**MILAGROS NORES**

National Institute for Early Education Research

Graduate School of Education

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Twitter (X): @mnores\_ecd

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| Current Employment |
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| **Co-Director for Research and Associate Research Professor *Since Jan. 2017***  |
| *National Institute for Early Education Research* |
| Graduate School of Education |
| Rutgers, State University of New Jersey |
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| ***Overview of Expertise*** |
| * In-depth understanding of early and elementary education systems, cultural diversity, English language learning, data-driven policy development, and economics.
* Strong collaborative leadership skills well-suited to addressing cross-sector early childhood systems and early learning outcomes for diverse and minoritized populations.
* Extensive consulting, technical assistance, and research experience in large-scale, culturally diverse early education systems, including work with cities and states of the U.S. and with the Inter-American Development Bank, the World Bank, UNICEF, among others in education projects in Argentina, Brazil, Colombia, Dominican Republic, Egypt, Honduras, Jamaica, Trinidad & Tobago, Uruguay, and Vietnam.
* Extensive experience in grant writing, project management, evaluation design, evaluation processes, cost-benefit analyses, and dissemination.
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| Education |
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| **June 2006**  | **Ph.D. & M. Phil., Education and Economics** |
|  | ***Teachers College. Columbia University, New York, NY*** |
|  | Areas: Early Childhood Education; Economics of Education; Inequalities in Education; International & Comparative Education. |
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| **June 1999**  | **M.Ed. in Administration, Planning, and Social Policy** |
|  | ***Harvard Graduate School of Education, Cambridge, MA*** |
|  | Areas: International & Comparative Education; Educational Policy Analysis; Poverty & Education. |
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| **Dec. 1996**  | **B.S. in Economics, minor in Business Administration** |
|  | ***Universidad Torcuato Di Tella,* *Buenos Aires, Argentina*** |
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| Honors |
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| 2023 | Member Planning Committee. *National Academy of Sciences, Engineering, and Medicine/Board on Children, Youth & Families (NASEM)*. Workshop Enhancing Public Access to the Results of Research Supported by the Department of Health and Human Services |
| 2021- | Member Advisory Board. *Straus Center for Young Children & Families, Bank Street College of Education.* |
| 2021-2023 | Member. *National Academy of Sciences, Engineering, and Medicine/Board on Children, Youth & Families (NASEM)*. Study on Exploring the Opportunity Gap for Young Children from Birth to Eight. |
| 2017-2024 | Member Advisory Committee. *Young Scholars Program, Foundation for Child Development.*  |
| 2016- | Global Advisor. *Educate Me, RISE Egypt*.  |
| 2015, 2016 | Scientific Advisor. *Grand Challenges Canada/Saving Brains*. |
| 2013- | Member. Publication committee. *International Journal of Child Care and Education Policy.* |
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| Grants, Awards, & Contracts (~$21 M) |
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| 2023 | Researcher, *Planning grant for DLL-focused observation tool,* (PI: Alexandra Figueras-Daniel), The Gates Foundation, $267 K.  |
| 2023-2024 | Co-PI, *PHLpreK Classroom Evaluations,* (PI: Erin Harmeyer), Public Health Management Coporation (Primary: City of Philadelphia), $335 K. |
| 2023 | PI, *Implementation Experiences with Quality Interventions,* (Co-PI: Erin Harmeyer), Early Learning Indiana, $85 K.  |
| 2023 | Co-PI, *PHLpreK Classroom Evaluations,* (PI: Erin Harmeyer), City of Philadelphia, $70 K.  |
| 2022 | PI, *Modifying and Validating the Developmental Measure of the Trinidad & Tobago Ministry of Education,* (Co-PI: Ellen Frede), Inter-American Development Bank, $250 K. |
| 2022 | Co-PI, *PHLpreK Classroom Evaluations,* (PI: Erin Harmeyer), City of Philadelphia, $40 K. |
| 2021-2024 | PI, *Creative Curriculum’s Ecosystem Evaluation*, (Co-PI: W. Steven Barnett), Teaching Strategies, LLC., $1.4 M. |
| 2021-2023 | Co-PI, *Landscape Analysis of Indiana’s early learning programs,* (PI: Lori Connors-Tadros), Early Learning Indiana, $1.2 M. |
| 2020-2024 | PI, *Grow NJ Kids Evaluation*, (Co-PI: W. Steven Barnett), New Jersey Department of Health and Human Services, Year 1: $338 K; Year 2: $789 K; Year 3: $813 K; Year 4: $891 K. |
| 2020 | Researcher, Overdeck Family Foundation, *Research to Inform Policy Responses to COVID-19’s Impacts on Young Children*, (PI: W. Steven Barnett), $60 K. |
| 2020 | Researcher, *Understanding and Responding to Inequalities in COVID-19's Impacts*, (PI: W. Steven Barnett), PNC Bank Foundation: $190 K. |
| 2020-2024 | PI, *Understanding Access and Variability in West Virginia’s Universal Pre-K Program,* (Co-PI: Kwanghee Jung), West Virginia’s Department of Education & Marshall University: $2.22 M. |
| 2020-2022 | PI, *Paths to Play Competency: Mapping Teacher’s Journey to Inform Professional Development,* (Co-PI: Ellen Frede),The Lego Foundation: $450 K. |
| 2019-2020 | Co-PI, *Special Education Early Childhood Needs Assessment,* (PI: A. Friedman-Krauss), Connecticut Department of Education: $200 K. |
| 2018-2019 | PI, *Impact Evaluation for the Seattle Preschool Program, Year 4,* (Co-PI: W. Steven Barnett), City of Seattle: $170 K. |
| 2017-2018 | PI, *Impact Evaluation for the Seattle Preschool Program, Year 3,* (Co-PI: W. Steven Barnett), City of Seattle: $170 K. |
| 2017-2019 | Researcher, *Results, Milestones and Activities: PHLpreK Instructional Coaching Program (PICP)*, William Penn Foundation: $995 K awarded to PHMC; Subgrantee: $30 K. |
| 2017-2018 | PI, *Evaluation of Passaic Public Schools' Implementation of NJ Kindergarten Guideline,* Henry & Marilyn Taub Foundation: $92 K. |
| 2017-2023 | Co-PI. *Understanding how public preschool can achieve and maintain high quality early education opportunities,* (PI: W. Steven Barnett, Co-PI: Allison Friedman-Krauss), Robert Wood Johnson Foundation, $1.9 M. |
| 2017-2023 | PI, *Evaluation of Philadelphia’s Quality Pre-Kindergarten Initiative,* (Co-PI: W. Steven Barnett), William Penn Foundation, $2.3 M. |
| 2017-2020 | Co-PI, *Evaluation of the Early Learning Neighborhood Collaborative,* (PI: Nicole diCrecchio), Early Learning Neighborhood Collaborative (Primary: W.K. Kellogg Foundation), $180 K. |
| 2016-2017 | PI, *Training for the application of standardized instruments to assess early childhood development in the Dominican Republic*. Inter-American Development Bank, $58 K. |
| 2016 | PI, *Early Childhood Colorado Policy Scan,* (Co-PI: W. Steven Barnett), The Piton Foundation, $85 K. |
| 2016 | PI, *The AeioTu Early Childhood Longitudinal Study*. Universidad de Los Andes, $45 K. |
| 2015-2020 | PI, *A Study of the Impact of West Virginia’s Universal Pre-K Program*. West Virginia’s Department of Education & Marshall University, $2 M. |
| 2015-2017 | PI, *Early Childhood Interventions to Improve Children’s Developmental Trajectories across the Globe: A Systematic Review,* (Co-PI: W. Steven Barnett), Jacobs Foundation, $50 K. |
| 2015-2017 | Co-PI, *Impact Evaluation for the Seattle Preschool Program, Years 1-2,* (PI: W. Steven Barnett), City of Seattle & Third Sector Intelligence, $188 K. |
| 2015 | Co-PI, *Quantifying the Impact of High-Quality Early Childhood Programs on the School Readiness,* (PI: W. Steven Barnett), Center for American Progress, $20 K. |
| 2015 | PI, *Summit Full Day Kindergarten Evaluation,* (Co-PI: Jessica Francis), The Schumann Fund for NJ, $20 K. |
| 2014 | PI, *Summit Full Day Kindergarten Evaluation,* (Co-PI: Jessica Francis), The Summit School District, $5 K. |
| 2014 | PI, *Early Learning Shine Evaluation* (Co-PI: Jessica Francis), Early Learning Shine, $48 K. |
| 2014-2017 | PI, *The AVANCE Randomized Control Trial*. Heising-Simons Foundation, $132 K. |
| 2013 | Co-PI, *Rhode Island Pre-Kindergarten Program Evaluation,* (PI: W. Steven Barnett), State of Rhode Island, $30 K. |
| 2013 | Co-PI, *Blueprint for The State of The Early Childhood Services in Latin America,* (PI: W. Steven Barnett), Inter-American Development Bank, $45 K. |
| 2013 | PI, *Infant and Toddler assessments in the Northeast*. Center for Assessment and Policy Development, $47 K. |
| 2013-2014 | PI, *The AVANCE Randomized Control Trial*. AVANCE, Inc., $170 K. |
| 2013-2015 | PI, *The AeioTu Early Childhood Longitudinal Study*. UBS Optimum Grant & Fundación Carulla, $480 K. |
| 2012-2014 | PI, *The AVANCE Randomized Control Trial*. AVANCE, Inc. (Primary: W.K. Kellogg Foundation), $830 K. |
| 2012 | PI, *Infant and HOME training in Ecuador.* Inter-American Development Bank, $22 K. |
| 2012 | Co-PI, *The AeioTu Early Childhood Longitudinal Study*. *A community add-on,* (PI: Raquel Bernal),Inter-American Development Bank, $89 K. |
| 2011-2013 | PI, *The AeioTu Early Childhood Longitudinal Study*. Jacobs Foundation, $532 K. |
| 2011-2013 | PI, *The AeioTu Early Childhood Longitudinal Study*. UBS Optimum Grant & Fundación Carulla, $600 K. |
| 2010-2011 | PI, *The AVANCE Adaptation Study in Three Culturally Distinct Sites*. AVANCE, Inc. (Primary: W.K. Kellogg Foundation), $500 K. |
| 2010-2011 | PI, *The AeioTu Early Childhood Longitudinal Study*. *A delayed gratification add-on.* Inter-American Development Bank, $100 K. |
| 2009-2011 | PI, *The AeioTu Early Childhood Longitudinal Study*. Jacobs Foundation, $400 K. |

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| Fellowships |
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| 2006 | Betty Fairfax Professional Development Fund Grant |
| 2005-2006 | International Development Fellowship, Teachers College, Columbia University, New York |
| 2002-2003 | Economics & Education Fellowship, Teachers College, Columbia University, New York |
| 1998-1999 | Profor Fellowship, Argentine Ministry of Education/World Bank, Argentina |
| 1998-1999 | Amalia Lacroze de Fortabat Fellowship, Harvard University, Cambridge |
| 1998-1999 | Fulbright Commission and Ministry of Education of Argentina Scholar, Argentina |
| 1997 | Scholarship, Universidad Torcuato di Tella, Argentina |
| 1996 | Award ‘El Cronista’ for Student research in Economics |

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| Research Employment |
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|  ***National Institute for Early Education Research, Rutgers University, New Brunswick, NJ*** | ***7/12-12/16*** |
| *Associate Director for Research* |
| * Lead & Co-lead research of an additional $4 M in grants and contracts for quantitative and qualitative research projects and program evaluations in the U.S. and Latin America.
* Lead programming across all NIEER field projects assessing about 1,000 classrooms and about 1,000-2,000 children per year.
* Lead evaluations of state and program early childhood programs.
* Lead technical assistance to state and local early education programs.
* Lead technical assistance to states on culturally- and linguistically- responsive early education systems.
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|  ***National Institute for Early Education Research, Rutgers University, New Brunswick, NJ*** | ***7/08-6/12*** |
| *Assistant Research Professor*  |
| * Managed $4 M in grants and contracts for quantitative and qualitative research projects and program evaluations in the U.S. and Latin America, including randomized trials, RDDs, and longitudinal studies.
* Provided analyses for information requests on early childhood services and enrollments to the U.S. Senate, the Department of Education, the transition team of the Obama administration, Sesame Street, state, federal, and international governments and organizations, and other NGOs.
* Participated in evaluations of state and program early childhood programs.
* Produced analyses, reports, and published on pre-K participation in the U.S., pre-K determinants of quality, early childhood services and programs in the U.S. and internationally.
* Consulted and/or supported international organizations and projects in ECEC.
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|  ***A. Alfred Taubman Center for Public Policy, Brown Universit*y, *Providence, RI*** | ***7/06-6/08*** |
| *Postdoctoral Research Associate* |
| * Research: Early childhood education inequities in the U.S., and liquidity constraints and access to education in Vietnam; decentralization in education in Chile and Argentina; SES and educational expectation in higher education in the U.S.
* Senior thesis advisement: “Education and development in India”, “Education and critical race theories of whiteness in the U.S.” and “ICL lending in higher education in the U.S.”
* 1/1 Course Load
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| ***National Center for the Study of Privatization in Education*** ***Teachers College, Columbia University, New York, NY*** | ***9/02-5/05*** |
| *Research Associate* |
| * Collaoratd with Dr. Henry M. Levin and Dr. Clive Belfield in education reform and early childhood education.
* Co-authorship of the Cost-effectiveness of the Perry Pre-school Program, Age 40.
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| ***Centro de Políticas Educativas, Fundación Gobierno y Sociedad, Buenos Aires, Argentina***[Education Policy Center, Government & Society Foundation] | ***11/99-7/02*** |
| *Research Associate* |
| * Research on competition in education, inequities in the Argentine education systems, new trends in education policy, educational assessment, mass media and education, and comparative education.
* Project coordination & grant development: “*Deregulation and local control in education. A reform proposal for the City of Buenos Aires”;* co-founded by the Tinker Foundation (NY).
* Co-authored the book “Desde los Operativos Nacionales hasta los Boletines Escolares. La Evaluación Educativa en la Argentina: 1992-2001” and other peer-reviewed and working papers.
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| ***Harvard Graduate School of Education***, ***Cambridge, MA*** | ***3/99-6/99*** |
| *Research Assistant* |
| * Analysis on inequalities in the Mexican Educational System. Prof. Fernando Reimers.
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| *Research Assistant* |  |
| * Developed alumni network for Latin America and South Asia with the purpose of enhancing communication between alumni and the school to increase international enrollments.
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| ***FIEL-Fundación de Investigaciones Económicas Latinoamericanas, Buenos Aires,*** ***Argentina***[Foundation for Latin American Economic Research] | ***6/97-8/98*** |
| *Junior Economist* |
| * Researcher for the “Educación para el Siglo XXI” project; researched Asian, European and American systems of education; performed comparative analysis of educational systems in Japan, Germany, Spain, United Kingdom, France and Argentina. Co-authored the book “Educación para el Siglo XXI”.
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| ***BCRA – Banco Central de la República Argentina, Buenos Aires, Argentina****[Central Bank of Argentina]* | ***1/96-2/96*** |
| *Junior Economist, Economics and Finance Department – Summer Internship* |
| * Researched existing public payment system identifying strengths and weaknesses for future reforms.
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| ***CEO – Consultores en Economía y Organización, Buenos Aires, Argentina*** | ***12/94-4/95*** |
| *Research Assistant – Summer Internship* |
| * Researched the competitivity of the Argentine agricultural sector.
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| Consulting |
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| ***UNICEF*** | *2018* |
| *ECD Investment Benchmark Options Brief* |  |
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| ***Inter-American Development Bank*** | *2012-2013, 2016, 2018* |
| Supported activities and components for various ECD studies in Latin America.  |
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| ***World Bank*** | *7/07-12/10* |
| *Education sector. East Asia & Pacific Region* (Hong Kong) |
| * Education Study for Vietnam, using VLSS (household surveys).
* Studying access and constraints to Primary and Secondary Education in Vietnam.

*Reports:* * Vietnam Schools: Access, Progression, and Attainment. *7/08*
* Quantity and Quality of Primary Schools in Vietnam: An Analysis of Distribution. *9/08*
* Vietnam: Costs and Resources of Schooling. *12/08*
* The Determinants of Primary Completion and Achievement in Vietnam. *12/09*
* The Determinants of Secondary Completion and Achievement in Vietnam. *11/09*
* Liquidity Constraints and Progress in Secondary Education in Vietnam. *11/09*
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| *Education sector. Latin America and the Caribbean Region* (Washington, D.C.)*.* |  *5/05-9/05* |
| * Researcher on the Education Quality Regional Study in Latin America.
* Authored working paper: Quality levels and endowments affecting student achievement in the region.
* Supervision mission for an investment loan in Uruguay (Mecaep III).
* Surveyed level of implementation of a full-day school programs in Uruguay.
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| *Education sector. Latin America and the Caribbean Region* (Washington, D.C.)*.* | *6/03-8/03* |
| * Supervision mission for a structural loan in Uruguay; part of a team negotiating with Education Secretary and Finance advisors to the Finance Minister.
* Conducted quantitative research on Brazil and Honduras.
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| *Education sector. Latin America and the Caribbean Region.* (Buenos Aires, Argentina). | *6/02, 8/01* |
| * Participated in evaluation mission to the Province of Catamarca (Argentina).
* Researched, appraised, and evaluated personnel restructuring reform implemented by the Minister of Education and provided recommendations for further development of the reform.
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| * Participated in ICR mission for the education loan PRODYMES I (*Proyecto de Reforma y Mejoramiento de la Educación Secundaria*).
* Appraised implementation of the project in the Province of Río Negro; evaluated the federal component of the project on Student Assessment.
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| ***FLACSO-Argentina*** (Buenos Aires, Argentina) | *1/00-12/00* |
| * Worked with the “Proyecto de Mejoramiento del Aprendizaje y Prevención de la Repitencia en 4° Grado en Argentina, Brasil, Chile y México”.
* Conducted empirical analysis on student assessments and questionnaires applied locally (as well as in 4 other countries in the region) by UNESCO.
* Analyzed classroom, family, school, and child variables, through hierarchical regression models.
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| ***Fundación Mediterránea*** (Cambridge, MA) | *2/99-6/99* |
| * Reviewed education policy research for an education policy project on Argentina, for Lic. Llach (Minister of Education, Dec. 1999-2000); project ended in a book “Educación para todos”.
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| Teaching |
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| Courses | Designed and taught courses within the public policy department at Brown University at the master’s and senior level. *Education Policy Challenges* (Fall 2006, Fall 2007).Senior seminar addressing education reform trends within the framework of comparative education. Students are exposed to an overview of modern paradigms and their application as a framework for public policy analysis in the areas of measurement, critical race theory, decentralization policies, finance, and privatization, among others.  *Economics of Public Policies* (Spring 2007, Spring 2008).Core MPA/MPP course. Designed and taught providing students tools from the field of economics (concepts of public goods, externalities, etc.) to analyze issues such as health policy, tax reform, welfare, poverty, & education in the U.S. |
| TA | *Foreign Trade.* Universidad Torcuato di Tella, Buenos Aires, Argentina. (Fall 1996). |
| Guest Lecturer | *Understanding the evidence in ECE.* (Steve Barnett), Rutgers University. (Fall 2017).*Hispanics in the U.S.* (Marta Tienda), Brown University. (Spring 2007).*Comparative Education.* (Lesley Bartlett), Teachers College, Columbia University. (Spring 2006).*Resource Allocation.* (Henry Levin), Teachers College, Columbia University. (Spring 2006). |

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| Publications |
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| Books  |
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| National Academies of Sciences, Engineering, and Medicine. (2023). Closing the Opportunity Gap for Young Children. Washington, D.C.: The National Academies Press. <https://doi.org/10.17226/26743>. Schweinhart, L. J., Montie, J., Xiang, Z., Barnett, W. S., Belfield, C. R., & **Nores, M.** (2005). Lifetime effects: The High/Scope Perry Preschool study through age 40. (Monographs of the High/Scope Educational Research Foundation, 14). Ypsilanti, MI: High/Scope Press.Narodowski, M., **Nores, M.**, & Andrada, M. (2002). Desde los Operativos Nacionales hasta los Boletines Escolares. La Evaluación Educativa en la Argentina: 1992-2001. [*From the National Assessment to the School Grades. Educational Assessment in Argentina: 1992-2000*]. Editorial Prometeo. Buenos Aires.Narodowski, M., **Nores, M.**, & Andrada, M. (Eds.) (2002). Nuevas Tendencias en Políticas Educativas. Estado, Escuela y Mercado. [N*ew Trends in Education Policies: the State, the Schools and the Market*] Editorial Granica. Buenos Aires. |

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| Chapters in Books  |
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| **Nores, M.** & Garver, K. (Forthcoming) Funding Early Childhood Education. In Cohen-Vogel, L., Scott, J., & Youngs, P. (Eds.). AERA Handbook of Education Policy Research, 2nd Volume. **Nores, M.** & Prayag, R. (2024). Early Childhood Education Effects into Adulthood. In Berends, M., Lamb, S., & Schneider, B. (Eds.). SAGE Handbook of Sociology of Education. Sage: Chapter 14, pp. 221-234.Barnett, W.S., Bernal, R., & **Nores, M.** (2020). The Contributions of Economics to the Early Childhood Field. In Gullo, D.F. & Graue, M.E. (Eds.). The Sciences of Early Childhood Education: From Diverse Perspective to Common Practices. Routledge.**Nores, M.** (2020). Equity as a perspective for implementation research in the early childhood field. In A Closer Look: Implementation Research in Early Care and Education. Foundation for Child Development. https://www.fcd-us.org/getting-it-right-using-implementation-research-to-improve-outcomes-in-early-care-and-education/ **Nores, M.** (2020). The Economics of Early Childhood Education. In Bradley, S. & Green, C. (Eds.). International Encyclopedia of Education. Amsterdam: Elsevier.Barnett, W. S. & **Nores, M.** (2017). Costs and Benefits of Early Childhood Education and Care. In Miller, L., Cameron, C., Dalli, C., & Barbour, N. (Eds.). The SAGE Handbook of Early Childhood Policy. Sage.**Nores, M.** (2016). Accessibility. In Kent, C. & Couchenor, D.L. (Eds.). The Sage Encyclopedia of Contemporary Early Childhood Education. Sage.**Nores, M.** & Barnett, W. S.(2016). The role of pre-school education in social behaviour of children. In Helmut, K., Sławomir, R., & Evelyn, S. (Eds.). Women and Children as Victims of Offenders: Background, Prevention, Reintegration. Suggestions for Succeeding Generations, Vol.1. Switzerland: Springer.Barnett, W. S. & **Nores, M.** (2015). The investment and productivity argument for ECCE. In P.T.M. Marope and Y. Kaga. (Eds.). Investing Against Evidence. The Global State of Early Childhood Care and Education. Paris: UNESCO Publishing. http://unesdoc.unesco.org/images/0023/002335/233558e.pdf**Nores, M.** & Barnett, W. S. (2013). Early Child Development Programs and Research in the United States. In M. Stamm & Edelmann. (Eds.). D. Manual for Early Childhood and Educational Research (Handbuch frühkindliche Bildungsforschung). Switzerland: VS Verlag fuer Sozialwissenschaften.**Nores, M.** (2010). The Economics of Early Childhood Education. In Brewer, D.J. & McEwan, P.J. (Eds.). International Encyclopedia of Education. Amsterdam: Elsevier.**Nores, M.** (2010). The Economics of Early Childhood Education. In Brewer, D.J. & McEwan, P.J. (Eds.). Economics of Education. Amsterdam: Elsevier. (Reprinted from Brewer, D.J. & McEwan, P.J. (Eds.). (2010). International Encyclopedia of Education. Amsterdam: Elsevier.).**Nores, M.** (2007). Childhood Challenges in Argentina. Greenwood Encyclopedia of Children’s Issues Worldwide. Central and South America Volume. Greenwood Publishing Group, Inc., Westport.Narodowski, M. & **Nores, M.** Searching for "Neoliberal" Education Policies: A Comparative Analysis of Argentina and Chile. In Ball, S., Fischman, G., & Gvirtz, S. (2003). Crisis and Hope: The Educational Hopscotch of Latin America. Routledge, New York & London.Panadeiros, M., Susmel, N., & **Nores, M.** La Experiencia Internacional. En FIEL/CEP. (1998). Educación para el Siglo XXI. El Caso Argentino y Otras Experiencias Internacionales. [*Education for the 21st Century. The Case of Argentina and Other International Experiences.*] Fundación de Investigaciones Económicas Latinoamericanas, Buenos Aires. |

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| Journal Articles |
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| **Nores, M.**,Vazquez, C., Gustafsson-Wright, E., Osborne, E., Cuartas, J., Lambiris, M.J., McCoy, D.C., Lopez Boo, F., Behrman, J., Bernal, R., Draper, C.E., Okely, A.D., Tremblay, M.S., Yousafzai, A.K., Lombardi, J., & Fink, G. (R&R). The cost of not investing in the next 1,000 days: implications for policy and practice.Draper, C., Yousafzai, A.K., McCoy, D.C., et al. (R&R). The next 1,000 days: Building on early investments for the health and development of young children.Weiland, C., McCormick, M., Duer, J., Friedman-Krauss, A. H., Pralica, M., Xia, S., **Nores, M.**, & Mattera, S. (under review). Mixed-delivery public prekindergarten: Differences in demographics, quality, and children’s gains in community-based versus public preschool across five large-scale systems.**Nores, M.**, Maldonado, C., Sanchez, M. J., Escallon, E., & Frede, E. (2023). Paths 2 Play: Teacher’s play facilitation in Colombia.Frontiers in Education, Educational Psychology.<https://doi.org/10.3389/feduc.2023.1185698>**Nores, M.**, Friedman-Krauss, A., & Figueras-Daniel, A. (2021). Activity settings, content, and pedagogical strategies in preschool classrooms: Do these influence the interactions we observe? *Early Childhood Research Quarterly*, 58, 264-277. <https://doi.org/10.1016/j.ecresq.2021.09.011> Mesa, N., **Nores, M.**, & Vega, H. (2021). Reaching thousands of children in low income communities with high quality ECD services: A journey of perseverance and creativity. *Frontiers Public Health*, 9, 243-251. <https://doi.org/10.3389/fpubh.2021.637031> **Nores, M.** (2020). Inversiones en Primera Infancia, la evaluación y el mejoramiento continuo. El Observatorio Social, No. 47, 26-34.**Nores, M.**, Bernal, R., & Barnett, W.S. (2019). Center-Based Care for Infants and Toddlers: The AeioTU Randomized Trial. Economics of Education Review, 72, 30-43. <https://doi.org/10.1016/j.econedurev.2019.05.004> Richter, L., Desmond, C., Behrman, J., Britto, P., Daelmans, B., Gertler, P., Hoddinott, J., Fawzi, W., Fink, G., Lombardi, J., Lopez Boo, F., Lu, C., Lye, S., **Nores, M.**, & Yousafzai, A. (2018). G20 Initiative for Early Childhood Development. Correspondence. The Lancet, 392 (10165), 2695-2696. [https://doi.org/10.1016/S0140-6736(18)33058-7](https://doi.org/10.1016/S0140-6736%2818%2933058-7) Aboud, F.E.,Yousafzai, A.K., & **Nores, M.** (2018). State of the Science on Implementation Research in Early Child Development and Future Directions. ANNALS of the New York Academy of Sciences, 1419 (1), 264-271. <https://doi.org/10.1111/nyas.13722> **Nores, M.** & Fernandez, C. (2018). Building Capacity in Health and Education Systems to Deliver Interventions That Strengthen Early Child Development. 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(2017). Evaluation of West Virginia Universal Pre-K. First Year Outcomes. New Brunswick, NJ: National Institute for Early Education Research. Submitted report.Hawley, T., Kasmin, R., **Nores, M.**,Horowitz, M., Connors-Tadros, L., & Barnett, W.S. (2017). Denver and Colorado Preschool Programs. Understanding the programs and the potential improvement and expansion. New Brunswick, NJ: National Institute for Early Education Research. Submitted report.**Nores, M.** (2016). Cost of preschool quality: An expansion proposal for Alabama. (CEELO Policy Report). New Brunswick, NJ: Center on Enhancing Early Learning Outcomes. Submitted report.Figueras-Daniel, A., **Nores, M.**, & Contreras, C. (2015). Aeiotu Teachers: A Survey on Experience, Perceptions and Quality. Second Report of Findings. New Brunswick, NJ: National Institute for Early Education Research. Submitted report.**Nores, M.**, Barnett, W.S., Friedman-Krauss, A., & Francis, J. (2015). Technical Report for the City of Seattle. A Review of the Evidence on Preschool Programs and a Comparison of Selected State and City Programs. New Brunswick, NJ: National Institute for Early Education Research. Submitted report.Francis, J. & **Nores, M.** (2015). Summit Kindergarten Evaluation Final Report. New Brunswick, NJ: National Institute for Early Education Research. Submitted report.Figueras-Daniel, A., **Nores, M.**, & Contreras, C. (2014). Aeiotu Teachers: A Survey on Experience, Perceptions and Quality. Report of Findings. New Brunswick, NJ: National Institute for Early Education Research. Submitted report.Bernal, R. & **Nores, M.** (2014). The AeioTu Early Childhood Longitudinal Study. Effects of ECD intervention on family and community. Final report. Effects on family and community variables in year 2. Aeiotu Early Childhood Longitudinal Study. New Brunswick, NJ: National Institute for Early Education Research & Bogota, Colombia: CEDE, Universidad de los Andes.**Nores, M.** & Bernal, R. (2014). The AeioTu Early Childhood Longitudinal Study: Effects of ECD intervention on children and family. Second Follow Up Report. Descriptive Analysis of Outcomes and Family by Intent-to-Treat. AeioTu Early Childhood Longitudinal Study. New Brunswick, NJ: National Institute for Early Education Research & Bogota, Colombia: CEDE, Universidad de los Andes. Submitted report.Francis, J. & **Nores, M.** (2014). RI State Pre-Kindergarten: Evaluation Model Proposal. New Brunswick, NJ: National Institute for Early Education Research. Submitted report.**Nores, M.**, Alexandre, J., Figueras-Daniel, A., & Contreras, C. (2014). The AVANCE Randomized Controlled Trial Outcomes Study. Report on Data Collection and Baseline Equivalence. New Brunswick, NJ: National Institute for Early Education Research. Submitted report.Clarke Brown, K., **Nores, M.**, & Barnett, S. (2014). 2013 National Preschool Survey for Latin America and the Caribbean. Blueprint for country survey: Jamaica. Prepared for the Interamerican Development Bank. New Brunswick, NJ: National Institute for Early Education Research. Submitted report.**Nores, M.** & Bernal, R. (2013). The AeioTu Early Childhood Longitudinal Study: Effects of ECD intervention on children and family. First Follow Up Report (Year 2). Descriptive Analysis of Outcomes and Family in Year 2 by Intent-to-Treat. AeioTu Early Childhood Longitudinal Study. New Brunswick, NJ: National Institute for Early Education Research & Bogota, Colombia: CEDE, Universidad de los Andes. Submitted report.Bernal, R. & **Nores, M.** (2013). The AeioTu Early Childhood Longitudinal Study. Effects of ECD intervention on family and community. Descriptive Analysis of Family and Community in Year 2. Aeiotu Early Childhood Longitudinal Study. New Brunswick, NJ: National Institute for Early Education Research & Bogota, Colombia: CEDE, Universidad de los Andes. Submitted report.Bernal, R. & **Nores, M.** (2012). The AeioTu Early Childhood Longitudinal Study. Effects of ECD intervention on family and community. First report. Methodology for the evaluation of family and community effects in the Aeiotu Early Childhood Longitudinal Study. New Brunswick, NJ: National Institute for Early Education Research & Bogota, Colombia: CEDE, Universidad de los Andes. Submitted report.Bernal, R. & **Nores, M.** (2012). Baseline Description on Intent-to-Treat and Enrolled. Report III. Delayed Gratification Data Collection. AeioTu Longitudinal Study. New Brunswick, NJ: National Institute for Early Education Research & Bogota, Colombia: CEDE, Universidad de los Andes.**Nores, M.** & Bernal, R. (2012). The AeioTu Early Childhood Longitudinal Study. Report I. Baseline Data Collection. New Brunswick, NJ: National Institute for Early Education Research & Bogota, Colombia: CEDE, Universidad de los Andes. Submitted report.**Nores, M.** (2009). The Determinants of Primary Completion and Achievement in Vietnam. Report prepared for the World Bank. Submitted report.**Nores, M.** (2009). The Impact of Liquidity Constraints in Educational Choices. A Case Study of Vietnam. Report prepared for the World Bank. Submitted report.**Nores, M.** (2008). Vietnam: Costs and Resources of Schooling. Report prepared for the World Bank. Submitted report.**Nores, M.** (2008). Quantity and Quality of Primary Schools in Vietnam: An Analysis of Distribution. Report prepared for the World Bank. Submitted report.**Nores, M. (**2008). Vietnam Schools: Access, Progression and Attainment. Report prepared for the World Bank. Submitted report. **Nores, M.** (2008). Modeling primary and secondary education completion and attendance. Report prepared for the World Bank. Submitted report. |

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| Op-Eds, Newsletters, Blogs and Webinars |
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| **Nores, M.** (Dec. 10, 2020). COVID-19: My time, your time, our kids’ time. New Brunswick, NJ: National Institute for Early Education Research. <https://nieer.org/2020/12/10/covid-19-my-time-your-time-our-kids-time> **Nores, M.** (July 31, 2020). Remote schooling failed our preschoolers. We have to do better. New Brunswick, NJ: National Institute for Early Education Research. <http://nieer.org/2020/07/30/remote-schooling-failed-our-preschoolers-we-have-to-do-better> **Nores, M.** (Mar. 19, 2020). Into the unknown. Managing home-schooling and work in the age of COVID-19. <http://nieer.org/2020/03/19/into-the-unknown-managing-home-schooling-and-work-in-the-age-of-covid-19> Lopez Boo, F., **Nores, M.**, & Tommasi, M. OpEd. La Nacion. (July 16, 2019). Tres razones de peso para invertir en la primera infancia. <https://www.lanacion.com.ar/opinion/tres-razones-de-peso-para-invertir-en-la-primera-infancia-nid2267978>**Nores, M.** & Friedman-Krauss, A. (July 19, 2019). Child Care Policy Should be Good for Kids Not Just for Politicians. <http://nieer.org/2019/07/19/child-care-policy-should-be-good-for-kids-not-just-for-politicians>**Nores, M.** (May 19, 2019). Quality of care matters for babies and toddlers: Lessons from AeioTU in Colombia. New Brunswick, NJ: National Institute for Early Education Research. <http://nieer.org/2019/05/17/quality-of-care-matters-for-babies-and-toddlers-lessons-from-aeiotu-in-colombia>**Nores, M.** (Oct. 8, 2018). New Evaluation Shows Seattle Preschool Program Making Progress. Preschool Matters. New Brunswick, NJ: National Institute for Early Education Research. <http://nieer.org/press-release/new-evaluation-shows-seattle-preschool-program-making-progress?platform=hootsuite> **Nores, M.** & Rao, N.(2018). Implementation issues and continuous improvement within preschool settings. Webinar. The National Institute for Early Education Research & the Early Childhood Education Action Network. **Nores, M.** (Oct. 12, 2017). More than Home Visits: Lessons from the AVANCE two-generation program. Preschool Matters. New Brunswick, NJ: National Institute for Early Education Research. <http://nieer.org/2017/10/12/home-visits-lessons-avance-two-generation-program> **Nores, M.** & Ayala, C.C. OpEd. El Diario. (May 19, 2016). Nueva York triplica su apuesta por una educación preescolar de calidad. [http://www.eldiariony.com/2016/05/19/nueva-york-triplica-su-](http://www.eldiariony.com/2016/05/19/nueva-york-triplica-su-%20apuesta-por-una-educacion-preescolar-de-calidad/) apuesta-por-una-educacion-preescolar-de-calidad/**Nores, M.** (Feb. 18, 2015). Young immigrants and dual language learners: Participation in pre-K and Kindergarten entry gaps. Preschool Matters. New Brunswick, NJ: National Institute for Early Education Research. <http://nieer.org/2015/02/18/young-immigrants-and-dual-language-learners-participation-in-pre-k-and-kindergarten-entry-gaps> **Nores, M.** & Barnett, W.S. (2014). Young Immigrants and Dual Language Learners: Participation in Pre-K & Gaps at Kindergarten Entry. Webinar. New Brunswick, NJ: Center on Enhancing Early Learning Outcomes.**Nores, M.** (Mar. 22, 2013). Yes, Public Preschool is a Smart Investment. Preschool Matters. New Brunswick, NJ: National Institute for Early Education Research. <http://nieer.org/2013/03/22/yes-public-preschool-is-a-smart-investment> **Nores, M.** & Barnett, W.S. (2013). Access to Quality Preschool in the US. Webinar. New Brunswick, NJ: Center on Enhancing Early Learning Outcomes.**Nores, M.** (Apr. 25, 2012). Primero es lo Primero (First Things First): Public-Private Partnerships Invest in Young Children. Preschool Matters. New Brunswick, NJ: National Institute for Early Education Research. <http://nieer.org/2012/04/25/primero-es-lo-primero-first-things-first-public-private-partnerships-invest-in-young-children> **Nores, M.** (2010). What Can Colombia Teach Us About Early Education? Preschool Matters. New Brunswick, NJ: National Institute for Early Education Research.**Nores, M.** (2010). The Benefits of Investments in Early Development Around the Globe. Preschool Matters. New Brunswick, NJ: National Institute for Early Education Research.**Nores, M.** (2004). The Voucher System in Chile. *EdInvest News*. January 2004. World Bank Group.**Nores, M.** y L. Madero. (2002). *Aprendiendo a Cocinar en Política Educativa*. [*Learning to ‘Cook’ Education Policies*] Boletín, Lugar por la Educación Argentina. Año 1, No. 13. |
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| Conference Presentations, Lectures, Keynote speaker |
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| *11/23* | “How can practitioners’ questions be shaped into a research agenda?” the MIT Blueprint Labs Preschool Research Convening. Nashville, TN. Panel discussant. |
| *10/23* | “Key Considerations in ECD integration. Thinking across systems to support every child.” Technical consultation on Nutrition and ECD in Humanitarian Action. Invited by UNICEF. |
| *5/23* | “Closing the Opportunity Gap for Young Children.” National Academies for Sciences, Engineer & Medicine. Report release. Presented with LaRue Allen, Kenneth A. Dodge, Pamela k. Joshi, Shantel E. Meek, & Rebekah Hutton,  |
| *11/22* | “How does time matter for dual language children in preschool programs?” In A. Johnson (Chair). *Supporting Bilingual Children in Early Education: Current Practices & Future Policy Directions.* Paper symposium at the Association for Public Policy Analysis and Management Meeting. Washington, D.C. Non-presenter. |
| *10/22* | “Key Considerations in ECD financing. Thinking systemically to support every child.” In *ECD Financing Deep Dive*, Organized by UNICEF EAPRO, UNICEF ROSA, WHO, & ARNEC. Keynote presenter. |
| *9/22* | “Mixed-delivery public prekindergarten: Differences in demographics, quality, and children’s gains across five large-scale systems.” In S. Mattera (Chair). *Identifying Factors to Strengthen Math Skills in Early Childhood and Beyond.* Paper symposium at the Society for Research on Educational Effectiveness Meeting. Arlington, VA. Non-presenter. |
| *9/22* | “Inversiones en Primera Infancia, la evaluación y el mejoramiento continuo”, Instituto Nacional de Evaluación Educativa, Government of Ecuador. Keynote presenter. <https://www.facebook.com/InevalEc/videos/1194841531129150>  |
| *4/22* | “Paths to Play Competency”, *Learning Through Play*, special meeting, Society for Research in Child Development. St. Louis, MI. With Carolina Maldonado & Eduardo Escallón. |
| *12/21* | “La inversión en Primera Infancia. Por qué y cómo.” Fundación Pensar, Argentina. Keynote presenter. <https://www.fundacionareces.tv/ciencias-sociales/conferencias-ciencias-sociales/milagros-nores-la-economia-de-la-inversion-en-educacion-in/>  |
| *10/21* | “The impact of the pandemic on children.” AeioTU invited virtual panel. |
| *4/21* | “Exploring Two Differing Approaches to Measuring Children’s Preschool Classroom Experiences.” SRCD 2021 Virtual Biennial Meeting. |
| *4/21* | “Understanding the short and long-term impacts of early childhood interventions across the globe.” SRCD 2021 Virtual Biennial Meeting.  |
| *4/21* | “Preschool Teacher Perceptions of School Organizational Conditions in High-Poverty School Districts.” SRCD 2021 Virtual Biennial Meeting. Non-presenter. |
| *11/20* | “Evaluation of West Virginia Universal Pre-K: Fourth Year Longitudinal Outcomes”. Association for Public Policy Analysis & Management, Virtual Fall Research Conference. |
| *9/20* | Webinar: “Moving towards equity through implementation research”. Foundation for Child Development. New York, NY. Keynote presenter. |
| *8/20* | Webinar: “Implementation research in early care and education”. Foundation for Child Development. New York, NY. Keynote presenter. |
| *6/20* | “Preschool teacher perceptions of school organizational conditionals in high-poverty school districts.In S. Ehrlich (Chair).” *Nurturing teacher well-being and teaching quality through strong organizational climate and leadership.* Accepted Paper symposium at the 2020 National Research Conference on Early Childhood, Arlington, VA. Non-presenter. |
| *5/20 – 7/20* | Regional Forum on Quality in Early Childhood Education. Inter-American Development Bank. Panel Discussions. |
| *3/20* | “Access and Quality of early education and other community determinants of early education policies and programs”. Invited Speaker – Global ECD Course, Harvard University. Cambridge, MA. Keynote presenter. |
| *1/20* | “From Programs to Systems: Strengthening delivery for ECD”, LEEP for Collaborative Impact, Cairo, Egypt. <https://www.leep4impact.org/>. Keynote presenter.  |
| *10/19* | “Quality of care matters for babies and toddlers: Lessons from AeioTU, Colombia”, Professional Learning network to advance Early Education Reform, David Rockefeller Center for Latin American Studies (DRCLAS), Harvard University. Cambridge, MA. |
| *8/19* | “Retornos a la inversión, evaluación y retroalimentación para mejorar de la calidad", Centro de Estudios para el Desarrollo Humano (CEDH), Universidad del San Andrés, Argentina.<https://www.udesa.edu.ar/noticias/ciclo-de-conversatorios-sobre-primera-infancia-la-importancia-del-enfasis-en-la-calidad-y>  |
| *4/19* | “Implementing AeioTU: Quality improvement alongside an efficacy study. Learning while growing”, Harvard TH Chan School of Public Health. Cambridge, MA. |
| *3/19* | “Longitudinal Evaluation of West Virginia’s Universal Pre-K.” Society for Research in Child Development. Baltimore, MD.  |
| *3/19* | “The Intersection of Ratings and Counts in the Preschool Classroom” Poster. Society for Research in Child Development. Baltimore, MD. |
| *3/19* | “Evaluating the Association of Classroom Quality and Inner-City Preschool Student’s Mental Health.” Poster. Society for Research in Child Development. Baltimore, MD. |
| *2/19* | “The AVANCE Randomized Controlled Trial Outcomes Study.” Brown Bag, Graduate School of Education, Rutgers University. New Brunswick, NJ. |
| *12/18* | “The Economics of Investments in Early Childhood.” Fundación Ramón Areces, Madrid, Spain. Keynote presenter. |
| *12/18* | “The AVANCE Randomized Controlled Trial Outcomes Study.” Fundación Ramón Areces, Madrid, Spain. |
| *7/18* | “Oportunidades y Políticas para niños Hispanos y de Lenguaje Dual.” Education Writers Association Conference. Miami, FL. |
| *6/18* | “Equity in Research. A perspective within an implementation context.” Foundation for Child Development. New York, NY. |
| *4/18* | “Economic Impacts of Early Learning.” Pennsylvania Business Leaders’ Summit. Economics Club of York. York, PA.  |
| *4/18* | “Measurement Invariance of the Peabody Vocabulary Test-III.” AERA Annual Meeting, New York, NY. With Z. Li & S. Barnett. |
| *3/18* | “The AVANCE Randomized Controlled Trial Outcomes Study.” American Education Finance & Policy. Portland, OR. |
| *12/17* | “Building Capacity in Health and Education Systems to Deliver Interventions That Strengthen Early Child Development.” Advancing Implementation Research to Promote Early Child Development. New York Academy of Sciences, NY. |
| *12/17* | “Implementing AeioTU: Quality improvement alongside an efficacy study. Learning while growing.” Advancing Implementation Research to Promote Early Child Development. New York Academy of Sciences, NY. |
| *11/17* | “Panel: What is Evidence-based Innovation & Investment?”, 1st RISE Egypt Solutions Summit (SS) Evidence-Based Innovation & Investment for Education, Cairo, Egypt.  |
| *11/17* | “Workshop: Compiling Education Metrics & Instruments”, 1st RISE Egypt Solutions Summit (SS) Evidence-Based Innovation & Investment for Education. Cairo, Egypt. |
| *9/17* | “West Virginia Universal Pre-K Evaluation: Year 2. Following a WV Pre-K Cohort into Kindergarten.” WVDOE Leadership Institute. Charlotte, WV.  |
| *9/17* | “The AeioTu Program in Colombia among Low-Income Children. Understanding Challenges, Strengths, and Partnerships.” Brown Bag, Graduate School of Education, Rutgers University. New Brunswick, NJ. |
| *5/17* | “Impact Evaluation of the AeioTu Program in Colombia among Low-Income Children” Society for Research in Child Development. Austin, TX. |
| *5/17* | “An Impact Evaluation of West Virginia Universal Pre-K” Society for Research in Child Development. Austin, TX. |
| *6/16* | “High Quality Early Learning.” Business Leaders Summit on Early Learning, United Way of Greater Philadelphia and Southern New Jersey and Economy League of Greater Philadelphia. Princeton, NJ. |
| *6/16* | “Reducing the Achievement Gap: New Evidence on the Impact of High Quality Early Learning.” Shared Prosperity Roundtable, City of Philadelphia, Mayor’s Office of Community Empowerment and Opportunity. Philadelphia, PA. |
| *4/16* | “Economics Opportunities of Investing in Early Childhood Programs: Lasting Benefits and Large Returns.” Global Philanthropy Circle, UBS Optimus Foundation. Geneva, Switzerland. |
| *4/16* | “The Economics of ECD” Yale UNICEF’s Annual Conference on Children’s Rights.” Early Childhood Development. New Haven, CT. |
| *10/15* | “Early Childhood Programs: Lasting Benefits and Large Returns”, Community Leadership Center Lecture Series at Rutgers University-Camden. Camden, NJ. |
| *3/15* | “The Aeiotu Longitudinal study. Results for the first follow-up.” Society for Research in Child Development. 2015 Biennial Meeting. Philadelphia, PA. |
| *1/15* | “Producing lasting benefits from pre-K: what we know about fadeout and how to prevent it in public programs.” Will High Quality Pre-K Pay Off for Maryland? What the Research Shows, Maryland State Department of Education, 4th Annual Early Childhood Care & Education Research Forum. Towson, MD. |
| *11/14* | “Experimento Social Controlado AeioTu.” La gestión de conocimiento: un paso fundamental en la construcción de una Agenda de Evaluación para la Política Pública DE CERO A SIEMPRE, Comisión Intersectorial para la Atención Integral de la Primera Infancia y el Departamento Nacional de Planeación, Presidencia de La República. Bogotá, Colombia. |
| *10/14* | Panelist. Los Angeles Early Learning Forum Children: LA's Greatest Investment. Los Angeles Universal Preschool (LAUP). Los Angeles, CA. |
| *7/14* | “The AeioTu Randomized Trial.” Inter-American Development Bank. Washington, D.C. |
| *4/14* | “Center-Based Care for Infants and Toddlers: The AeioTu Randomized Trial”, Population Association of America. Boston, MA. |
| *10/13* | “Translation Research into Practices.” 2nd Annual Conference for Early Childhood Research and Evaluation. High Scope. Ypsilanti, MI. |
| *10/13* | “Potential benefits and cost-effectiveness of Early Childhood Education: Understanding the research.” Grantmakers for Education. Houston, TX. |
| *9/13* | “Evaluación de la calidad de los servicios de primera infancia: Avances y retos principales,” Inter-American Development Bank. Washington, D.C. |
| *6/13* | “Investing in Early Childhood: Lasting Benefits and Large Returns.” National Association of Latino Elected Officials (NALEO). Chicago, IL. |
| *4/13* | “The Economics of Early Childhood Programs: Large Returns & Lasting Benefits from Quality.” Cooperative Educational Service (CES) Workshop. Ridgefield, CT. |
| *4/13* | “Early Childhood Choices and Hispanic Families.” Moving Paterson Children to Success, Paterson Preschool Alliance, William Paterson University. Wayne, NJ. |
| *3/13* | “AVANCE. Unlocking America’s Potential.” Department of Education. Washington D.C. |
| *3/13* | “The Economics of Early Childhood Programs: Lasting Benefits and Large Returns.” Loyola University. Chicago IL. |
| *11/12* | “Early Childhood Development in Latin America: A cost-effective poverty eradication strategy.” Teachers College, Columbia University, NY. |
| *5/12* | “Jobs, the economy and preschool: making the connection.” Los Angeles Universal Preschool (LAUP). Washington, D.C. |
| *5/12* | “State Pre-K: Effectiveness, Access, and Support for Quality.” Educational Writers Association National Seminar. Philadelphia, PA.  |
| *4/12* | “First Stages of an Early Childhood Randomized Control Trial in Colombia.” Teachers College, Columbia University, NY. |
| *11/11* | “Comparing the benefits of early childhood education across the world.” Association for Public Policy Analysis & Management. Washington, D.C. |
| *7/10* | “ELL and Preschool.” National Council of La Raza. San Antonio, TX. |
| *4/10* | “Variability in Program Design & Infrastructure as Determinants of Early Childhood Development.” Conference on Human Development. New York, NY. |
| *3/10* | “Benefits of early childhood interventions across the world: (Under) Investing in the very young.” Comparative International Education Society. Chicago, IL. |
| *4/09* | “Hispanics, Language and Immigration. Gaps in the Early Years.” American Educational Research Association. San Diego, CA. |
| *4/09* | “Prek Availability in Vietnam: Determinants of Early Attainment & Progress.” Society for Research in Child Development. Denver, CO. |
| *3/09* | “(Under)investing in the Very Young: Benefits of ECD in an International Perspective.” American Educational Finance Association. Nashville, TN. |
| *8/08,* *10/08* | “Ethnicity, Citizenship, and In-State Residence: Analyses of Postsecondary Education Choices of Major.” Texas Higher Education Opportunity Research Seminar, Princeton University, NJ & Higher Education Policy Seminar, CUNY, NY. |
| *4/08* | “Language and Hispanics: Gaps in the Early Years.” American Educational Finance Association. Denver, CO. |
| 3/08 | “Updating the Economic Impacts of the High/Scope Perry Preschool Program.” Jacobs Foundation Conference on Early Childhood Development and Later Achievement, Germany. |
| 3/08 | “Liquidity Constraints and Educational Choices in Vietnam.” Annual Conference of the Comparative and International Education Society. New York, NY. |
| 3/06 | “Socio-Economic Gaps in Early Childhood Attainment: Learning the A, B, Cs. Analysis of the 1998 Kindergarten cohort.” American Educational Finance Association. Denver, CO. |
| 3/06 | “Decentralization & Neoliberalism, deconstructing ‘global’ concepts. Insights into discursive transfers, the case of Chile and Argentina.” Latin American Studies Association. Puerto Rico, PR. |
| 2/05 | “The Kindergarten Sort.” Graduate Student Research Conference at Harvard Graduate School of Education. Cambridge, MA. |
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| Service |
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| **Editor** |
| Since 2023: Academic Editor. PLOS ONE.  |
| 2023: Special Issue Editor, Early Childhood Research Quarterly. |
| 2023: Guest Editor, PLOS ONE. |
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| Peer Grant Reviewer |
| Agencia Nacional de Investigación e Innovación – Chile 2018 |
| British Academy 2017, 2019 |
| DBT/Wellcome Trust India Alliance (India Alliance) 2023 |
| Fonds National de la Recherche 2013, 2016 |
| Foundation for Child Development 2018, 2020, 2021, 2022, 2023 |
| Grand Challenges Canada – Saving Brains 2014, 2016, 2018 |
| Inter-American Development Bank 2011, 2013, 2014, 2016, 2018, 2019 |
| Lego: Build a World of Play Challenge 2022 |
| POLIlux Portugal 2016 |
| Social Sciences and Humanities Research Council of Canada 2013, 2016 |
| Society for Research in Child Development 2011, 2014, 2019 |
| Spencer Foundation 2020, 2021 |
| Swiss National Science Foundation 2019, 2020 |
| World Bank 2007, 2009, 2010 |
|  |
| Ad Hoc Journal Review |
| AERA Open (2017); American Educational Research Journal (2016); American Psychologist (2014); Child, Care, Health, & Development (2013); Child Development (2012, 2013, 2017, 2018, 2019); Child Development Perspectives (2012); Child Development and Public Finance (2014); Developmental Psychology (2020); Early Childhood Research Quarterly (2008, 2009, 2011-2014, 2016-2023); Early Education and Development (2023); Education Finance and Policy (2018); Economics of Education Review (2009-2015, 2019); Economics and Human Biology (2011, 2012); Education Economics (2010, 2012, 2014); Educational Evaluation and Policy Analysis (2008, 2013); Education Finance and Policy (2018); Evaluation and Program Planning (2014, 2019, 2020); Frontiers in Public Health (2023); Health Economics (2020); International Journal of Child Care and Education Policy (2013, 2014, 2017, 2019, 2020); Journal of Human Capital (2023); NPG | Science of Learning (2020, 2021); PLOS ONE (2023); World Development (2018). |
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| Associations |
| American Education Research Association (2006, 2008, 2009, 2018, 2020); American Education Finance Association (2006); Association of Public Policy Analysis and Management (2011, 2013); Association for Education Finance and Policy (2007, 2011, 2018); Comparative and International Education Society (2004, 2006, 2008, 2010); Latin American Studies Association (2006); Population Association of America (2014); Society for Research in Child Development (2008-2011, 2016, 2019-). |
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| **Mentorship** (beyond informal mentoring) |
| *Thesis* |  |  |  |
| Gabriela Colon | Dissertation Proposal | Rutgers University | 2022 |
| Grace M. Ayudant | Senior Thesis | Rutgers University | 2014 |
| Mingyu Chen | Senior Thesis | Rutgers University | 2012 |
| Tara Gonsalves | Senior Thesis in Development Studies | Brown University | 2008 |
| Yael Shavit | Senior Thesis in Public Policy | Brown University | 2008 |
| Hannah Miller | Senior Thesis in Public Policy | Brown University | 2008 |
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| *Aresty Research Assistant (RA) Program* |
| Vanessa Gamarra (2021-2023); Ashna Gupta (2021-2023); Filza Khan (2019); Meghna Dutta (2015); Yujun Pan (2014); Griffin Wood (2014-2018); Fahar Akhtar (2014); Shamama Sidiqui (2013); Sara Khan (2013); Amanda Goen; (2013); Grace M. Ayudant (2012); Kristen Bradley (2011); Natalie Smith (2011); Sara Gutherman (2011); Julia Postiglione (2010). |
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| **University Service** |
| Search Committee, Dean, Rutgers’ Graduate School of Education (2023- ); Department Promotions Committee, Rutgers’ Graduate School of Education (2022- ); Diversity Equity & Inclusion Committee, Rutgers’ Graduate School of Education (2021); Search Committees NIEER, various positions (2015- ); Search Committees Rutgers’ School of Education, Grant Program Coordinator (2019). |
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| **Other Service** |
| Centro de Estudios para el Desarrollo Humano. Affiliated Researcher. Since 2019. Buenos Aires, Argentina. |
| Tuscan School Pandemic Response Team. Member. 2020-2021, 2021-2022. Maplewood, NJ. |
| Early Childhood Advisory Council. Board Member. 2018-2020. Maplewood, NJ. |
| PfC Learning and Innovation Lab. Member. Since 2015. |
| U.S. Bridges to Argentina, Inc., Board Member, 2004-2006. Not-for-profit incorporated in New York. Mission: promoting education, social welfare, and the alleviation of poverty and disease for Argentine childhood. New York, NY. |
| Lugar para la Educación Argentina (LEA), Founding Member, 2004-2006. Non-profit organization for the debate of educational problems/policies in Argentina, and a network of teachers, administrators, researchers and principals. New York, NY. |
| Asociación Incluir para Educar, 2004-2006. Board Member & Research coordinator. Not-for-profit, Argentina. Mission: promoting equality of learning conditions of children. New York, NY. |
| Education Across the Americas Graduate Student Conference. Teachers College, CU. 2003-2006.Chair (2006); Co-Chair (2005, 2004); Member Organizing Committee (2003). |
| Society of Economics of Education (SEE), Co-president, Teachers College, CU. 2004-2006. |
| Association for Latin American Scholars (ALAS), Founding member and President, Teachers College, CU. 2003-2006. Alumni Affiliate since 2006. |
| Harvard VIEWS, Advisory Committee, (Virtual Educators' Worlds). 1999-2001. |

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