

The Effects of Public Prekindergarten for 3-Year-Olds on Early Elementary School Enrollment

Speaker Biographies

Breno Braga is a principal research associate in the Center on Labor, Human Services, and Population at the Urban Institute. His research has covered topics such as the effects of childhood exposure to the earned income tax credit on health outcomes and the impact of access to individual development accounts on asset building. His articles have been published in academic journals including the *Journal of Labor Economics*, *Journal of Public Economics*, and *American Economic Journal: Economic Policy*. His work has been cited in many media outlets, including the *New York Times*, *The Atlantic*, and *Bloomberg*. He received a BA in economics from the Federal University of Rio de Janeiro, an MA in economics from the Pontifical Catholic University of Rio de Janeiro, and a PhD in economics from the University of Michigan. Braga is a research affiliate at IZA in Bonn, Germany.

Miriam Calderón leads the development and implementation of ZERO TO THREE's policy agenda, priorities, and strategies; oversees the Policy Center, which includes federal and state policy and advocacy; and serves as the principal spokesperson for the organization on public policy matters. Calderón joined ZERO TO THREE after serving as a Presidential appointee in the Biden Administration in the role of deputy assistant secretary for early learning at the U.S. Department of Education. She also served as a political appointee in the Obama Administration, where she advised the White House on early learning policy at the Domestic Policy Council and at the Department of Health and Human Services. Calderón was appointed by Governor Kate Brown in 2017 to serve as the early learning system director for the state of Oregon, where she led an agency responsible for administration of child care, preschool, and home visiting programs and supports for the early childhood workforce. In this role, she oversaw implementation of the largest expansion of early childhood investments for young children and families in the state's history. Prior to Oregon, she served as the senior director of early learning at the Bainum Family Foundation, where she shaped a new \$10 million philanthropic investment in a comprehensive birth-to-three system for the District of Columbia. She was also a senior fellow with the BUILD Initiative, leading BUILD's work related to dual language learners and serving as a faculty member for BUILD's Equity Leaders Action Network. Previously, Calderón served as director of early childhood education at District of Columbia Public Schools, where she oversaw Head Start and pre-kindergarten programs, including helping to implement universal pre-kindergarten. Calderón also served as associate director of education policy at the UnidosUS (formerly National Council of La Raza), a Hispanic civil rights organization, where she focused on early education policy for Latinx, immigrant, and dual language learner children.

Erica Greenberg is a principal research associate and PK-12 team lead in the Center on Education Data and Policy at the Urban Institute. Her research spans early childhood and K-12 education with a focus on public prekindergarten. She also investigates the causes, consequences, and measurement of educational inequality. Greenberg's current projects examine the implementation and impact of innovative policies in Washington, DC. She is principal investigator of the DC Prekindergarten Study, which leverages a centralized admissions lottery to measure the efficacy of public preschool at scale. She is also coprincipal investigator of the DC Child Care Policy Research Partnership, which

evaluates implementation of the Early Childhood Educator Pay Equity Fund and enhanced quality rating and improvement system. Recent national projects center the early care and education workforce, segregation in early education programs, and the COVID-19 pandemic's effects on early childhood systems and families with young children. Greenberg values dissemination and has shared findings through agency briefings, peer-reviewed journals, and media outlets such as the *New York Times*, the *Washington Post*, *Education Week*, and NPR. Before joining Urban, Greenberg was an intern in the US Department of Education Office of Planning, Evaluation, and Policy Development and a prekindergarten teacher in Washington, DC. Greenberg holds a BA from Yale University. She received her MA in political science and her PhD in education policy from Stanford University.

Pamela Morris-Perez is a Professor of Applied Psychology at the NYU Steinhardt School of Culture, Education, and Human Development and an Affiliated Professor at the NYU School of Global Public Health. An interdisciplinary scholar, Morris-Perez conducts research at the intersection of developmental psychology, suicidology, education, and policy. In her 25-year career focused on low-income and marginalized populations, she has secured more than \$75M in funding and has published more than 100 peer-reviewed papers, book chapters, and policy reports. Morris-Perez's early childhood work includes: a) \$5M IES-funded partnership with NYC's Department of Education to support their historic expansion of Universal Pre-k and understand the impact of differing approaches to teacher's professional development on children's learning and development; and b) a \$5.5M NIH-funded randomized trial (an R01 competing continuation) of a tiered primary/secondary parenting intervention within the pediatric primary care platform, with promising effects recently published in *Pediatrics* on parents' interactions with their infants. Morris-Perez's newest research addresses adolescent suicide from a developmentally-informed, population-health perspective as part of her newly launched center ARCADIA (A Research Center for ADolescent Interconnected Approaches) for Suicide Prevention. With the prediction of suicide barely better than chance, we focus on the places where adolescents are (schools, primary care, emergency departments) and leverage trusted sources of support (peers, parents, other adults). Our focus is to *strengthen bridges*, integrating prevention and intervention, within and across health and education systems, drawing from the "Swiss cheese model" for industrial accidents. She currently is conducting a William T. Grant funded project to evaluate a school-based mental health awareness/suicide prevention program "disguised as a film contest" called Directing Change. A suicide loss survivor (having lost her 17-year-old daughter to suicide in 2019), she brings lived experience to her work on youth suicide prevention. Complementing her research activity with institutional leadership, Morris-Perez oversaw 300 faculty in 11 Departments as Vice Dean and Interim Dean at NYU Steinhardt from 2015-2020, overseeing a rise in annual research expenditures from \$27 to \$39M under her leadership, a tripling of hires of faculty of color to 70%, and the transition of 7,000 students to remote instruction during COVID-19. A former William T. Grant scholar, Morris-Perez served as lead editor of the *Journal of Research on Educational Effectiveness* and a member of the National Academy of Science's Board on Children, Youth, and Families. She received a bachelor's degree from Columbia University and a doctorate in Developmental Psychology from Cornell University.

Maurice Sykes is the author of "Doing the Right Thing for Children: Eight Qualities of Leadership," and a former Executive Director at the University of the District of Columbia's National Center for Urban Education where he was the recipient of the Marjorie Holloman Parker Distinguished Educator Award. He was recently inducted into the DC Hall of Fame for his numerous contributions to the field of early childhood education. Maurice served in the District of Columbia Public School

System as Deputy Superintendent for the Center for Systemic Educational Change as well as Director of the school system's early childhood programs. He also advised the US Department of Education on educational policy and programs related to urban school improvement. He served as the Director of the Tufts University Educational Day Care Center and Lecturer in the Elliot-Pearson Department of Child Study and Human Development. He was selected as a National Policy Fellow by the Institute for Educational Leadership, and subsequently coordinated its DC Education Policy Fellowship program. Maurice was profiled as an Early Childhood Champion in a national study released by the National Association of State Boards of Education and is a former governing board member of the National Association for the Education of Young Children. Maurice has served as a teacher, teacher trainer, and a curriculum developer. He has spent his career advancing high-quality early childhood programs and services and has traveled nationwide inspiring and challenging schools and communities to do the right thing for children.