

# SCOTT LATHAM

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## CURRENT POSITION

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

## PREVIOUS RESEARCH EXPERIENCE

Research assistant to Daphna Bassok, University of Virginia 2012 - 2016  
Research assistant to Thomas Dee, University of Virginia 2011 - 2012

## GRANTS AND AWARDS

Consultant, National Academies of Sciences, Engineering, and Medicine  
grant for “Financing early care and education with a highly qualified workforce:  
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

Institute of Education Sciences Postdoctoral Fellowship 2016 - 2017  
Brenda Holliday Loyd Award 2015  
*for education evaluation presentation at a national conference*  
Institute of Education Sciences Predoctoral Fellowship 2011 - 2015  
Psi Chi (Psychology Honors Society) Lafayette Chapter 2008 - 2010

## PAPERS, PUBLISHED AND UNDER REVIEW

Bassok, D. & **Latham, S.** (2017) “Kids today: The rise in children’s academic skills at  
kindergarten entry.” *Educational Researcher*, Vol 46 No. 1, 7-20

Bassok, D., **Latham, S.**, & Rorem, A. (2016) “Is kindergarten the new first grade?” *AERA  
Open*, Vol 1 (4) 1-31.

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.

Bassok, D., Gibbs, C. & **Latham, S.** “Preschool and children’s outcomes in the early grades: Are there differences across two national cohorts of kindergarten entrants?” Second revision currently under review, *Child Development*. Working paper available here: [http://curry.virginia.edu/uploads/resourceLibrary/36\\_Preschool\\_Fade\\_Out.pdf](http://curry.virginia.edu/uploads/resourceLibrary/36_Preschool_Fade_Out.pdf)

Bassok, D., Dee, T., & **Latham, S.** “The effects of accountability incentives on early childhood education: Evidence from North Carolina.” Under review. Working paper available here: <https://cepa.stanford.edu/content/effects-accountability-incentives-early-childhood-education>

#### WORK IN PROGRESS

Fahle, E., Finch, J., **Latham, S.**, & Reardon, S. Preschool and early achievement: Linking early education data to the Stanford Education Data Archive

Bassok, D., Dee, T., & **Latham, S.** The effects of accountability incentives in early childhood education: Evidence from Tennessee

**Latham, S.** (2016). “Explaining the gap in preschool enrollment between Hispanic and non-Hispanic children”

**Latham, S.** (2013). “Increasing take up of the Virginia Preschool Initiative.” Report prepared for the Virginia Early Childhood Foundation.

#### BOOK CHAPTERS

**Latham, S.** (2017). “Changes in school readiness of America’s entering kindergarteners, 1998-2010” Forthcoming in Andrew J. Mashburn, Jennifer LoCasale-Crouch, & Katherine Pears (Eds.) *Kindergarten Readiness*, NY: Springer.

#### PRESENTATIONS

*The effects of accountability incentives in early childhood education* (with Daphna Bassok & Thomas Dee)

SRCD biennial meetings, Austin TX	Apr 2017
IES annual principal investigator’s meeting, Washington, DC	Dec 2016
APPAM annual fall meeting, Washington, DC	Nov 2016

*Kids today: Changes in school readiness in an early childhood era* (with Daphna Bassok)

AERA annual spring conference, Chicago, IL	Apr 2015
SRCD biennial meetings, Philadelphia, PA	Mar 2015
APPAM annual fall meeting, Albuquerque, NM	Nov 2014
AEFP annual meeting, San Antonio, TX	Mar 2014

*Do the effects of early childhood interventions systematically fade? Exploring variation in the persistence of preschool effects* (with Daphna Bassok and Chloe Gibbs)

APPAM annual fall meeting, Washington D.C.	Nov 2013
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*Preschool and kindergarten teacher beliefs about school readiness: Does alignment matter?*  
 (with Daphna Bassok and Jennifer LoCasale-Crouch)  
 SRCD biennial meetings, Seattle, WA Apr 2013  
 CASTL Works in Progress series, University of Virginia, Charlottesville, VA Jan 2013

#### TEACHING

Automating analysis in Stata (workshop) Aug 2016  
 University of Virginia

Evaluating the effectiveness of social innovation Fall 2014  
 Co-instructor, University of Virginia (Instructors: Jim Wyckoff & Daniel Player)  
 Evaluation: 4.40/5

Data management for analysis Fall 2013  
 Teaching assistant, University of Virginia (Instructor: Daphna Bassok)  
 Evaluation: 4.86/5

Introduction to data management (workshop) Sep 2013  
 University of Virginia

#### MEDIA MENTIONS

“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

#### PROFESSIONAL DEVELOPMENT

Catalyzing advocacy in science and engineering, American Association for  
 the Advancement of Science (AAAS) 2016

Communicating sciences, Penn State University 2015

Statistical mediation, moderation, and conditional process analysis, UVA 2015

Missing data, UVA 2014

Coordinated data analysis: Maximizing early care and education data,  
 Interuniversity Consortium for Political and Social Research (ICPSR) 2013

## SERVICE

Ad hoc reviewer for *Educational Researcher*, *AERA Open*, *Developmental Psychology*,  
*American Educational Research Journal*, *Educational Evaluation and Policy Analysis*, The  
Association for Education Finance and Policy  
Member, Student Travel Committee, UVA 2013 - 2016  
Submission reviewer, Curry Research Conference, UVA 2013  
Mentor, Summer Undergraduate Research Program (SURP), UVA 2012

## PROFESSIONAL AFFILIATIONS

American Educational Research Association (AERA), The Association for Education Finance  
and Policy (AEFP), Association for Public Policy and Management (APPAM), Society for  
Research in Child Development (SRCD)

## SKILLS

Stata, ArcGIS/ArcPy, Python, GitHub, LaTeX, JavaScript, R, HLM, SPSS

## REFERENCES

Sean Reardon  
Professor of Poverty and Inequality in Education  
Stanford University  
(650) 736-8517  
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Thomas Dee  
Professor of Education  
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Associate Professor of Education & Public Policy  
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