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University of Virginia

Charlottesville, VA 22904

ACADEMIC APPOINTMENTS

- 2021- Batten Bicentennial Associate Professor of Early Childhood Education
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

- 2020- *Nonresident Senior Fellow in Governance Studies*, Brookings Institution
2014- *Associate Director*, [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
2019 [2019 Raymond Vernon Memorial Award](#), Journal of Policy Analysis & Management
(joint with T. Dee & S. Latham)
2019 Collaborative Excellence in Public Service Award, UVA
2019 Excellence in Teaching Award, UVA School of Education & Human Development
2017 [Presidential Early Career Award for Scientists and Engineers](#) (PECASE)
2014 National Academy of Education/Spencer Postdoctoral Fellowship
2011 Flanigan Outstanding Dissertation Award, Association for Education Finance & Policy
2010 Emerging Education Policy Scholar, Fordham Institute/American Enterprise Institute.
2009 American Educational Research Association Dissertation Grant

SELECTED GRANT FUNDING

“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, 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)

(30) **Bassok, D.**, Magouirk, P.*, Markowitz, A.J. (2021) "Systemwide Quality Improvement in Early Childhood Education: Evidence from Louisiana" *AERA Open*

(29) **Bassok, D.**, Markowitz, A.J., Bellows, L. & Sadowski, K (2021) "New Evidence on Teacher Turnover in Early Childhood. *Education Evaluation & Policy Analysis*.

(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. *Education Evaluation & Policy Analysis*.

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

(26) Markowitz, A.J., **Bassok, D.** & Player, D. (2020) Simplifying quality rating systems in early childhood education. *Children & Youth Services Review*.

(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.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*.

(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.J. & 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.J., 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.J., **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)

"Understanding the Wellbeing of Early Educators in the Wake of the Coronavirus Pandemic: Lessons from Louisiana" (joint with Anna J. Markowitz) Under review

"Racial and Socioeconomic Disparities in the Relationship Between Children's Early Literacy Skills and Third-Grade Outcomes: Lessons from a Kindergarten Readiness Assessment" (joint with Walter Herring, Anita McGinty, Luke C. Miller & James Wyckoff). Under review.

EDITED VOLUMES

Bassok, D. & Morris, P. (Eds.). (2021). Research-Practice Partnerships to Strengthen Early Education. [Special topic] *The Future of Children*. Princeton University & Brookings.

Bassok, D. & Engel, M. (Eds.). (2019). Successfully Taking Preschool to Scale: Implications of Research for Policy and Practice. [Special topic] *AERA Open*.

SELECTED REPORTS, POLICY BRIEFS & OP-EDS

Bassok, D. & Shapiro, A. (2021) [Understanding COVID-19-era enrollment drops among early-grade public school students](#). Washington, DC: Brookings Institution.

Bassok, D., Markowitz, A.J. & Bellows, L. (2021) [Stabilizing child care requires more than emergency COVID-19 relief funds](#). Washington, DC: Brookings Institution.

Bassok, D., Michie, M., Cubides, 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 Report

Markowitz, A.J., **Bassok, D.**, Smith, A. & Kiscaden, S. (2020) [Child Care Teachers' Experiences with COVID-19: Findings from the Study of Early Education in Louisiana](#) Study of Early Education – Louisiana, Report

Bassok, D. & Markowitz, A.J. (2020) [The value of systemwide, high-quality data in early childhood education](#). Washington, DC: Brookings Institution.

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-Louisiana, Report.

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.

TEACHING

Fall, 2018, 20 *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

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

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.

"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, 2017-2020

APPAM, Vernon Prize Committee, 2020

APPAM Fall Conference Program Committee, 2020

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*, 2016-2019, 2011-2012

Editorial Board, *Early Childhood Research Quarterly* 2018-2021

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

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

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

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*