-Five Award. Role: Principal Investigator for Research Team. Administration for Children and Families. 2019, UVA Award Amount: \$1,502,945.

Louisiana Preschool Development Grant, Birth-Five Award. Role: Principal Investigator for Research Team. Administration for Children and Families. 2019, UVA Award Amount: \$1,005,000.

“Research Practice Partnerships to Strengthen Early Childhood Education at Scale” Future of Children Issue. Role: Co-Editor with Pamela Morris. Spencer Foundation, Foundation for Child Development & Heising-Simons. Award Amount, \$150,000.

“Building a Unified, High-Quality Early Childhood Education System: A Research-Practice Partnership to Support Louisiana’s Efforts to Improve Early Education Statewide” Role: Principal Investigator, Spencer Foundation, 2018-20, Award Amount \$399,995.

“More at Four? Experimental Evidence on Medium-Term Impacts of Full-Day Preschool.” Role: Co-Principal Investigator (Principal Investigator: Allison Atteberry), Smith Richardson Foundation, 2017-20, Award Amount, \$238,952.

“Can accountability measures increase the quality of early childhood education? Evidence from North Carolina” Role: Principal Investigator (Co-Principal Investigator: Thomas Dee), Smith Richardson Foundation, 2015-17, Award Amount, \$150,000.

“Building effective state-wide quality rating strategies for early childhood system reform: Lessons from the development of Louisiana’s Kindergarten Readiness System” Principal Investigator. US Department of Education, Institute of Education Sciences, 2014-17, Award Amount, \$1,598,266.

“Early parental investment and the emergence of school readiness gaps: Changing patterns over the past two decades.” Principal Investigator. National Academy of Education/Spencer Postdoctoral Fellowship, 2014-16, Award Amount, \$55,000.

“Is Kindergarten the New First Grade? The “Academicization” of Kindergarten in the Age of Accountability.” Principal Investigator, AERA Grants Program, 2011-13, Award Amount, \$30,000

“The Effects of Preschool on Early Childhood Educational Outcomes: The Case of Florida’s Voluntary Pre-Kindergarten Program.” Co-Principal Investigator with Luke C. Miller. Jointly funded by the Annie E. Casey Foundation, the Foundation for Child Development and the Smith Richardson Foundation, 2010-14, Award Amount, \$410,000

“The Availability of Early Childhood Education and Care in the United States: Exploring links between policy, availability and effects, 1990-2005” Co-Principal Investigator with Susanna Loeb. US Department of Education, Institute of Education Sciences, 2010-12, Award Amount, \$607,864, UVA Subcontract: \$136,510

#### **REFEREED JOURNAL ARTICLES** (\* indicates UVA graduate students)

(26) Markowitz, A., **Bassok, D.** & Grissom, J. (2020) “Teacher-Child Racial/Ethnic Match and Parental Engagement with Head Start” *American Education Research Journal*.

- (25) Atteberry, A., **Bassok, D.** & Wong, V. (2019) “Experimental Evidence on the Effects of Full-Day, Full-Week Preschool.” *Education Evaluation & Policy Analysis*.
- (24) **Bassok, D.**, Dee, T. & Latham, S. (2019) “The Effects of Accountability Incentives in Early Childhood Education” *Journal of Policy Analysis & Management*.
- (23) **Bassok, D.** & Engel, M. (2019) “Early Childhood Education at Scale: Lessons from Research for Policy and Practice” *AERA-Open*.
- (22) Miller, L. & **Bassok, D.** (2019) “The Effects of Universal Preschool on Grade Retention” *Education Finance & Policy*.
- (21) Russo, J.\*, Williford, A., Markowitz, A., Vitiello, V. & **Bassok, D.** (2019) “Examining the Validity of a Widely-Used School Readiness Assessment in Early Childhood: Implications for Teachers and Early Childhood Programs” *Early Childhood Research Quarterly*.
- (20) **Bassok, D.**, Gibbs, C. & Latham, S. (2018) “Preschool participation and early schooling outcomes: Evidence from two cohorts of kindergarten entrants” *Child Development*.
- (19) **Bassok, D.**, Magouirk, P.\*, Markowitz, A. & Player, D. (2018) “Are there differences in parents’ preferences and search processes across preschool types? Evidence from Louisiana” *Early Childhood Research Quarterly*.
- (18) **Bassok, D.**, Markowitz, A., Player, D. & Zagardo, M.\*, (2018) “Are Parents’ Ratings of Preschools related to Program Features?” *AERA-Open*.
- (17) Vitiello, V., **Bassok, D.**, Hamre, B, Player, D. & Williford, A. (2018) “Measuring the Quality of Teacher-Child Interactions at Scale: Comparing researcher and state-level classroom observation approaches” *Early Childhood Research Quarterly*.
- (16) Markowitz, A., **Bassok, D.** & Hamre, B. (2017) “Leveraging Developmental Insights to Improve Early Childhood Education” *Child Development Perspectives*. (10.1111/cdep.12266)
- (15) **Bassok, D.** & Latham, S. (2017) “Kids Today: The Rise in Children’s Academic Skills at Kindergarten Entry” *Educational Researcher*.
- (14) **Bassok, D.**, Finch, J., Lee, R., Reardon, S. & Waldfogel, J. (2016) “Socioeconomic Gaps in Early Childhood Experiences, 1998 to 2010” *AERA-Open*, 2(3)1-22.
- (13) **Bassok, D.**, Fitzpatrick, M., Greenberg, E. & Loeb, S. (2016) “The Extent of Within- and Between-Sector Quality Differences in Early Childhood Education and Care” *Child Development*.
- (12) **Bassok, D.**, Miller, L. & Galdo, E.\* (2016) “The Effects of Universal State Pre-Kindergarten on the Child Care Sector: The Case of Florida’s Voluntary Prekindergarten Program” *Economics of Education Review*. 53, 87-98.
- (11) **Bassok, D.**, Latham, S.\* & Rorem, A.\* (2016) “Is Kindergarten the New First Grade?” *AERA-Open*, 1(4)1-31.

- (10) **Bassok, D.** & Galdo, E.\* (2016) “Inequality in Preschool Quality? Community-level disparities in access to high-quality learning environments” *Early Education and Development*, 27:1, 128-144.
- (9) Abry, T.\*, Latham, S. \*, **Bassok, D.** & Locasale-Crouch, J. (2015) “Preschool and Kindergarten Teachers’ Perceptions of What it Takes to be School Ready: Does Alignment Matter for Children’s Kindergarten Performance?” *Early Childhood Research Quarterly*, 31(2) 78-88.
- (8) **Bassok, D.**, Fitzpatrick, M. & Loeb, S. (2014) “Does State Preschool Crowd-Out Private Provision? The Impact of Universal Preschool on the Childcare Sector in Oklahoma and Georgia” *Journal of Urban Economics*. 83 18033.
- (7) **Bassok, D.** (2013) “Raising Teacher Education Levels in Head Start: Exploring programmatic changes between 1999 and 2011” *Early Childhood Research Quarterly*, 28(4) 831-842.
- (6) **Bassok, D.** & Reardon, S. (2013) “‘Academic Redshirting’ in Kindergarten: Prevalence, Patterns, and Implications” *Educational Evaluation and Policy Analysis*. 35(3) 283-297.
- (5) **Bassok, D.**, Fitzpatrick, M., Loeb, S. & Paglayan, A. (2013) “The early childhood care and education workforce from 1990 through 2010: Changing dynamics and persistent concerns.” *Education Finance & Policy*, 8(4) 581-601.
- (4) **Bassok, D.** (2012) “Competition or Collaboration? Head Start Enrollment and the Rapid Expansion of State Prekindergarten” *Educational Policy*, 26(1) 96-116.
- (3) **Bassok, D.** (2010) “Do Black and Hispanic Children Benefit More from Preschool Centers? Understanding the Differential Effects of Preschool across Racial Groups” *Child Development*, 81(6) 1828-45.
- (2) **Bassok, D.**, French, D., Fuller, B., Kagan, S.L., (2008) “Do Child Care Centers Benefit Poor Children after School Entry?” *Journal of Early Childhood Research*, 6(3) 211-231.
- Also reprinted in Early Childhood Education, Volume 3: Early Childhood Programs, Social Mobility and Social Justice (2012) Editors: Iram Siraj-Blatchford & Aziza Mayo, part of the SAGE Library of Educational Thought & Practice series.*
- (1) Loeb, S., Bridges, M., **Bassok, D.**, Fuller, B., & Rumberger, R. (2007) “How Much is Too Much? The Influence of Preschool Centers on Children’s Social and Cognitive Development,” *Economics of Education Review* 26, 52-66.

#### **MANUSCRIPTS IN PROGRESS (under review & working papers)**

- “Helping parents navigate the early childhood enrollment process: Experimental evidence from New Orleans” (joint with Lindsay Weixler, Jon Valant, Justin Doromal\* & Alica Gerry). Revision submitted.
- “Identifying “High Quality” Preschools: Do Early Childhood Accountability Systems Measure the Right Features the Right Way?” (joint with Anna Markowitz & Daniel Player). Revision requested.
- “How safe are early childhood education programs? New evidence from the universe of all licensed centers in North Carolina” (joint with Justin Doromal\* & Vivian C. Wong). Revision requested.

## REPORTS, POLICY BRIEFS & OP-EDS

- Bassok, D.**, Magouirk, P. & Markowitz, A. (2019) “Systemwide Changes in the quality of Early Childhood Education: Trends in Louisiana from 2015-16 to 2018-19” Study of Early Education- Louisiana, Report 1.
- Bassok, D.**, Markowitz, A., Smith, A. & Oleson, L. (2019) “The Early Childhood Education Workforce in Louisiana: Findings from the 2018 Early Childhood Workforce Survey in Jefferson and Rapides Parishes” Study of Early Education- Louisiana, Report 2.
- Bassok, D.**, Magouirk, P. & Markowitz, A. (2019) “Network Leader Survey Report.” Study of Early Education – Louisiana, Report 3
- Weixler, L., Valant, J., **Bassok, D.**, Doromal, J. & Gerry, A. (2019) Can text messages help families applying for early childhood education programs? Washington, DC: Brookings Institution.
- Phillips, D.A., Lipsey, M., Dodge, K.A., Haskins, R., **Bassok, D.**, Burchinal, M.R., Duncan, G.J., Dynarski, M., Magnuson, K.A., & Weiland, C. (2017). Puzzling it out: The current state of scientific knowledge on pre-kindergarten effects. Washington, DC: Brookings Institution.
- Bassok, D.**, Magnuson, K., & Weiland, C. (2016). Building a cohesive, high-quality early childhood system. In M. Hansen & J. Valant (Eds.), *Memos to the President on the Future of U.S. Education Policy*. Washington, DC: Brookings Institution.
- Reardon, S., Waldfogel, J., & **Bassok, D.** (2016) “The Good News about Educational Inequality.” *The New York Times*.
- Bassok, D.**, Claessens, A. & Engel, M. (2014) “The Case for the New Kindergarten: Challenging and Playful” *Education Week*.

## BOOK CHAPTERS

- Bassok, D.** & Abry, T. (2016) “Kindergarten” In Donna Couchenor and Kent Chrisman (Eds.), *The SAGE Encyclopedia of Contemporary Early Childhood Education*, Sage.
- Bassok, D.** & Loeb, S. (2015) “Early Childhood and the Achievement Gap,” In Helen F. Ladd & Margaret Goertz (Eds.), *Handbook of Research in Education Finance and Policy (Second Edition)*, NY: Routledge.
- Bassok, D.** (2014) “Early Childhood Education” In Dominic J Brewer and Lawrence O. Picus (Eds.), *Encyclopedia of Education Economics and Finance*, Sage.
- Loeb, S. & **Bassok, D.** (2008) “Early Childhood and the Achievement Gap,” Chapter 29. In Edward B. Fiske & Helen F. Ladd (Eds.), *Handbook of Research in Education Finance and Policy*, NY: Routledge.
- Bassok, D.** & Raymond, M. (2005) “Performance Trends and the Blueprint for Student Success,” in F. Hess (ed) *Urban School Reform: Lessons From San Diego*, Cambridge, MA: Harvard University Press.
- Bassok, D.**, Stipek, D., Inkelas, M. & Kuo, A. (2005) “Building Community Systems for Young Children: Early Childhood Education,” UCLA Center for Healthier Children, Families and Communities.

## SELECTED SCHOLARLY PRESENTATIONS (SINCE 2015)

- Harvard University, Partnering in Education Research (PIER) (Forthcoming, 2020)
- University of Wisconsin, Madison (2018)
- University of Colorado Boulder (2018)
- CEPA Research Conference, Stanford University (2018)
- Leading Edge of Early Education, Zaentz Early Education Initiative, Harvard University (2017)
- IES PI Meeting, Early Childhood Meeting (2016)
- QRIS National Meeting (2016)
- Education and Inequality in 21<sup>st</sup> Century America, Stanford University (2016)
- Education Policy Initiative, University of Michigan, Ann Arbor (2016)
- Policy Analysis & Management Program, Cornell University (2015)
- Russell Sage Foundation, Invited meeting on “Trends in Intergenerational Educational and Economic Mobility.” (2015)

## TEACHING

- Fall, 2018**                    *Foundational Skills Workshop*
- Spring 2014, 17, 18**    *Evaluating the Effectiveness of Social Innovations*, University of Virginia
- Fall 2010-14, 16-18**    *Data Management for Analysis*, University of Virginia
- Spring 2010-11**            *Causal Inference in Education Research*, University of Virginia
- Fall 2009**                    *Economics and Education Policy*, University of Virginia

## ADVISORY ROLES

National Advisory Group Member. Center on Enhancing Early Learning Outcomes’ (CEELO) Early Childhood Legacy 2030 project.

Member (2017-18) Compensation and Financing Subcommittee of the Virginia School Readiness Committee.

Advisory Group Member (2017-21) “Early Learning Study at Harvard” Zaentz Early Education Initiative, Harvard University.

Consensus Study Committee Member. “Financing Early Care and Education with a Highly Qualified Workforce” The National Academies of Sciences.

“Next Decade of Pre-K Evaluation” Working Group. Georgetown University (2015)

Technical Working Group (2014-15) Indiana Early Childhood Education Expansion Initiative.

## PROFESSIONAL SERVICE

Associate Editor, Educational Researcher, 2017-2019

Member, Institute of Education Sciences' Early Intervention and Early Childhood Education Research Scientific Review Panel, 2016-2019.

Editorial Board, *Education Finance & Policy*, 2019-2021

Editorial Board, *Education Evaluation and Policy Analysis*, 2016-present, 2011-2012

Editorial Board, *Early Childhood Research Quarterly* 2018-2020

Editorial Board, *Journal of Research on Educational Effectiveness*, 2017-19

Consulting Editor, *Early Childhood Research Quarterly* 2016-2017

Program Committee, AAFP, 2017

Program Chair, Division L, 2016, AERA Annual Conference

Board of Directors, Association for Education Finance and Policy, 2013-2016

Reviewer, Institute of Education Sciences, Early Intervention and Early Childhood Education Review Panel for FY2016

Section Chair, Program Committee, Educational Policy and Social Policy, Division L, 2014 & 2015 AERA Annual Conference

Strengthening Connections among Research, Policy, and Practice, Society for Research on Child Development. Off-Year Themed Meeting, Submission Reviewer, 2013.

Child Care Research Partnership Grant Review, (Panel Chair) Office of Planning, Research and Evaluation, Administration for Children and Families, June 2010.

AdHoc Reviewer: *AREA-Open*, *American Economic Journal: Economic Policy*, *American Education Research Journal*, *Assessment for Effective Intervention*, *Child Development*, *Child Development Perspectives*, *Demography*, *Developmental Psychology*, *Early Childhood Research Quarterly*; *Early Education & Development*, *Economics of Education Review*; *Education Finance and Policy*; *Education Policy Analysis Archives*; *Educational Evaluation and Policy Analysis*; *Educational Policy*; *Educational Researcher*; *Evaluation Review*; *Exceptional Children*; *Journal of Human Capital*; *Journal of Human Resources*; *Journal of Policy Analysis and Management*, *Journal of Population Economics*; *Journal of Research on Educational Effectiveness*, *Review of Educational Research*; *National Science Foundation*, *Smith Richardson Foundation*, *Social Problems*, *Social Science Quarterly*