Scott Latham

**288 Wallace Hall ∙ Princeton, NJ 08540**

**slatham@princeton.edu ∙ (732) 513-0964**

EMPLOYMENT

Associate Research Scholar, 2018 – present

Princeton School of Public & International Affairs

Princeton University

IES Postdoctoral Fellow, Center for Education Policy Analysis (CEPA) 2016 - 2018

Stanford University

EDUCATION

Ph.D. Education Policy, University of Virginia 2016

M.A. Public Policy, University of Virginia 2013

B.A. Psychology, Lafayette College 2010

Magna cum laude

GRANTS AND AWARDS

Co-recipient (with Daphna Bassok & Thomas Dee), Raymond Vernon

Memorial Award, Association for Public Policy and Management 2019

Co-investigator with Jennifer Jennings, John Higgins, & Robert Darnell.

“UnleadED: Measuring Trenton lead water levels at scale.”

Princeton Environmental Institute. 2019-2020

Consultant, National Academies of Sciences, Engineering, and Medicine

“Transforming the Financing of Early Care and Education”

Data analysis from the National Survey of Early Care and Education 2017

Co-investigator with Daphna Bassok & Thomas Dee. “Can accountability

measures increase the quality of early childhood education? Evidence from

North Carolina.” Smith Richardson Foundation. 2015 - 2016

Investigator (dissertation grant). “Kids today: Changes in school readiness in

an early childhood era.” American Educational Research Association. 2014 - 2015

HONORS

Outstanding reviewer award, *Educational Researcher* 2019

Outstanding reviewer award, *AERA Open* 2017

Institute of Education Sciences Postdoctoral Fellowship 2016 - 2018

Brenda Holliday Loyd Award 2015

*for education evaluation presentation at a national conference*

Institute of Education Sciences Predoctoral Fellowship 2011 - 2016

PAPERS, PUBLISHED AND UNDER REVIEW

**Latham S.**, Jennings, J., Corcoran, S., & Sattin-Bajaj, C.Racial disparities in pre-k quality: Evidence from New York City’s universal pre-k program. Forthcoming, *Educational Researcher.*

**Latham S.**, Finch, J., Reardon, S., & Waldfogel, J. (2020). Increases in the early childhood income-obesity gradient, 1998-2014. *Academic Pediatrics.* <https://doi.org/10.1016/j.acap.2020.11.021>

Bassok, D., Dee, T., & **Latham, S.** (2019) “The effects of accountability incentives in early childhood education” *Journal of Policy Analysis and Management.* Vol 38 (4) 838-866. <https://doi.org/10.1002/pam.22149>

Bassok, D., Gibbs, C. & **Latham, S.** (2018). “Preschool and children’s outcomes in the early grades: Have patterns changed nationwide between 1998 and 2010?”, *Child Development*. Vol 90 (6) 1875-1897. <https://doi.org/10.1111/cdev.13067>

Bassok, D. & **Latham, S.** (2017) “Kids today: The rise in children’s academic skills at kindergarten entry.” *Educational Researcher*, Vol 46 (1) 7-20. <https://doi.org/10.3102/0013189X17694161>

Bassok, D., **Latham, S.**, & Rorem, A. (2016) “Is kindergarten the new first grade?” *AERA Open*, Vol 2 (1) 1-31. <https://doi.org/10.1177/2332858415616358>

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,* Vol 31(2) 78-88*.*

<https://doi.org/10.1016/j.ecresq.2015.01.001>

WORK IN PROGRESS

**Latham, S. &** Jennings, J. The spatial distribution of lead exposure in New York City school drinking water.

**Latham, S.** & Jennings, J. Association between building age, pipe materials, and lead in water exposure in New York State.

Jennings, J. & **Latham S.** Mapping lead in the water supply of Trenton, NJ.

Zlotnick, H. Jennings, J., & **Latham, S.** Housing status and school choice: New York City’s preschool education of homeless children.

Jennings, J., **Latham, S.**, Schugurensky, A. School choice and racial segregation in New York City’s universal pre-k program

Bassok, D., Dee, T., Doromal, J., & **Latham, S.** Improvement or replacement? Accounting for increases in early childcare quality in North Carolina.

BOOK CHAPTERS

**Latham, S.** (2018). **“**Changes in school readiness of America’s entering kindergarteners, 1998-2010” Andrew J. Mashburn, Jennifer LoCasale-Crouch, & Katherine Pears (Eds.) *Kindergarten Transition and Readiness: Promoting Cognitive, Social-Emotional, and Self-Regulatory Development*. NY: Springer.

PRESENTATIONS

2020: Princeton Education Research Section (ERS) Seminar series

2019: Princeton ERS Seminar series; Society for Research in Child Development (SRCD) biennial meetings

2018: Association for Public Policy Analysis and Management (APPAM) fall meeting; Association for Education Finance and Policy (AEFP) annual meeting; Stanford Center for Education Policy Analysis (CEPA) research conference; Institute for Education Sciences (IES) principal investigator’s meeting

2017: SRCD biennial meeting; American Educational Research Association (AERA) fall research conference; IES principal investigator’s meeting; AEFP annual meeting

2016: APPAM fall meeting; AEFP annual meeting

2015: AERA annual spring conference; SRCD biennial meeting

2014: APPAM fall meeting; AEFP annual meeting

2013: APPAM fall meeting; SRCD biennial meeting

TEACHING

Princeton University

Introduction to data management (workshop) Summer 2019

University of Virginia

Instructor, Automating analysis in Stata (workshop) Aug 2016

Instructor, Data visualization (workshop) Jan 2016

Co-instructor, Evaluating the effectiveness of social innovation Fall 2014

Evaluation: 4.40/5

Teaching assistant, Data management for analysis Fall 2013

Evaluation: 4.86/5

Lafayette College

Teaching assistant, Introduction to psychology Fall 2009, Spring 2010

MEDIA MENTIONS

“What early-childhood accountability can learn from K-12’s mistakes” *Education Week*, August 2019

“Accountability for early education – a different approach and some positive signs” *The Brookings Institution,* August 2018

“The power of play in kindergarten” *neaToday*, June 2018

“Is preschool ‘fade out’ inevitable? Two studies zero in on the issue” *Education Week,* April 2018

“Child-care rating system effective in nudging centers, parents to high quality” *Education Week,* September 2017

“All work and no play needs to change for kindergarteners. Here’s why” *World Economic Forum,* April 2017

“Study: Kindergarteners start school with more academic skills than in past” *Education Week,* February 2017

“As kindergarten ratchets up academics, parents feel the stress” *The Washington Post,* September 2016

“Kindergarten readiness gap between low-income and higher-income students shrinking” *EdSource,* September 2016

“The good news about educational inequality” *The New York Times,* August 2016

“Gaps found to shrink between rich and poor students” *Education Week*, August 2016

“The shift in the way society values kindergarten” *Deseret News,* July 2016

“Why kindergarten is the new first grade” *NPR Ed*, January 2016

“Welcome to ~~first grade~~ kindergarten” *US News and World Report*, January 2016

“The new preschool is crushing kids” *The Atlantic,* January 2016

“The joyful, illiterate kindergarteners of Finland” *The Atlantic*, October 2015

“Kindergartens ringing the bell for play inside the classroom” *The New York Times,* June 2015

SERVICE

Ad hoc reviewer for *Educational Researcher, AERA Open, Developmental Psychology*, *American Educational Research Journal, Educational Evaluation and Policy Analysis, Journal of Children & Poverty,* *Education Finance and Policy, Children and Youth Services Review,* The Association for Education Finance and Policy

PROFESSIONAL AFFILIATIONS

American Educational Research Association, The Association for Education Finance and Policy, Association for Public Policy and Management, Society for Research in Child Development

SKILLS

Stata, Python, GitHub, SQL, R, LaTeX, HTML, Java, SPSS

REFERENCES

Jennifer Jennings

Professor of Sociology and Public Affairs

Princeton University

(609) 258-4422

jlj@princeton.edu

Daphna Bassok

Associate Professor of Education & Public Policy

University of Virginia

(434) 982-5415

dbassok@virginia.edu

Sean Reardon

Professor of Poverty and Inequality in Education

Stanford University

(650) 736-8517

sean.reardon@stanford.edu

Thomas Dee

Professor of Education

Stanford University

(650) 723-6847

tdee@stanford.edu