DAPHNA BASSOK
Curriculum Vitae

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I. PERSONAL DATA

Title:	Batten Bicentennial Associate Professor of Early Childhood Education Associate Director, EdPolicyWorks Director, Study of Early Education through Partnerships (SEE-Partnerships)
Affiliation:	Dept. of Education Leadership, Foundations & Policy (EDLF) School of Education & Human Development & Frank Batten School of Leadership & Public Policy University of Virginia, 2009- Present
Education:	Ph.D. Economics of Education, Stanford University, 2009 MA Economics, Stanford University, 2007 MA Policy Analysis and Evaluation, Stanford University, 2003 BA Economics and History, High Distinction, Univ. of Michigan, 2000

Professional Experience & Affiliations:

2021-present	Batten Bicentennial Associate Professor of Early Childhood Education
2020-present	Nonresident Senior Fellow in Governance Studies, Brookings Institution
2016-present	Associate Professor of Education and Public Policy
2009-2016	Assistant Professor of Education and Public Policy
2009-present	Affiliate, EdPolicyWorks (Associate Director since 2014)
2013-present	Director, Study of Early Education through Partnerships (SEE-Partnerships)
2009-present	Affiliate, Virginia Education Science Training Program, UVa
2004-06	Research Assistant to Susanna Loeb, Stanford, CA
2000-02	K-2 Head Teacher, Lake Forest Park Montessori Academy, Seattle, WA

II. SCHOLARSHIP

PUBLICATIONS (* *indicates current or former UVA graduate students;* $^{+}$ *indicates current or former UVA postdoctoral fellows)*

Peer-Reviewed Journal Articles

Under Initial Review

(2) Hall, T.*, **Bassok, D**., Doromal, J.B.*, & Markowitz, A.J.$^{+}$ (under review – selected for special issue). A director like me: Teacher-leader racial/ethnic match and job outcomes in child care centers. *Early Childhood Research Quarterly.*

(1) Shapiro, A.$^{+}$ & **Bassok, D**. (under review). Supporting young children with disabilities during the COVID pandemic: Evidence from parents and caregivers in Virginia. *AERA Open.*

Revise & Resubmit Requested and/or Resubmitted

(4) Bellows, L.[+], **Bassok, D.**, & Markowitz, A.J.[+] (revision requested). Teacher turnover in early childhood education: Longitudinal evidence from the universe of publicly-funded programs in Louisiana. *Educational Researcher*. https://doi.org/10.26300/f9bz-fs97
(3) Doromal, J.B.*, **Bassok, D.**, Bellows, L.[+], & Markowitz, A.J.[+] (revision requested). Hard-to-staff centers: Exploring center-level variation in the persistence of child care teacher turnover. *Early Childhood Research Quarterly*.
(2) Doromal, J.B.* & Bassok, D. (revision requested). The role of program closures in understanding systemwide quality improvement in child care. *AERA Open*.
(1) Markowitz, A.J.[+] & Bassok, D. (revision resubmitted). Understanding the wellbeing of early educators in the wake of the coronavirus pandemic: Lessons from Louisiana. *Early Childhood Research Quarterly*.

Published & In Press

(31) Herring, W.*, **Bassok, D.**, McGinty, A., Miller, L.C., & Wyckoff, J. (forthcoming). Racial and socioeconomic disparities in the relationship between children's early literacy skills and third-grade outcomes: Lessons from a kindergarten readiness assessment. *Educational Researcher*. https://doi.org/10.26300/qay6-5224
(30) **Bassok, D.**, Magouirk, P.*, & Markowitz, A.J.[+] (2021). Systemwide quality improvement in early childhood education: Evidence from Louisiana. *AERA Open*, *7*(1), 1-19. doi:10.1177/23328584211011610
(29) **Bassok, D.**, Markowitz, A.J.[+], Bellows, L.[+], & Sadowski, K.* (2021). New evidence on teacher turnover in early childhood. *Education Evaluation & Policy Analysis*, *43*(1), 172-180. doi:10.3102/0162373720985340
(28) Weixler, L., Valant, J., **Bassok, D.,** Doromal, J.*, & Gerry, A. (2020). Helping parents navigate the early childhood enrollment process: Experimental evidence from New Orleans. *Educational Evaluation and Policy Analysis*, *42*(3), 307-330. doi:10.3102/0162373720922237
(27) Markowitz, A.J.[+], **Bassok, D.**, & Grissom, J. (2020). Teacher-child racial/ethnic match and parental engagement with Head Start. *American Education Research Journal*, *57*(5), 2132-2174. doi:10.3102/0002831219899356
(26) Markowitz, A.J.[+], **Bassok, D.**, & Player, D. (2020). Simplifying quality rating systems in early childhood education. *Children & Youth Services Review*, *112*, Article 104947. doi:10.1016/j.childyouth.2020.104947
(25) Atteberry, A., **Bassok, D.**, & Wong, V. (2019). Experimental evidence on the effects of full-day, full-week preschool. *Education Evaluation & Policy Analysis*, *41*(4), 537-562. doi:10.3102/0162373719872197
(24) **Bassok, D.**, Dee, T., & Latham, S.* (2019). The effects of accountability incentives in early childhood education. *Journal of Policy Analysis & Management*, *38*(4), 838-866. doi:10.1002/pam.22149
(23) **Bassok, D.** & Engel, M. (2019). Early childhood education at scale: Lessons from research for policy and practice. *AERA Open*, *5*(1), 1-7. doi:10.1177/2332858419828690
(22) Miller, L. & **Bassok, D.** (2019). The effects of universal preschool on grade retention. *Education Finance & Policy*, *14*(2), 149-177. doi:10.1162/edfp_a_00248
(21) Russo, J.*, Williford, A., Markowitz, A.J.[+], 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*, *48*, 14-25. doi:10.1016/j.ecresq.2019.02.003
(20) **Bassok, D.**, Gibbs, C., & Latham, S.* (2018). Preschool and children's outcomes in elementary school: Have patterns changed nationwide between 1998 and 2010? *Child Development*, *90*(6),

1875-1897. doi:10.1111/cdev.13067

(19) **Bassok, D.**, Magouirk, P.*, Markowitz, A.J.[+], & Player, D. (2018). Are there differences in parents' preferences and search processes across preschool types? Evidence from Louisiana. *Early Childhood Research Quarterly, 44*, 43-54. doi:10.1016/j.ecresq.2018.01.006

(18) **Bassok, D.**, Markowitz, A.J.[+], Player, D., & Zagardo, M.* (2018). Are parents' ratings of preschools related to program features? *AERA Open, 4*(1), 1-17. doi:10.1177/2332858418759954

(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, 44*, 161-169. doi:10.1016/j.ecresq.2018.03.003

(16) Markowitz, A.J.[+], **Bassok, D.**, & Hamre, B. (2017). Leveraging developmental insights to improve early childhood education. *Child Development Perspectives, 12*(2), 87-92. doi:10.1111/cdep.12266

(15) **Bassok, D.** & Latham, S.* (2017). Kids today: The rise in children's academic skills at kindergarten entry. *Educational Researcher, 46*(1), 7-20. doi:10.3102/0013189X17694161

(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. doi:10.1177/2332858416653924

(13) **Bassok, D.**, Fitzpatrick, M., Greenberg, E. & Loeb, S. (2016). Within- and between-sector quality differences in early childhood education and care. *Child Development, 87*(5), 1627-1645. doi:10.1111/cdev.12551

(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 pre-kindergarten program. *Economics of Education Review, 53*(C), 87-98. doi:10.1016/j.econedurev.2016.05.004

(11) **Bassok, D**., Latham, S.*, & Rorem, A.* (2016). Is kindergarten the new first grade? *AERA Open, 1*(4), 1-31. doi:10.1177/2332858415616358

(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. doi:10.1080/10409289.2015.1057463

(9) Abry, T.*, Latham, S.*, **Bassok, D.**, & Locasale-Crouch, J. (2015). Preschool and kindergarten teachers' beliefs about early school competencies: Misalignment matters for kindergarten adjustment. *Early Childhood Research Quarterly, 31*(2), 78-88. doi:10.1016/j.ecresq.2015.01.001

(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*(C), 18-33. doi:10.1016/j.jue.2014.07.001

(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. doi:10.1016/j.ecresq.2013.07.004

(6) **Bassok, D.** & Reardon, S. (2013). Academic redshirting' in kindergarten: Prevalence, patterns, and implications**.** *Educational Evaluation and Policy Analysis, 35*(3), 283-297. doi:10.3102/0162373713482764

(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. doi:10.1162/EDFP_a_00114

(4) **Bassok, D.** (2012). Competition or collaboration? Head Start enrollment and the rapid expansion of state prekindergarten. *Educational Policy, 26*(1), 96-116. doi:10.1177/0895904811428973

(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), 1828-1845. doi:10.1111/j.1467-8624.2010.01513

(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. doi:10.1177/1476718X08094446
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*(1), 52-66. doi:10.1016/j.econedurev.2005.11.005

Edited Volumes

(2) **Bassok, D.**, Markowitz, A.J., & Morris, P. (Eds.). (2021). Research-practice partnerships to strengthen early education [Special issue]. *The Future of Children, 31*(1). https://futureofchildren.princeton.edu/sites/futureofchildren/files/foc_combined_5.3.21.pdf

(1) **Bassok, D.** & Engel, M. (Eds.). (2019). Successfully taking preschool to scale: Implications of research for policy and practice [Special topic collection]. *AERA Open.* https://journals.sagepub.com/page/ero/collections/preschool

Book Chapters & Handbook/Encyclopedia Entries

Invited; Under Review

(1) Markowitz, A.J. & **Bassok, D**. (under review). The early care & education workforce in the United States. In L.C. Vogel, J. Scott, & P. Youngs (Eds.), *AERA Handbook of Education Policy Research, 2nd Volume.*

Published

(6) **Bassok, D.**, Markowitz, A., & Morris, P. (2021). Introducing the issue: Research-practice partnerships to strengthen early education. *The Future of Children, 31*(1), 3-20. https://futureofchildren.princeton.edu/sites/futureofchildren/files/foc_combined_5.3.21.pdf

(5) **Bassok, D.** & Abry, T.* (2016). Kindergarten. In D. Couchenor & K. Chrisman (Eds.), *The SAGE encyclopedia of contemporary early childhood education*. SAGE Publications.

(4) **Bassok, D.** & Loeb, S. (2015). Early childhood and the achievement gap. In H.F. Ladd & M. Goertz (Eds.), *Handbook of research in education finance and policy (second edition)*. NY: Routledge.

(3) **Bassok, D.** (2014). Early childhood education. In D.J. Brewer & L.O. Picus (Eds.), *Encyclopedia of education economics and finance*. SAGE Publications.

(2) Loeb, S. & **Bassok, D**. (2008). Early childhood and the achievement gap. In E.B. Fiske & H.F. Ladd (Eds.), *Handbook of research in education finance and policy*. NY: Routledge.

(1) **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.

GRANTS & CONTRACTS

Funded Grants

Virginia Preschool Development Grant, Birth-Five Award, Y3 *Renewal.* Role: Principal Investigator for Research Team. Administration for Children and Families. 2021, UVA Award Amount: $1,500,000. "Building a Stronger Child Care System in Virginia" Role: Principal Investigator. Virginia Department of Education. 2021, UVA Award Amount: $3,000,000.

"Empowering Local Communities to Build High Quality Early Learning Systems: Lessons from Louisiana's First Cohort or Ready Start Networks" Role: Principal Investigator. Kellogg Foundation, 2020-21. Award Amount: $200,000.

Virginia Preschool Development Grant, Birth-Five Award, Y2 *Renewal.* Role: Principal Investigator for Research Team. Administration for Children and Families. 2020, 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

SCHOLARLY PRESENTATIONS

Invited Scholarly Presentations

(18) **Bassok, D.** (2022, June, forthcoming) Increasing Early Care and Education (ECE) Compensation: Policies Promoting ECE Workforce Well-Being and the Continuity and Quality of ECE. Invited Session. Administration for Children and Families' National Research Conference on Early Childhood

(17) **Bassok, D.** (2022, May, forthcoming) *Barriers to Public ECE use in a Fragmented System.* Restructuring the Social Safety Net Conference, Brown University.

(16) **Bassok, D.** (2021, September). *Reducing teacher turnover in early childhood education settings: Lessons from research policy partnerships in Louisiana and Virginia* [Presentation]. Center for Child and Family Policy & Sanford School of Public Policy, Duke University.

(15) **Bassok, D.** (2020, November). *Teacher Turnover in Early Childhood Education: New Findings from Research Policy Partnerships in Louisiana and Virginia.* PIER Seminar. Harvard University

(14) **Bassok, D.** (2018, November). *Accountability Comes to Preschool: Lessons from a Research Practice Partnership in Louisiana.* Invited Seminar presentation University of Wisconsin, Madison.

(13) **Bassok, D.** (2018, May). *Accountability Comes to Preschool: Early Findings from a Research-Practice Partnership in Louisiana* Invited seminar presentation at University of Colorado, Boulder, CO.

(12) **Bassok, D.** (2018, February) *Accountability comes to preschool? Early lessons from Louisiana's efforts to build a unified, high-quality early childhood education system.* Presented at Stanford CEPA Research Conference. Stanford University.

(11) **Bassok, D.** (2017, October) *Accountability comes to early childhood? Quality Rating and Improvement Systems as a Tool for System Building.* Presented at The Leading Edge of Early Education: Expansion and Improvement for Impact. Saul Zaentz Early Education Initiative. Harvard University.

(10) **Bassok, D.** (2016, May). *Preschool as a Strategy for Tackling Inequality.* Presented at "Education and Inequality in the 21st Century America." Center for Education Policy Analysis, Stanford University.

(9) **Bassok, D.** (2016, March) *What works in early childhood education: A discussion with four scholars.* Education Policy Initiative. University of Michigan.

(8) **Bassok, D.** (2015, April) *Kids today: The changing nature of early childhood learning in the age of accountability.* Policy Analysis & Management Program, Guest Speaker, Cornell University.

(7) **Bassok, D.** (2015, January) *New evidence on trends in school readiness.* Invited Speaker, Russell Sage Meeting on Trends in Intergenerational Educational and Economic Mobility. Russell Sage Foundation, New York.

(6) **Bassok, D.** (2014, June) *Kids today: The changing nature of early childhood learning in the age of accountability.* Center for Education Policy Analysis, Seminar Series, Stanford University.

(5) **Bassok, D.** (2014, April) *Is kindergarten the new first grade?* Department of Education Reform at the University of Arkansas, Lecture Series.

(4) **Bassok, D.** (2014, April) *Is kindergarten the new first grade?* American University, Public Policy Seminar Series.

(3) **Bassok, D.** (2014, January) *Is kindergarten the new first grade?* Leadership, Policy, and Organizations Research Colloquium, Peabody College, Vanderbilt University.

(2) **Bassok, D.** (2011, April) *What does the future hold for evaluating teachers and teacher preparation programs?* Invited Speaker at Opening Session; National Center for Education Information Annual Conference.

(1) **Bassok, D.** (2010, October) *Do Black and Hispanic children benefit more from preschool? Examining the role of differential selection processes.* Invited Speaker at AERA Grants Program Doctoral Conference.

National Peer-Reviewed Conferences

(74) Markowitz, A.J.+, **Bassok, D.**, Cubides, M.D, & Weisner, K. (Forthcoming). *Teacher wellbeing, classroom quality, and retention in Louisiana early education programs.* [Conference presentation]. American Educational Research Association Conference, San Diego, CA.

(73) Markowitz, A.J.+, **Bassok, D.**, Cubides, M.D, & Weisner, K. (Forthcoming). *Teacher wellbeing, classroom quality, and retention in Louisiana child care programs.* [Conference presentation]. Association for Public Policy Analysis and Management Conference, Austin, TX.

(72) Hall, T.*, **Bassok, D.**, Doromal, J.B.*, & Markowitz A.J.+ (2022, March). *A director like me: Teacher-leader race match and job outcomes in child care centers.* [Conference presentation]. Association for Education, Finance, and Policy Conference, Denver, CO.

(71) Bellows, L.+, **Bassok, D.**, Markowitz A.J.+, & Shapiro, A.+ (2022, March). *Do early educators improve over time? New findings from the universe of child care, Head Start, and pre-k teachers in*

Louisiana. [Conference presentation]. Association for Education, Finance, and Policy Conference, Denver, CO.

(70) **Bassok, D.**, Bellows, L.[+], & Markowitz, A.J.[+] (2021, May). *Teacher turnover in early childhood education: Longitudinal evidence from the universe of publicly-funded programs in Louisiana*. [Conference presentation]. Population Association of America.

(69) Markowitz, A.J.[+], & **Bassok, D.** (2021, April). *Early education during the coronavirus pandemic: Teacher work and wellbeing.* [Conference presentation]. American Educational Research Association Conference.

(68) Markowitz, A.J.[+], & **Bassok, D.** (2021, April). *Leadership in early education: Connections to teacher turnover intentions and wellbeing in a systemwide survey.* [Conference presentation]. Society for Research in Child Development Biennial Meeting.

(67) Markowitz, A.J.[+], **Bassok, D.**, Michie, M., & Smith, A. (2021, April). U*nderstanding early educators' responses to the coronavirus pandemic: Lessons from large-scale surveys in Louisiana.* [Conference presentation]. Society for Research in Child Development Biennial Meeting.

(66) Markowitz, A.J.[+], **Bassok, D.**, Michie, M. & Smith, A. (2021, April). *Understanding early educators' responses to the coronavirus pandemic: Lessons from large-scale surveys in Louisiana.* [Conference presentation]. Society for Research in Child Development Biennial Meeting.

(65) **Bassok, D.**, Bellows, L.[+], & Markowitz, A.J.[+] (2021, March). *Teacher turnover in early childhood education: Longitudinal evidence from the universe of publicly-funded programs in Louisiana.* [Conference presentation]. Association for Education Finance and Policy 2021 Annual Meeting.

(64) **Bassok, D.**, Herring, W.*, McGinty, A.S., Miller, L.C., & Wyckoff, J.H. (2021, March). *Do literacy skills at kindergarten entry differentially predict future academic achievement?* [Conference presentation]. Association for Education Finance and Policy 2021 Annual Meeting.

(63) Hall, T.*, **Bassok, D.**, & Doromal, J.B.* (2021, March). *Predictors of within-year teacher turnover in child care settings: New evidence from Virginia*. [Conference presentation]. Association for Education Finance and Policy 2021 Annual Meeting.

(62) Shapiro, A.[+], Bellows, L.[+], **Bassok, D.**, & Clancy, M.* (2021, March). *Early learning in the context of covid: Understanding racial & economic disparities in child care access & early elementary enrollment*. [Conference presentation]. Association for Education Finance and Policy 2021 Annual Meeting.

(61) **Bassok, D.**, Doromal, J.B.*, Michie, M., & Wong, V. (2021, March). *The effects of financial incentives on teacher retention in early childhood education: New evidence from Virginia*. [Conference presentation]. Association for Education Finance and Policy 2021 Annual Meeting.

(60) **Bassok, D.**, Magouirk, P.*, & Markowitz, A.J.[+] (2021, March). *Quality improvement and system-building in ECE: Evidence from Louisiana.* [Conference presentation]. Association for Education Finance and Policy 2021 Annual Meeting.

(59) Bellows, L.[+], **Bassok, D.**, & Markowitz, A.J. [+] (2020, November). *Teacher turnover in early childhood education: Longitudinal evidence from the universe of publicly-funded programs in Louisiana*. [Conference presentation]. Association for Public Policy Analysis & Management Annual Meeting.

(58) Markowitz, A.J.[+], **Bassok, D.**, Bellows, L.[+], Doromal, J.B.*, Michie, M., & Smith, A. (2020, November) *Understanding early educators' responses to the coronavirus pandemic: Lessons from large-scale surveys in Louisiana.* [Conference presentation]. Association for Public Policy Analysis & Management Annual Meeting.

(57) **Bassok, D.**, Doromal, J.B.*, Michie, M., & Wong, V. (2020, November). *The effects of financial incentives on teacher retention in early childhood education.* Association for Public Policy Analysis & Management Annual Meeting.

(56) **Bassok, D.**, Herring, W.*, McGinty, A., Miller, L.C., & Wyckoff, J. (2019, November). R*acial and socio-economic disparities in the relationship between kindergarten skills and third grade proficiency: New evidence from Virginia*. [Conference presentation]. Association for Public Policy Annual Meeting.

(55) Atteberry, A., Nguyen, T.[+], **Bassok, D.**, & Wong, V. (2019, November). *Experimental impacts of full-day pre-kindergarten on families.* [Conference presentation]. Association for Public Policy Annual Meeting.

(54) Markowitz, A.J.[+] & **Bassok, D.** (2019, April). *Within-year teacher turnover in Head Start and children's development.* [Conference presentation]. American Education Research Association Annual Meeting.

(53) Atteberry, A., **Bassok, D.**, Denker, H., & Wong, V. (2019, March). *Effects of full-day pre-kindergarten*. [Conference presentation]. Society for Research on Educational Effectiveness Annual Meeting.

(52) Weixler, L., **Bassok, D.**, Valant, J., Doromal, J.B.*, & Gerry, A. (2019, March). *Effects of personalized text-message support on completed applications for and enrollment in early childhood*. [Conference presentation]. Society for Research on Educational Effectiveness Annual Meeting.

(51) **Bassok, D.**, Dee, T., & Latham, S.* (2018, November). *The effects of accountability incentives in early childhood education: Evidence from Tennessee*. [Conference presentation]. Association for Public Policy Analysis and Management Annual Meeting, Washington, D.C.

(50) Weixler, L., **Bassok, D.**, Valant, J., Doromal, J.B.*, & Gerry, A. (2018, November). *Can friendly text messages help parents navigate a complex application process for early education programs? Experimental evidence from New Orleans*. [Conference presentation]. Association for Public Policy Analysis and Management Annual Meeting, Washington, D.C.

(49) Doromal, J.B.*, **Bassok, D.**, Dee, T., & Latham, S.* (2018, November). *Understanding the role of market entries and exits in system-wide improvement efforts in early childhood education*. [Conference presentation]. Association for Public Policy Analysis and Management Annual Meeting, Washington, D.C.

(48) Atteberry, A., **Bassok, D.**, & Wong, V. (2018, November). *New experimental evidence on the effects of full-day preschool on children and their families*. [Conference presentation]. Association for Public Policy Analysis and Management Annual Meeting, Washington, D.C.

(47) Markowitz, A.J.[+] & **Bassok, D.** (2018, November). *Teacher turnover and child development in Head Start*. [Conference presentation]. Association for Public Policy Analysis and Management Annual Meeting, Washington, D.C.

(46) **Bassok, D.**, Markowitz, A.J.[+], & Sadowski, K.* (2018, November). *Teacher turnover and program quality in early childhood settings: Evidence from Louisiana's system-wide quality improvement efforts.* [Conference presentation]. Association for Public Policy Analysis and Management Annual Meeting, Washington, D.C.

(45) Doromal, J.B.*, **Bassok, D.**, Dee, T., & Latham, S.* (2018, March). *Understanding the role of market entries and exits in system-wide improvement efforts in early childhood education*. [Conference presentation]. Association for Education Finance & Policy Annual Meeting, Portland, OR.

(44) Markowitz, A.J.[+] & **Bassok, D.** (2018, March). *Correlates & consequences of teacher turnover in Head Start*. [Conference presentation]. Association for Education Finance & Policy Annual Meeting, Portland, OR.

(43) **Bassok, D.**, Markowitz, A.J.[+], Sadowski, K.*, & Magouirk, P.* (2018, March). *Are early childhood programs improving under QRIS? Evidence from Louisiana*. [Conference presentation]. Association for Education Finance & Policy Annual Meeting, Portland, OR.

(42) **Bassok, D.**, Dee, T., Latham, S.*, & Murphy, M. (2018, March). *The effects of accountability incentives in early childhood education: Evidence from Tennessee*. [Conference presentation]. Association for Education Finance & Policy Annual Meeting, Portland, OR.

(41) Markowitz, A.J.[+], **Bassok, D.**, & Grissom, J. (2017, November). *Teacher-child racial match and parental engagement in Head Start*. [Conference presentation]. Association for Public Policy Analysis and Management Annual Meeting, Chicago, IL.

(40) Atteberry, A., **Bassok, D.**, & Wong, V. (2017, November). *Full- vs. half-day pre-k: Results from year 1 of a longitudinal, multi-cohort randomized control trial.* [Conference presentation]. Association for Public Policy Analysis and Management Annual Meeting, Washington, D.C.

(39) **Bassok, D.**, Markowitz, A.J.[+], Player, D., & Zagardo, M.* (2017, April). *Do parents know "high quality" preschool when they see it?* [Conference presentation]. Society for Research in Child Development Biennial Meeting, Austin, TX.

(38) Vitiello, V., **Bassok, D.**, Hamre, B., Player, D., & Williford, A. (2017, April). *Can local observers accurately measure classroom quality? Understanding reliability and validity of QRIS classroom observations.* [Conference presentation]. Society for Research in Child Development Biennial Meeting, Austin, TX.

(37) **Bassok, D.**, Dee, T., & Latham, S.* (2017, April). *Can accountability measures increase the quality of early childhood education.* [Conference presentation]. Society for Research in Child Development Biennial Meeting, Austin, TX.

(36) Russo, J.*, Williford, A., Markowitz, A.J.[+], Vitiello, G., & **Bassok, D.** (2017, April). *Examining the discriminant validity of a Kindergarten Entry Assessment (KEA) and the implications for teacher practice.* [Conference presentation]. Society for Research in Child Development Biennial Meeting, Austin, TX.

(35) **Bassok, D.**, Markowitz, A.J.[+], Player, D., & Zagardo, M.* (2017, March). *Do parents know "high quality" preschool when they see it?* [Conference presentation]. Association for Education Finance & Policy Annual Meeting, Washington, D.C.

(34) **Bassok, D.**, Markowitz, A.J.[+], & Player, D. (2017, March). *Identifying high value-added preschools: Do early childhood accountability systems measure the right things in the right ways?* [Conference presentation]. Association for Education Finance & Policy Annual Meeting, Washington, D.C.

(33) **Bassok, D.**, Doromal, J.B.*, & Wong, V. (2017, March). *Daycare dangers: Examining safety and health violations in North Carolina child care programs.* [Conference presentation]. Association for Education Finance & Policy Annual Meeting, Washington, D.C.

(32) **Bassok, D.**, Markowitz, A.J.[+], Player, D., & Zagardo, M.* (2016, November). *Do parents know "high quality" preschool when they see it?* [Conference presentation]. Association for Public Policy Analysis and Management Annual Meeting, Washington, D.C.

(31) **Bassok, D.**, Dee, T., & Latham, S.* (2016, November). *Can accountability measures increase the quality of early childhood education? Evidence from North Carolina.* [Conference presentation]. Association for Public Policy Analysis and Management Annual Meeting, Washington, D.C.

(30) **Bassok, D.**, Conway, J., & Kief, E. (2016, July). *Building a high-quality, unified, early childhood education system: Lessons from Louisiana.* Quality Rating & Improvement Systems National Meeting.

(29) Engel, M., **Bassok, D.**, Claessens, A., Kabourek, S., & Watts, T. (2016, April). *Has kindergarten become too academic? Instruction and children's development in the first year of school.* [Conference presentation]. American Education Research Association Annual Meeting, Washington, D.C.

(28) **Bassok, D.**, Dee, T., & Latham, S.* (2016, March). *Can accountability measures increase the quality of early childhood education? Evidence from North Carolina.* [Conference presentation]. Association for Education Finance & Policy Annual Meeting, Denver, CO.

(27) **Bassok, D.**, Finch, J., Lee, R., Reardon, S., & Waldfogel, J. (2016, March). *Are early childhood disparities narrowing? The changing nature of early childhood and its link to narrowing school-entry achievement gaps.* [Conference presentation]. Society for Research on Educational Effectiveness Annual Meeting, Washington, D.C.

(26) **Bassok, D.** & Latham, S**.*** (2015, April). *Kids today: Changes in school readiness in an early childhood era.* [Conference presentation]. American Educational Research Association, Chicago, IL.

(25) **Bassok, D**. & Latham, S.* (2015, March). *Kids today: Changes in school readiness in an early childhood era.* [Conference presentation]. Society for Research in Child Development Biennial Meeting, Philadelphia, PA.

(24) **Bassok, D.** & Miller, L. (2015, February). *Does widely-available public preschool yield benefits for children through third grade? Evidence from Florida's voluntary pre-kindergarten program.* [Conference presentation]. Association for Education Finance & Policy, Washington, D.C.

(23) **Bassok, D.,** Galdo, E.,* & Miller, L. (2015, February). *Evaluating preschool programs based on children's school readiness: Are there unintended consequences to Florida's kindergarten readiness rating system?* [Conference presentation]. Association for Education Finance & Policy, Washington, D.C.

(22) **Bassok, D.** & Miller, L. (2014, November). *Do children benefit from widely-available public preschool? Evidence from Florida's voluntary prekindergarten program.* [Conference presentation]. Association for Public Policy Analysis and Management, Albuquerque, NM.

(21) **Bassok, D.** & Latham, S.* (2014, November). *Kids today: Changes in school readiness in an early childhood era.* [Conference presentation]. Association for Public Policy Analysis and Management, Albuquerque, NM.

(20) **Bassok, D.** & Rorem, A.* (2014, April). *Is kindergarten the new first grade?* [Conference presentation]. American Educational Research Association, Philadelphia, PA.

(19) **Bassok, D.** & Latham, S.* (2014, March). *Kids today: Changes in school readiness in an early childhood era.* [Conference presentation]. Association for Education Finance & Policy Annual Meeting, San Antonio, TX.

(18) **Bassok, D.,** Gibbs, C., & Latham, S.* (2014, March). *Does the impact of early childhood intervention systematically fade? Exploring variation in the persistence of preschool effects.* [Conference presentation]. Association for Education Finance & Policy Annual Meeting, San Antonio, TX.

(17) **Bassok, D.,** Gibbs, C., & Latham, S.* (2013, November). *Do the effects of early childhood interventions systematically fade? How attributes of preschool and early elementary school experiences relate to the persistence of benefits.* [Conference presentation]. Association for Public Policy Analysis and Management Annual Meeting, Washington, D.C.

(16) **Bassok, D.**, Fitzpatrick, M., Greenberg, E., & Loeb, S. (2013, November). *The extent of within- and between-sector quality differences in early childhood education and care.* [Conference presentation]. Association for Public Policy Analysis and Management Annual Meeting, Washington, D.C.

(15) **Bassok, D**., Latham, S.*, & Locasale-Crouch, J. (2013, April). *Ready or not: Does greater alignment between preschool and kindergarten teachers' beliefs relate to a smoother school-entry transition?* [Conference presentation]. Society for Research in Child Development Biennial Meeting, Seattle, WA.

(14) **Bassok, D.** & Rorem, A.* (2013, April). *Is kindergarten the new first grade? The changing nature of kindergarten in the age of accountability.* [Conference presentation]. Society for Research in Child Development Biennial Meeting, Seattle, WA.

(13) **Bassok, D.,** Miller, L., & Galdo, E.* (2013, April). *The effects of universal state pre-kindergarten on the size and scope of the child care sector: The case of Florida's voluntary prekindergarten program.* [Conference presentation]. Society for Research in Child Development Biennial Meeting, Seattle, WA.

(12) **Bassok, D.** & Rorem, A.* (2013, March). *Is kindergarten the new first grade? The changing nature of kindergarten in the age of accountability.* [Conference presentation]. Association for Education Finance & Policy Annual Meeting, New Orleans, LA.

(11) **Bassok, D.** & Rorem, A.* (2012, November). *Is kindergarten the new first grade? The changing nature of kindergarten in the age of accountability.* [Conference presentation]. Association for Public Policy Analysis and Management Annual Meeting, Baltimore, MD.

(10) **Bassok, D.**, Miller, L., & Galdo, E.* (2012, November). *The effects of universal state pre-kindergarten on the size and scope of the child care sector: The case of Florida's voluntary prekindergarten program.* [Conference presentation]. Association for Public Policy Analysis and Management Annual Meeting, Baltimore, MD.

(9) **Bassok, D.**, Fitzpatrick, M., & Loeb, S. (2012, November). *Does state preschool crowd-out private provision? The impact of universal preschool on the childcare sector in Oklahoma and Georgia.* [Conference presentation]. Association for Public Policy Analysis and Management Annual Meeting, Baltimore, MD.

(8) **Bassok, D.**, Fitzpatrick, M., & Loeb, S. (2012, March). *Does state preschool crowd out private provision? The impact of universal prekindergarten on the child care sector in Oklahoma & Georgia.* [Conference presentation]. Association for Education Finance & Policy Annual Meeting, Boston, MA.

(7) **Bassok, D.**, Fitzpatrick, M. Greenberg, E., & Loeb, S. (2012, March). *Regulating early childhood education and care: Assessing compliance, choice, and child outcomes 1997-2007*. [Conference presentation]. Association for Education Finance & Policy Annual Meeting, Boston, MA.

(6) **Bassok, D.,** Miller, L., & Galdo, E.* (2012, March). *The effects of universal state pre-kindergarten on the size, scope and quality of the child care sector: The case of Florida's voluntary prekindergarten program.* [Conference presentation]. Association for Education Finance & Policy Annual Meeting, Boston, MA.

(5) **Bassok, D.,** Fitzpatrick, M., Paglayan, A., & Loeb, S. (2012, March). *The early childhood care and education workforce: Understanding changes from 1990 through 2010.* [Conference presentation]. Association for Education Finance & Policy Annual Meeting, Boston, MA.

(4) **Bassok, D.,** Fitzpatrick, M., & Loeb, S. (2011, March). *Who has access to child care? Measuring gaps in the availability and quality of early childhood care across U.S. communities from 1990 to the present.* [Conference presentation]. Association for Education Finance & Policy Annual Meeting, Seattle, WA.

(3) **Bassok, D.** & Reardon, S. (2010, November). *Academic red-shirting in kindergarten: Which families delay kindergarten entry and how do their decisions influence the composition of kindergarten cohorts?* [Conference presentation]. Association for Public Policy Analysis and Management Annual Meeting, Boston, MA.

(2) **Bassok, D.** & Reardon, S. (2010, May). *Early enrollment and academic redshirting in kindergarten.* [Conference presentation]. American Education Research Association Annual Meeting, Denver, CO.

(1) **Bassok, D.,** Fitzpatrick, M., & Loeb, S. (2010, March). *Early childhood teacher labor markets: A preliminary investigation.* [Conference presentation]. American Education Finance Association Annual Meeting, Richmond, VA.

Selected Research Presentations/Webinars to Policy & Practice Audiences

(10) **Bassok, D.** (2021, July). *Using child care provider surveys to inform policy responses to COVID-19*. Child Care Research and Evaluation Capacity Building Center & Office of Planning, Research, and Evaluation.

(9) **Bassok, D.** (2021, June). *Building a strong early learning workforce*. National Conference of State Legislatures Meeting.

(8) **Bassok, D.** & Morris, P. (2021, June). *Research-practice partnerships for early care & education: Past, present and future.* Funders Learning Group for Using Evidence for Change.

(7) **Bassok, D.** (2021, April). *Quality in early childhood classrooms: Measuring and supporting quality in birth-to-five classrooms.* Virginia Board of Education Work Session.

(6) **Bassok, D.** (2021, January). *Findings from Virginia's family day homes in the early months of COVID-19.* 2021 General Assembly Session.

(5) **Bassok, D. (**2020, December). *The divergent experiences of early educators in schools and child care centers during COVID-19: Findings from Virginia.* Virginia's Joint Subcommittee on Early Childhood Care and Education.

(4) **Bassok, D.** (2020, October). *The challenge of child care during the COVID-19 pandemic.* Institute for Research on Poverty, University of Wisconsin. https://www.irp.wisc.edu/resource/the-challenge-of-child-care-during-the-covid-19-pandemic/

(3) **Bassok, D**. & Markowitz, A.J.[+] (2020, July). *Using child care provider surveys to inform policy responses to COVID-19*. Child Care Research and Evaluation Capacity Building Center & Office of Planning, Research, and Evaluation.

(2) **Bassok, D**. (2020, January). *The promise of partnerships: Lessons from Virginia's PDG B-5*. Preschool Development Grant B-5 Annual Convening.

(1) **Bassok, D.** (2019, October). *Defining the school readiness challenge in Virginia.* Early Childhood Education Policy Summit at the University of Virginia, Charlottesville, VA.

OTHER SCHOLARLY ACTIVITIES

Consensus Statements and Reports

Weiland, C., Greenberg, E., **Bassok, D.**, Markowitz, A.J.[+], Guerrero-Rosada, P., Luetmer, G., Abenavoli, R., Gomez, C.J., Johnson, A.D., Harden, B.J., Maier, M.F., McCormick, M.P., Morris, P.A., Nores, M., Phillips, D.A., & Snow, C. (2021). *Historic crisis, historic opportunity: Using evidence to mitigate the effects of the COVID-19 crisis on young children and early care and education programs*. University of Michigan, Education Policy Initiative; Urban Institute. https://edpolicy.umich.edu/files/EPI-UI-Covid%20Synthesis%20Brief%20June%202021.pdf

National Academies of Sciences, Engineering, and Medicine. (2018). *Transforming the Financing of Early Care and Education*. Washington, DC: The National Academies Press. doi:10.17226/24984.

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.* Brookings Institution. https://www.brookings.edu/research/puzzling-it-out-the-current-state-of-scientific-knowledge-on-pre-kindergarten-effects/

SEE-Partnerships Reports and Policy Briefs

(28) **Bassok, D.**, Shapiro, A.[+], Michie, M., & Fares, I. (2021). *The importance of financial supports for child care teachers during the pandemic: New findings from Virginia*. Study of Early Education through Partnerships. https://bit.ly/see_partnerships_pandemic_supports

(27) **Bassok, D.**, Doromal, J.B.*, Michie, M., & Wong, V. C. (2021). *The effects of financial incentives on teacher turnover in early childhood settings: Experimental evidence from Virginia*. Study of Early Education through Partnerships. https://bit.ly/see_partnerships_incentives_turnover

(26) **Bassok, D.**, Smith, A.E., Markowitz, A.J.[+], & Miller-Bains, K. (2021). *Professionalizing the child care workforce: Teachers' and leaders' views of Louisiana's Early Childhood Ancillary Certificate*. Study of Early Education in Louisiana. https://bit.ly/seela_ecac_keybarriers

(25) **Bassok, D.**, Hall, T.*, Markowitz, A.J.[+], & Doromal, J.B.*. (2021). *Teacher turnover in child care: Pre-pandemic evidence from Virginia.* Study of Early Education through Partnerships. https://bit.ly/see_partnerships_prepandemic_turnover

(24) Markowitz, A.J.[+], Cubides-Mateus, D.M., **Bassok, D.** (2021). *Spikes in teacher depression during the pandemic: Evidence from Virginia early educators*. Study of Early Education through Partnerships. https://bit.ly/see_partnerships_covid_depression

(23) **Bassok, D.**, Clancy, M.*, Michie, M., Doromal, J.B.*, & Schoppa, I. (2021). *The impact of the coronavirus pandemic on preschoolers in virtual and in-person classrooms: Lessons from a large survey of Virginia families*. Study of Early Education through Partnerships. https://bit.ly/see_partnerships_preschool_covid

(22) **Bassok, D.**, Miller-Bains, K., & Michie, M. (2021). *Virtual and in-person preschool during the pandemic: Findings on preferences from a large survey of Virginia families*. Study of Early Education through Partnerships. https://bit.ly/see_partnerships_preschool_covid_preference

(21) **Bassok, D.** & Weisner, K. (2021). *The impact of COVID on enrollment and revenue at Virginia family day homes*. Study of Early Education through Partnerships. http://bit.ly/see_partnerships_FDH_covid_impact

(20) **Bassok, D.**, Miller-Bains, K., Michie, M., & Doromal, J.B.* (2021). *Navigating infant and toddler care during the pandemic: Findings from Virginia.* Study of Early Education through Partnerships. http://bit.ly/see_partnerships_infant_toddler_care_covid

(19) **Bassok, D.**, Smith, A.E., Markowitz, A.J.[+], & Doromal, J.B.* (2021). *Child care staffing challenges during the pandemic: Lessons from child care leaders in Virginia.* Study of Early Education through Partnerships. http://bit.ly/see_partnerships_staffing_COVID

(18) **Bassok, D.**, Smith, A.E., Markowitz, A.J.[+], & Doromal, J.B.* (2021). *Child care staffing challenges during the pandemic: Lessons from Child Care Leaders in Louisiana.* Study of Early Education in Louisiana. http://bit.ly/seela_staffing_COVID

(17) Michie, M., Weisner, K., Markowitz, A.J.[+], **Bassok, D.**, Botts, L., Hearington, M., Kiscaden, S., Rothenberg, A., & Smith, A.E. (2021). *Building sustainable early childhood systems: Louisiana's first Ready Start communities*. Study of Early Education in Louisiana. https://www.see-partnerships.com/ready-start.html

(16) Michie, M., Weisner, K., Markowitz, A.J.[+], **Bassok, D.**, Hearington, M., Kiscaden, S., Rothenberg, A., & Smith, A.E. (2021). *Creating coordinated early childhood systems: Lessons from Louisiana's Ready Start communities*. Study of Early Education in Louisiana. https://www.see-partnerships.com/ready-start.html

(15) **Bassok, D.**, Schoppa, I., Michie, M., & Doromal, J.B.* (2021). *The challenges facing families of young children during the coronavirus pandemic: Findings from Virginia*. Study of Early Education through Partnerships. http://bit.ly/see_partnerships_families_covid

(14) **Bassok, D.**, Weisner, K., Markowitz, A.J.[+], & Hall, T.* (2021). *Teaching young children during COVID-19: Lessons from early educators in Virginia.* Study of Early Education through Partnerships. https://bit.ly/see_partnerships_covid_teaching

(13) **Bassok, D.**, Herring, W.*, Markowitz, A.J.[+], & Bellows, L.[+] (2021). *Professionalizing the child care workforce through credentialing: Lessons from Louisiana's Early Childhood Ancillary Certificate.* Study of Early Education in Louisiana. http://bit.ly/seela_ecac_programleaders

(12) **Bassok, D.**, Weisner, K., Markowitz, A.J.[+], & Hall, T.* (2021). *Teaching young children during COVID-19: Lessons from early educators in Louisiana.* Study of Early Education in Louisiana. https://bit.ly/seela_covid_teaching

(11) Markowitz, A.J.[+], **Bassok, D.**, & Kiscaden, S. (2021). *Changes in early educator wellbeing and job commitment in the wake of the coronavirus pandemic: Lessons from large-scale surveys in Jefferson and Rapides parishes.* Study of Early Education in Louisiana. https://bit.ly/seela_changes_wellbeing_COVID

(10) Markowitz, A.J.[+], **Bassok, D.**, & Kiscaden, S. (2021). *The wellbeing of early educators in Jefferson, Orleans, and rapids parishes during COVID-19: Findings from the Study of Early Education in Louisiana fall 2020 workforce survey.* Study of Early Education in Louisiana. http://bit.ly/seela_wellbeing_COVID

(9) **Bassok, D.**, Weisner, K., Doromal, J.B.*, & Michie, M. (2021). *Virginia's family day homes in the early months of COVID-19: Lessons from two waves of the PDG B-5 workforce survey*. Study of Early Education through Partnerships. http://bit.ly/see_partnerships_FDH_COVID

(8) **Bassok, D.**, Michie, M., Cubides-Mateus, D.M., Doromal, J.B.*, & Kiscaden, S. (2020). *The*

divergent experiences of early educators in schools and child care centers during COVID-19: Findings from Virginia. Study of Early Education through Partnerships. http://bit.ly/see_partnerships_tchr_covid

(7) **Bassok, D.**, Doromal, J.B.*, Holland, A., & Michie, M. (2020). *Who teaches Virginia's youngest children? Sector differences in the racial/ethnic composition of early educators*. Study of Early Education through Partnerships. http://bit.ly/see_partnerships_racial_composition

(6) **Bassok, D.**, Doromal, J.B.*, Michie, M., & Weisner, K. (2020). *Family day homes in Virginia's Preschool Development Grant Birth through Five initiative: Baseline survey findings*. Study of Early Education through Partnerships. http://bit.ly/see_partnerships_FDH_baseline

(5) Markowitz, A.J.[+], **Bassok, D.**, Smith, A.E., & Kiscaden, S. (2020). *Child care teachers' experiences with COVID-19: Findings from the Study of Early Education in Louisiana*. Study of Early Education in Louisiana. https://bit.ly/seela_teachers_covid_2020

(4) **Bassok, D.**, Markowitz, A.J.[+], Smith, A.E., & Kiscaden, S. (2020). *Child care leaders' experiences with COVID-19: First Findings from the Study of Early Education in Louisiana*. Study of Early Education in Louisiana.

(3) **Bassok, D.**, Magouirk, P.*, & Markowitz, A.J.[+] (2019). *Systemwide changes in the quality of early childhood education: Trends in Louisiana from 2015-16 to 2018-19.* Study of Early Education in Louisiana. https://files.elfsightcdn.com/022b8cb9-839c-4bc2-992e-cefccb8e877e/fb938120-5e26-4daa-9461-0665092c3b89.pdf

(1) **Bassok, D.**, Markowitz, A.J.[+], Smith, A.E., & 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 in Louisiana. https://files.elfsightcdn.com/022b8cb9-839c-4bc2-992e-cefccb8e877e/870fae08-9f8a-412e-bc90-9f7b92cde538.pdf

(1) **Bassok, D.**, Magouirk, P.*, & Markowitz, A.J.[+] (2019). *Network leader survey report.* Study of Early Education in Louisiana. https://files.elfsightcdn.com/022b8cb9-839c-4bc2-992e-cefccb8e877e/eac90b5c-8796-49c2-87c0-86eb2823e610.pdf

Public Writing & Dissemination (Brookings blog posts, opinion pieces)

(14) Weiland, C., **Bassok, D.**, Phillips, D.A., Cascio, E.U., Gibbs, C., & Stipek, D. (2022, February 10). *What does the Tennessee pre-K study really tell us about public preschool programs?* Brown Center Chalkboard, Brookings Institution. https://www.brookings.edu/blog/brown-center-chalkboard/2022/02/10/what-does-the-tennessee-pre-k-study-really-tell-us-about-public-preschool-programs/

(13) **Bassok, D.** & Doromal, J.B.* (2022, January 5). *How can we improve early childhood education? Use public dollars to pay teachers more*. Brown Center Chalkboard, Brookings Institution. https://www.brookings.edu/blog/brown-center-chalkboard/2022/01/05/how-can-we-improve-early-childhood-education-use-public-dollars-to-pay-teachers-more/

(12) **Bassok, D.**, Markowitz, A.J.[+], Miller-Bains, K., & Fares, I. (2021, December 1). *Staffing and compensation are at the heart of building a better early childhood system*. Brown Center Chalkboard, Brookings Institution. https://www.brookings.edu/blog/brown-center-chalkboard/2021/12/01/staffing-and-compensation-are-at-the-heart-of-building-a-better-early-childhood-system/

(11) Weiland, C., Greenberg, E., **Bassok, D.**, Markowitz, A.J.[+], Rosada, P.G., & Luetmer, G. (2021, July 20). *6 priorities for future research into COVID-19 and its effects on early learning*. Brown Center Chalkboard, Brookings Institution. https://www.brookings.edu/blog/brown-center-chalkboard/2021/07/20/6-priorities-for-future-research-into-covid-19-and-its-effects-on-early-learning/

(10) **Bassok, D.**, Morris, P.A., Markowitz, A.J.[+], & Conway, J. (2021, May 4). *Research-practice partnerships can help our youngest learners in times of crisis and recover*. Brown Center Chalkboard, Brookings Institution. https://www.brookings.edu/blog/brown-center-chalkboard/2021/05/04/research-practice-partnerships-can-help-our-youngest-learners-in-times-of-crisis-and-recovery/

(9) **Bassok, D.**, Bauer, L., Cellini, S.R., Hadani, H.S., Hansen, M., Harris, D.N., Olsen, B., Reeves, R.V., Valant, J., & Wong, K.K. (2021, March 12). *Coronavirus and schools: Reflections on education one year into the pandemic*. Brown Center Chalkboard, Brookings Institution. https://www.brookings.edu/blog/brown-center-chalkboard/2021/03/12/coronavirus-and-schools-reflections-on-education-one-year-into-the-pandemic/

(8) **Bassok, D.** & Shapiro, A.[+] (2021, February 22). *Understanding COVID-19-era enrollment drops among early-grade public school students.* Brown Center Chalkboard, Brookings Institution. https://www.brookings.edu/blog/brown-center-chalkboard/2021/02/22/understanding-covid-19-era-enrollment-drops-among-early-grade-public-school-students/

(7) **Bassok, D.**, Markowitz, A.J.[+], & Bellows, L.[+] (2021, February 16). *Stabilizing child care requires more than emergency COVID-19 relief funds*. Brown Center Chalkboard, Brookings Institution. https://www.brookings.edu/blog/brown-center-chalkboard/2021/02/16/stabilizing-child-care-requires-more-than-emergency-covid-19-relief-funds/

(6) **Bassok, D.**, Markowitz, A.J.[+], & Michie, M. (2020, October 23). *COVID-19 highlights inequities in how we treat early educators in child care vs. schools*. Brown Center Chalkboard, Brookings Institution. https://www.brookings.edu/blog/brown-center-chalkboard/2020/10/23/covid-19-highlights-inequities-in-how-we-treat-early-educators-in-child-care-vs-schools/

(5) **Bassok, D.** & Markowitz, A.J.[+] (2020, February 20). *The value of systemwide, high-quality data in early childhood education.* Brown Center Chalkboard, Brookings Institution. https://www.brookings.edu/blog/brown-center-chalkboard/2020/02/20/the-value-of-systemwide-high-quality-data-in-early-childhood-education/

(4) Weixler, L., Valant, J., **Bassok, D.**, Doromal, J.B.*, & Gerry, A. (2019, April 16). *Can text messages help families applying for early childhood education programs?* Brown Center Chalkboard, Brookings Institution. https://www.brookings.edu/blog/brown-center-chalkboard/2019/04/16/can-text-messages-help-families-applying-for-early-childhood-education-programs/

(3) **Bassok, D**., Magnuson, K., & Weiland, C. (2016, December 19). *Memo: Building a cohesive, high-quality early childhood system*. Brown Center Chalkboard, Brookings Institution. https://www.brookings.edu/blog/brown-center-chalkboard/2016/12/19/memo-building-a-cohesive-high-quality-early-childhood-system/

(2) Reardon, S., Waldfogel, J., & **Bassok, D.** (2016, August 6). *The good news about educational inequality*. The New York Times. https://www.nytimes.com/2016/08/28/opinion/sunday/the-good-news-about-educational-inequality.html

(1) **Bassok, D.**, Claessens, A., & Engel, M. (2014, June 3). *The case for the new kindergarten: Challenging and playful*. Education Week. https://www.edweek.org/teaching-learning/opinion-the-case-for-the-new-kindergarten-challenging-and-playful/2014/06

III. TEACHING & MENTORING

Course Teaching

Fall, 2018, 20, 21	*Foundational Skills Workshop,* Batten
Spring 2014, 17, 18	*Evaluating the Effectiveness of Social Innovations,* SEHD
Fall 2010-14, 16-18	*Data Management for Analysis,* SEHD
Spring 2010-11	*Causal Inference in Education Research,* SEHD
Fall 2009	*Economics and Education Policy,* SEHD

Postdoctoral Fellows Mentored or Co-Mentored (initial placement)

- Anna J. Markowitz, *Assistant Professor, UCLA*
- Tutrang Nguyen, co-mentored with Bob Pianta, *Researcher, Mathematica*
- Laura Bellows, *current*
- Anna Shapiro, *current*

Primary Advisor for PhD Students (year defended & initial placement)

- Eva Galdo, 2015, *Education Research Scientist, Institute of Education Sciences*
- Scott Latham, 2016, *Postdoctoral Fellow, Stanford University*
- Preston Magouirk, 2020, *Data Scientist at Common App*
- Justin Doromal, 2021, *Postdoctoral Research Associate, Annenberg Institute at Brown University*
- Walter Herring, expected 2022, *Mathematica*
- Todd Hall, second year student

Dissertation Committee Member

- Dan Rodriguez Segura, *Education Policy*, 2022
- Brian Kim, *Education Policy*, 2022
- David Martin, *Research Statistics and Evaluation*, 2020
- Ann Partee, *Applied Developmental Science*, 2020
- Aliza Husain, *Education Policy*, 2019
- Katharine Meyer, *Education Policy*, 2019
- Jaclyn Russo, *Clinical Psychology*, 2019
- Chelsea Duran, *Applied Developmental Science*, 2018
- Veronica Katz, *Education Policy*, 2017
- Sadie Hasbrouk, *Clinical and School Psychology*, 2016
- Catherine Wolcott, *Clinical and School Psychology*, 2015
- Rebecca Dore, *Developmental Psychology*, 2015
- Alex Smith, *Economics*, 2015
- Emily Hailey, *Research Statistics and Evaluation*, 2014
- Emily Hopkins, *Developmental Psychology*, 2014
- Kris Wiley, *Gifted Education*, 2013
- Tashia Abry, *Applied Developmental Science*, 2012
- Josh Pretlow, *Higher Education*, 2011
- Terri Sabol, *Applied Developmental Science*, 2011
- Rachel Hess Obrien, *Applied Developmental Science*, 2010

MPP Research Assistants

- Mia Bailey, 2021-present
- Logan Botts, 2020-2021
- Meghan Clancy, 2020-2021
- Lauren Cochran, 2021-2022
- Maureen Coffey, 2020-2021
- Madeline Fitzgerald, 2017-2018
- Abby Holland, 2019-2020
- Katharine Sadowski, 2014-2015
- Amanda Rosensky, 2020-2021
- Abby Rothenberg, 2020-present

Undergraduate Research Assistants

- Sophia Applegate, Youth & Social Innovation, 2022-present
- Holly Battist, Youth & Social Innovation, 2021-present
- Samantha Boero, Batten/Youth & Social Innovation, 2022-present
- Cameron Clark, Youth & Social Innovation, 2019
- Maelee Hearington, Religion/Youth & Social Innovation/Master of Teaching, 2020-2021
- Chantal Hernandez, Youth & Social Innovation, 2021-present
- Victoria Kim, African and American Studies/Youth & Social Innovation, 2022-present
- Sarah Kiscaden, Spanish/Youth & Social Innovation/Master of Teaching, 2018-2021
- Amber Leathers, Youth & Social Innovation, 2020
- Jiayi Lu, 2019
- Emma Montgomery, Education Policy and Innovation, 2018-2020
- Anna Murray, Psychology/Youth & Social Innovation, 2022-present
- Reese Poe, Youth & Social Innovation, 2021-present
- Clara Rodriguez, Cognitive Science/Spanish, 2021-present

IV. SERVICE

<u>Service to the Profession</u>

- *Journal Editorial Roles*

    - Associate Editor, Educational Researcher, 2017-2020
    - Editorial Board, *Education Finance & Policy*, 2019-2022
    - Editorial Board, *Early Childhood Research Quarterly* 2018-2022
    - Consulting Editor, *Early Childhood Research Quarterly* 2016-2017
    - Editorial Board, *Education Evaluation and Policy Analysis*, 2011-2012, 2016-2019,
    - Editorial Board, *Journal of Research on Educational Effectiveness*, 2017-19

- *Service to Association for Education Finance and Policy*

    - Board of Directors, Elected for 3-year term, 2014-2016
    - Co-chair of Awards Committee, 2015, 2016
    - Program Committee for Annual Meeting, 2014, 2015, 2016

- *Service to American Education Research Association*

- Division L (Educational Policy & Politics) Program Committee Chair for AERA's 2017 Annual Meeting
- Division L/Section 7 (Educational Policy & Politics; Social Policy) Program Committee/Section Chair for AERA's 2014 & 2015 Annual Meetings
- Division L, Conference Proposal Reviewer, 2010-2016

- *Service to Association for Public Policy Analysis & Management*

  - APPAM Fall Conference Proposal Reviewer, 2022
  - APPAM, Vernon Prize Committee, 2020
  - APPAM Fall Conference Program Committee, 2020

- *Other Conference Reviewing*

  - Society for Research on Child Development. Off-Year Themed Meeting: Strengthening Connections among Research, Policy, and Practice, Submission Reviewer, 2013.
  - Society for Research on Educational Effectiveness, Conference Panel Reviewer, 2010

- *Grant Review*

  - Review panel, Research Practice Partnership Grant Program.
  - Member, Institute of Education Sciences' Early Intervention and Early Childhood Education Research Scientific Review Panel, 2016-2019.
  - Reviewer, Institute of Education Sciences, Early Intervention and Early Childhood Education Review Panel for FY2016
  - Child Care Research Partnership Grant Review, (Panel Chair) Office of Planning, Research and Evaluation, Administration for Children and Families, June 2010.
  - Invited Grant Reviewer:
    - *National Science Foundation*
    - *Smith Richardson Foundation*

- *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*

<u>Select Advisory Roles</u>

2021	Expert consultant; United States Administration for Children and Families (ACF)/ChildTrends study on high turnover in the center- based child care workforce
2020	Expert panel member to develop a research agenda for child care and early education (CCEE) in response to COVID-19. Office of Planning, Research and Evaluation (OPRE) in the Administration for Children and Families/ChildTrends.

	Expert consultation on COVID-19 followup to 2019 National Study of Early Care and education
2019-20	Advisory Board Member. Chicago Prek Access and Enrollment study. Start Early.
2019	Technical Review Panel (TRP) for the Early Childhood Longitudinal Study, Kindergarten Class of 2022-23 (ECLS-K:2023).
2018	National Advisory Group Member. Center on Enhancing Early Learning Outcomes' (CEELO) Early Childhood Legacy 2030 project.
2017-21	Advisory Group Member (2017-21) "Early Learning Study at Harvard" Zaentz Early Education Initiative, Harvard University.
2017-18	Member (2017-18) Compensation and Financing Subcommittee of the Virginia School Readiness Committee.
2016-17	Consensus Study Committee Member. "Financing Early Care and Education with a Highly Qualified Workforce" The National Academies of Sciences.
2015	"Next Decade of Pre-K Evaluation" Working Group. Georgetown University (2015)
2014-15	Technical Working Group (2014-15) Indiana Early Childhood Education Expansion Initiative.

EdPolicyWorks & Ed Policy Program Service

2018-Present Program Coordinator for Education Policy Program

2011-Present EdPolicyWorks Speaker Series

- Secured Bankard funding to host a speakers series including 6-8 nationally-recognized education policy experts (joint with Jim Wyckoff, Tom Dee, & Beth Schueler
- Coordinated speaker series, 2011-2019 (Beth Schueler took over in 2019

2009-2014 Coordinator, "Policy Lab," 2009-2014

- Bi-weekly "brown bag" series for ~15-20 students and faculty with interests in education policy to present their work.

2009-present Co-wrote all "Education Policy" program documents (curriculum, program milestone and evaluation documents)

Select SEHD Service & Batten School Service

2022	Search Committee Chair for the Batten Bicentennial EDLF Associate or Full Professor in Early Childhood Education
2022	Batten Committee to evaluate Assistant Professor Bala Mulloth's case for reappointment
2022	Batten Committee to evaluate Assistant Professor Peter Johannessen's case for reappointment
2021	Promotion review committee for Andy Pennock Search Committee for two faculty positions: Professors of Education, in Education Policy and Applied Research Methods. *Successfully recruited Allison Atteberry and Brendan Bartanen.*
2021-present	Co-Director (with Dan Player), Ed Policy Associates program ▪ *SIF-funded (part of VPPC) program aiming to give undergraduate and masters students, particularly first generation and students of color, experience conducting research in collaboration with policymakers, alongside faculty and graduate student mentors.*
2020	Batten Promotion and tenure Review Committee for Isaac Mbiti

2019	Search Committee for Assistant Professor in Political Science Position. *Successfully recruited John Holbein.*
2019-present	Virginia Policy Partnership Collaborative ▪ *SIF-funded effort (joint with Jim Wyckoff, Ben Castleman, Amanda Williford & Anita McGinty) which aims to develop and strengthen partnerships with Virginia education policymakers, with the goal of honing our research efforts to address critical educational issues and maximizing the positive impact on Virginians at large, and students in particular.*
2018-19	Search committee for junior and senior faculty in Research Statistics and Evaluation. *Successfully recruited Jim Soland.*
2017- present	Faculty Mentor ▪ *Julie Cohen (2017-present)* ▪ *Beth Schueler (2018-present)* ▪ *Allison Atteberry (2021-present)*
2017-18	Third Year/Renewal Review Committee (Bala Mulloth, Andy Pennock, and Dan Player)
2017-18	Search committee for Assistant/Associate Professor or Full professor tenured/tenure-track Professor of Education in the area of Education Policy. *Successfully recruited Beth Schueler.*
2016-19	Curry Budget Advisory Committee (CBAC)
2016	Search committee for Assistant/Associate Professor in EP-ADS. *Successfully recruited Jamie Jirout.*
2015-17	Search Committee, Curry School Faculty Search Committee in Higher Education (Meyer Chair)
2015-16	Search Committee in Education Policy. *Successfully recruited Sally Hudson.*
2914-15	Search Committee, Batten School Faculty in Education and Health
2012-present	Principal Project Officer (PPO) for National Center for Education Statistics Restricted Access Data License ▪ *License provides access to 14 researchers from across SEHD and UVA to access NCES data.*
2012-13	Search Committee, Education Policy faculty search, 2012-13. *Successfully recruited Ben Castleman.*
2012	Faculty Reader at Curry Hooding Ceremony
2011-2012	Summer Undergraduate Research Program (SURP) ▪ *Faculty mentor to 2 undergraduates per summer, 2011 2012*
2011	Search Committee for Student Affairs Practice in Higher Education Program (SAPHE) Coordinator
2009-present	Affiliate, Virginia Education Science Training Program (IES Predoctoral Training Program) ▪ *Steering Committee (2020-present)*

University Service

Served on a working group to develop recommendations for an Interdisciplinary Research and Learning Building on the Emmet-Ivy Corridor

Steering Committee for the Race and Inequality cluster hire

V. HONORS

2022 **Named among top researchers at the University of Virginia (UVA) for 2021**

2020 **Research Excellence Award, UVA**

- *One of three UVA Faculty members selected for the 2019 Inaugural Research Excellence Award*
- *Given to UVA faculty who are leaders in their fields and are impacting the world in positive ways*

2019 **<u>2019 Raymond Vernon Memorial Award,</u> Journal of Policy Analysis & Management**

- *Joint with Thomas Dee & Scott Latham*
- *Annual award recognizes excellence in research through the selection of the top paper published in the current volume of JPAM.*

2019 **Collaborative Excellence in Public Service Award, UVA**

- *Joint with Benjamin Castleman, Luke C. Miller & Jim Wyckoff*
- *Recognizes a team of faculty members, from diverse departments and disciplines, who demonstrate the greatest collaborative impact on societal wellbeing in a particular place or community and who have pursued that wellbeing together with students.*

2019 **Excellence in Teaching Award, UVA School of Education & Human Development**

- *Selected by faculty and leadership team at the School of Education for contributions in advancing the School and in elevating the school's community of colleagues.*

2015 **<u>Presidential Early Career Award for Scientists and Engineers</u> (PECASE)**

- *One of two education researchers honored by President Barack Obama.*
- *Highest honor bestowed by the U.S. government to outstanding researchers beginning their independent careers.*

2014 **National Academy of Education/Spencer Postdoctoral Fellowship**

- *Recognizes early career scholars make significant scholarly contributions to the field of education.*
- *One of 20 early career-scholars selected from nearly 200*

2013-21 **Edu-Scholar Public Presence Ranking**

- *Ranked among Education Weeks list of "university-based scholars in the U.S. who are contributing most substantially to public debates about education" in every year the list was produced.*
- *Ranked among top 10 junior scholars in 2014 and 2015*

2011 **Flanigan Outstanding Dissertation Award, Association for Education Finance & Policy**

- *Award given by the Association for Education Finance & Policy to recognize exemplary dissertation research by doctoral students in the area of education finance and policy.*

2010 **Emerging Education Policy Scholar, Fordham Institute/American Enterprise Institute.**

- *Inaugural cohort of Emerging Education Policy Scholars (28 selected)*
- *Recognizes early career researchers with a keen research eye, fresh ideas, and boundless (or budding) enthusiasm for education policy*

2010 **Outstanding Reviewer, Educational Evaluation and Policy Analysis**

2009 **American Educational Research Association Dissertation Grant**

- *Supports highly competitive dissertation research using rigorous quantitative methods to examine large-scale, education-related data.*