##### EDUCATION

2021 Certificate, Program in Media and Medicine, Harvard Medical School, Harvard University

1998 Ph.D. Developmental Psychology, Department of Human Development, Cornell University

Faculty Mentors: C. Cybele Raver, Urie Bronfenbrenner, John Eckenrode

1996 M.A. Developmental Psychology, Department of Human Development, Cornell University

1990 B.A. *Magna cum laude,* Middle East Languages & Cultures, Columbia College, Columbia University

##### PROFESSIONAL EXPERIENCE

2009-Present Professor of Applied Psychology, Steinhardt School of Culture, Education and Human Development, New York University

2021-Present Affiliated Professor, School of Global Public Health, New York University

2019-2020 Interim Dean, Steinhardt School of Culture, Education, and Human Development, New York University *[During COVID-19]*

2015-2019 Vice Dean for Research and Faculty Affairs, Steinhardt School of Culture, Education, and Human Development, New York University

2013-2015 Director, Institute of Human Development and Social Change, New York University

2009-2018 Senior Fellow, MDRC

2011-2013 Director, Psychology and Social Intervention Doctoral Program, New York University

2008-2009 Co-Director, Policy Area on Family Well-Being and Children’s Development, MDRC

2004-2007 Deputy Director, Policy Area on Family Well-Being and Children’s Development, MDRC

2001-2004 Senior Research Associate, MDRC

1998-2000 Research Associate, MDRC

##### FELLOWSHIPS, AWARDS, HONORS

2022 Named a Champion of Mental Health Equity, McSilver Institute, NYU

2020 Linda Vega Award for Excellence and Dedication, Undergraduate Student Government, NYU Steinhardt School

2016 Best paper of the year award: Eckenrode, Campa, Morris, et al., *Child Maltreatment*

2012 Outstanding Faculty Award in the Department of Applied Psychology, New York University

2008 Emerging Leadership Award from the Committee on Socioeconomic Status of the American Psychological Association

2004-2009 William T. Grant Scholars Award, William T. Grant Foundation ($310,000)

1998-2000 National Research Scientist Award, National Institutes of Health (declined)

##### RESEARCH FUNDING

**ARCADIA for Suicide Prevention**

2022-2025 William T. Grant Foundation, PI, *Directing Change: A Novel Approach to Addressing Disparities in Suicidal Behaviors among Latinx and LGBTQ+ Youth.* $600k

2022-2027 National Institutes of Health, MPI, *Answering the Alarm: A System of Care for Black Youth at Risk for Suicide*. (NIMH, 1R01MH129786 – 01, $6.2M, NOA pending)

**Smart Beginnings**

2019-2024 National Institutes of Health, MPI, *Integrated model for promoting parenting and early school readiness in pediatrics: Follow-up and getting ready for scale* (NICHD, 2R01HD076390-06A1, $5.6M and $324k NIMH-funded supplement: *Buffering effects of a tiered preventive model on parent adjustment, parent-child relational health, and child psychosocial development post COVID-19).*

*Core application* *received a perfect score of 10 (1st percentile)*

2014-2019 National Institutes of Health, MPI, *Integrated model for promoting parenting and early school readiness in pediatrics* (5R01HD076390-05, $4.9M).

2018 Provostial Mega Grant Award, *Integrated model for promoting parenting and early school readiness in pediatrics,* Co-PI, New York University ($18,000)

2011 Institute of Human Development and Social Change Seed Award, *School Reform and Beyond*, Co-I, New York University ($15,000)

2010-2013 University of Michigan, Co-PI, *School Reform and Beyond* ($35,000).

**Strengthening School Readiness through New York City’s Pre-K for All**

2020-2022 Early Childhood Research Network, co-PI, Supporting New York City's Early Childhood Educators in a Global Pandemic: Challenges, Innovations, and Implications for Professional Learning ($150,000).

2017-2022 US Department of Education, Institute of Education Sciences, PI, *Strengthening School Readiness through Pre-K for All: A University-District Partnership* (R305H170042, $4M).

2018-2019 Fund for Public Schools, PI, *Explore Evaluation* ($60,000).

2016 Provostial Mega Grant Award, *Strengthening School Readiness through Pre-K for All: A University-District Partnership*, Co-PI, New York University ($20,000)

2015-2019 Spencer Foundation, PI, *Strengthening the Research Architecture for High Quality Universal Pre-K: Leveraging the Opportunity of a Historic Expansion*, ($400,000).

2015-2019 Foundation for Child Development, Co-PI, *Using data to improve quality: Formal and informal mechanisms supporting professional development in NYC's Pre-K for All,* ($355,000).

2014-2015 Spencer Foundation, PI, *Strengthening the Research Architecture for High Quality Universal Pre-K: Leveraging the Opportunity of a Historic Expansion*, ($40,000).

2014-2015 US Department of Education, Institute of Education Sciences, Co-PI, *Strengthening the Research Architecture for High Quality Universal Pre-K: Leveraging the Opportunity of a Historic Expansion*, ($100,000).

2014 NYU Institutional Support, *Strengthening the Research Architecture for High Quality Universal Pre-K: Leveraging the Opportunity of a Historic Expansion*, Co-PI, NYU, ($75,000)

**Future of Children Volume: University-Agency Partnerships to Strengthen Preschool: Improving Preschool at Scale**

2018-2021 Spencer Foundation to The Trustees of Princeton University, PI, *Future of Children Volume* ($50,000).

2018-2021 Foundation for Child Development to The Trustees of Princeton University, PI, *Future of Children Volume* ($50,000).

2018-2021 Heising-Simons Foundation to The Trustees of Princeton University, PI, *Future of Children Volume* ($50,000).

**Predoctoral Interdisciplinary Research Training Program**

2014-2019 US Department of Education, Institute of Education Sciences, PI (2014-2015), *Predoctoral Interdisciplinary Research Training Program in Education Sciences, Phase 2* (R305B140037, $4.0M). *Transferred out of PI role in 2015 (James Kemple, PI)*

2008-2014 US Department of Education, Institute of Education Sciences, PI (2013-2014), *Predoctoral Interdisciplinary Research Training Program in Education Sciences* (R305B080019, $4.2M). *Transferred into PI role in 2013 (original grant awarded to C. Raver)*

**Making Pre-K Count**

2010-2020 Robin Hood Foundation, PI (2010-2015), *Making Pre-K Count* ($2.37M; with commitment to fund future phases of this work of approximately $20M through 2020). *Transferred out of PI role in 2015 (Shira Mattera, PI)*

**Income Volatility Project**

2011 Institute of Human Development and Social Change Seed Award, *Income Volatility and Child Development,* PI, New York University, ($15,000)

2013-2015 William T. Grant Foundation, PI, *Income Instability, Family Processes, and Youth Development*, ($300,000).

**Secondary Analysis of Variation Impacts of Head Start Center (SAVI Head Start Center)**

2011-2014 Administration for Children and Families, PI, *Moderators, Mechanisms, Methods and Measurement in the Head Start Impact Study: Informing Head Start of the Future*, ($1.97M).

**Opportunity NYC-Family Rewards: Embedded Child and Family Study of Conditional Cash Transfers**

2009-2012 William T. Grant Foundation, PI, *Opportunity NYC-Family Rewards:*

*An Embedded Child and Family Study of Conditional Cash Transfers* ($425,000).

2009-2011 Smith Richardson Foundation, PI, *Opportunity NYC-Family Rewards:*

*An Embedded Child and Family Study of Conditional Cash Transfers* ($425,000).

**Head Start CARES Project**

2007-2015 Department of Health and Human Services, PI, *The Head Start CARES Project* ($21.25M).

**Mental Health Treatment in the Context of Welfare Reform Policy**

2004-2009 Annie E. Casey Foundation, PI, *Maternal Depression and Children’s Development in Low-Income Families* ($985,000).

**The Foundations of Learning Project**

2010-2012 McCormick Foundation, PI, *The Foundations of Learning Project: Improving Emotional and Behavioral Adjustment Among Preschoolers* ($125,000).

2010 McCormick Foundation, PI, *The Foundations of Learning Project: Improving Emotional and Behavioral Adjustment Among Preschoolers* ($50,000).

2009-2010 The Pew Charitable Trusts, PI, *The Foundations of Learning*

*Project: Improving Emotional and Behavioral Adjustment Among Preschoolers* ($200,000).

2009-2010 The Joyce Foundation, PI, *The Foundations of Learning*

*Project: Improving Emotional and Behavioral Adjustment Among Preschoolers* ($100,000).

2007-2012 John D. and Catherine T. MacArthur Foundation, PI, *The Foundations of Learning Project: Improving Emotional and Behavioral Adjustment Among Preschoolers* ($900,000).

2008-2009 McCormick Tribune Foundation, PI, *The Foundations of Learning*

*Project: Improving Emotional and Behavioral Adjustment Among Preschoolers* ($50,000).

2006-2009 The Grable Foundation, PI, *The Foundations of Learning Project: Improving Emotional and Behavioral Adjustment Among Preschoolers* ($1,105,000).

2006-2009 The Nicholson Foundation, PI, *The Foundations of Learning Project: Improving Emotional and Behavioral Adjustment Among Preschoolers* ($1,105,000).

2009 The George Gund Foundation, PI, *The Foundations of Learning Project: Improving Emotional and Behavioral Adjustment Among Preschoolers* ($50,000).

2007 McCormick Tribune Foundation, PI, *The Foundations of Learning*

*Project: Improving Emotional and Behavioral Adjustment Among Preschoolers* ($50,000).

2006-2008 The George Gund Foundation, PI, *The Foundations of Learning Project: Improving Emotional and Behavioral Adjustment Among Preschoolers,* ($150,000).

**The Next Generation Project**

2005-2011 National Institute for Child Health and Human Development, PI, *Interventions, Economic Security, and Child Development* (5R01HD045691-04, $1,700,000).

2003-2005 William T. Grant Foundation, co-Investigator, *The* *Effects of Maternal Employment on Low-Income Adolescents: An Investigation of Contextual Factors* ($350,000).

2001-2003 National Science Foundation, co-Investigator, *Effects of Experimental Changes in Income and Employment on Middle Childhood Learning: Racial/Ethnic Differences in Mediating Pathways* ($297,730).

1999-2003 Packard Foundation, co-Investigator, *The* *Next Generation Project, The Effects of Welfare, Antipoverty, and Employment Policies on Children and Families* ($2,000,000).

1999-2003 William T. Grant Foundation, co-Investigator, *The* *Next Generation Project, The Effects of Welfare, Antipoverty, and Employment Policies on Children and Families* ($800,000).

1999-2003 John D. and Catherine T. Macarthur Foundation, co-Investigator, *The* *Next Generation Project, The Effects of Welfare, Antipoverty, and Employment Policies on Children and Families* ($400,000).

##### PEER-REVIEWED JOURNAL PUBLICATIONS

\* Names of students in italics.

Miller, E. B., Canfield, C. F., Wippick, H., Shaw, D. S., Morris, P. A., & Mendelsohn, A. L. (2022). Predictors of television at bedtime and associations with toddler sleep and behavior in a medicaid-eligible, racial/ethnic minority sample. *Infant Behavior and Development*, *67*, 101707.

Reno, R., *Whipps, M*., Wallenborn, J. Demirci, J., Bogen, D.L., Gross, R.S., Mendelsohn, A.L., Morris, P.A., & Shaw, D.S. (in press). Housing instability, housing conditions, and breastfeeding behaviors for Medicaid-eligible families in urban settings. *Journal of Human Lactation.*

Weiland, C., & Morris, P. (in press). The risks and opportunities of the COVID-19 crisis for building longitudinal evidence on today’s early childhood education programs. *Child Development Perspectives*. https://doi.org/10.1111/cdep.12445

McCormick, M. P., Mattera, S. K., Maier, M. F., Xia, S., Jacob, R., & Morris, P. A. (2022). Different settings, different patterns of impacts: Effects of a Pre-K math intervention in a mixed-delivery system. *Early Childhood Research Quarterly*, *58*, 136–154. https://doi.org/10.1016/j.ecresq.2021.08.005

Shaw, D., Mendelsohn, A., Morris, P. (2021). Reducing Poverty-Related Disparities in Child Development and School Readiness: The Smart Beginnings Tiered Prevention Strategy that Combines Pediatric Primary Care with Home Visiting. *Clinical Child and Family Psychology Review, 24*(4), 669-683.

*Cramer, T*., Morris, P., Cappella, E., Ganimian, A., (2021). The Role of Teachers' Commitment to Implement in Delivering Evidence-Based Social-Emotional Learning Programs*.* *Journal of School Psychology, 88,* 85-100*.*

*Rojas, N. M.,* Yoshikawa, H., & Morris, P. (2021). Preschool Children’s Engagement and School Readiness Skills: Exploring Differences between Spanish-speaking Dual Language Learners and Monolingual English-speaking Preschoolers. *Early Education and Development*, 1-25.

Gross, R. S., Messito, M. J., Klass, P., Canfield, C., Yin, H. S., Morris, P., Shaw, D., Dreyer, B., Mendelsohn, A., (2021). Integrating Health Care Strategies to Prevent Poverty-Related Disparities in Development and Growth: Addressing Core Outcomes of Early Childhood. *Academic Pediatrics,* *21,* p. S161−S168. DOI: https://doi.org/10.1016/j.acap.2021.04.005

Roby, E., Shaw, D., Morris, P., Canfield, C., Miller, E., Dreyer, B, Klass, P., Ettinger, A., Miller, E., Mendelsohn, A. (2021). Pediatric primary care and partnerships across sectors to promote early child development. *Academic Pediatrics.* DOI: 10.1016/j.acap.2020.12.002

Hails, K. A., *Whipps, M. D*., Gross, R. S., Bogen, D. L., Morris, P. A., Mendelsohn, A. L., & Shaw, D. S. (2021). Breastfeeding and responsive parenting as predictors of infant weight change in the first year. *Journal of Pediatric Psychology, 46(7), 768-778.* https://doi.org/10.1093/jpepsy/jsab049

Roby, E., Miller, E., Shaw, D., Morris, P., Gill,A., Bogen, D., Rosas, J., Canfield, C., Hails, K., Wippick, H Honoroff, J., Cates, C., Weisledere, A., Chadwick, K., Raaka, C., Mendelsohn, A. (2021). Improving parent-child interactions in pediatric health care: A two-site randomized controlled trial. *Pediatrics.* DOI: 10.1542/peds.2020-1799

Mattera, S., *Rojas, N*. M., Morris, P. A., & Bierman, K. (2021). Promoting EF with preschool interventions: Lessons learned from 15 years of conducting large-scale studies. *Frontiers in Psychology*,*12*. https://doi.org/10.3389/fpsyg.2021.640702

*Rojas, N.*, Morris, P., & Balaraman, A., (2020). Finding rigor within a large-scale expansion of preschool to test impacts of a professional development program. *AERA Open.* DOI: 10.1177/2332858420975399

*Gandhi, J.,* Raver. C., Abenavoli, R., Morris, P., & Meyer, L. (2020). Variations in Pre-Kindergarten Classroom Quality Ratings across the School Year: Observation Ratings from New York City’s Pre-K for All. *Early Education and Development.* DOI: 10.1080/10409289.2020.1829291

*Rojas, N*., Mattera, S., Morris, P., & Raver, C. (2021). Measuring Preschool Teachers’ Social-emotional Practices: A Comparison of Two Measures. *Early Education and Development,* DOI: 10.1080/10409289.2020.1864838

*Rojas, N.,* Yoshikawa, H., Morris, P.A., Kambuoukos, D., Dawson-McClure, S., Brotman, L. (2020).

The Association of Peer Behavioral Regulation with School Readiness Skills in Preschool. *Early Childhood Research Quarterly*. DOI: 10.1016/j.ecresq.2019.10.002

*Whipps*, M., Miller, E., Bogen, D., Mendelsohn, A., Morris, P., Shaw, D., Gross, R. (2020). Breastfeeding Behaviors and Maternal Interaction Quality in a Low-Income, Ethnic Minority Population. *Journal of Developmental & Behavioral Pediatrics.* doi: 10.1097/DBP.0000000000000743

Canfield, C. F., Miller, E., Shaw, D., Morris, P., Alonso, A., & Mendelsohn, A. (2020) Beyond language: Impacts of shared reading on parenting stress and parenting behavior. *Developmental Psychology.* DOI: 10.1037/dev0000940

Miller, E. B., Canfield, C. F., Morris, P.A., Shaw, D. S., Cates, C. B. & Mendelsohn, A.L., (2020). Sociodemographic and psychosocial predictors of VIP participation in SMART Beginnings through 6 Months: Effectively targeting at-risk mothers in early visits. *Prevention Science.* doi.org/10.1007/s11121-019-01044-y

*Cramer, T.*, Morris, P. A., Blair, C., & The Family Life Project Key Investigators (2019). Teacher Reports of Social-Emotional Development: Moving from Measure to Construct. *Early Childhood Research Quarterly, 48*, 98-110. doi.org/10.1016/j.ecresq.2019.01.010.

Gennetian, L., Rodrigues, C., Hill, H. & Morris, P. (2019). Income level and volatility by children’s race and Hispanic ethnicity. *Journal of Marriage and Family 81* (1), 204-229, doi:10.1111/jomf.12529.

Gennetian, L. A., Rodrigues, C., Hill, H. D., & Morris, P. A. (2018). Stability of income and school attendance among NYC students of low-income families. *Economics of Education Review, 63*, 20-30. doi.org/10.1016/j.econedurev.2018.01.003

Morris, P.A., Connors M., Friedman-Krauss, A. (and others) (2018). New Findings on Impact Variation from the Head Start Impact Study: Informing the Scale-up of Early Childhood Programs*. American Educational Research Association Open.* doi:10.1177/ 2332858418769287

*Daneri, M.* P., Sulik, M. J., Raver, C. C., & Morris, P. A. (2018). Observers' reports of self-regulation: Measurement invariance across sex, low-income status, and race/ethnicity.*Journal of Applied Developmental Psychology, 55,* 14-23. doi.org:10.1016/j.appdev.2017.02.001

Weiland, C., McCormick, M., Mattera, S.K., Maier, M.F., Morris, P.A. (2018). Preschool Curricula and Professional Development Features for Getting to High-Quality Implementation at Scale: A Comparative Analysis across Five Trials. *American Educational Research Association Open, 4*, 1-16. doi:10.1177/ 2332858418757735

Mattera, S.K., Morris, P.A., Jacob, R., Maier, M., & *Rojas, N.* (2017). Designing Studies to Test Causal Questions About Early Math: The Development of Making Pre-K Count. *Advances in Child Development and Behavior. 53,* 227-253. https://doi.org/10.1016/bs.acdb.2017.04.002

Morris, P. A., Aber, J. L., *Wolf, S.,* & *Berg, J.* (2017). Impacts of Family Rewards on adolescents' mental health and problem behavior: Understanding the full range of effects of a Conditional Cash Transfer program. *Prevention Science, 18* (3), 326-336. doi:10.1007/s11121-017-0748-6

Morris, P.A. & Reardon, S.F. (2017). Moving education sciences forward by leaps and bounds: The need for interdisciplinary approaches to improving children’s educational trajectories*. Journal of Research on Educational Effectiveness*, *10*(1), 1-6.

*Friedman-Krauss, A.H., Connors, M.C.,* &Morris, P.A. (2017).Unpacking the treatment contrast in the Head Start Impact Study: To what extent does assignment to treatment affect quality of care? *Journal of Research on Educational Effectiveness, 10* (1), 68-95.doi:10.1080/19345747.2016.1147627

Aber, J. L., Morris, P. A., *Wolf, S.,* & *Berg, J.* (2016). The impact of a holistic conditional cash transfer program in New York City on parental financial investment, student time use and educational processes and outcomes. *Journal of Research on Education Effectiveness, 9* (3), 334-363. doi:10.1080/19345747.2015.1107925

Eckenrode, J., Campa, M. I., Morris, P. A., Henderson, C. R., Bolger, K. E., Kitzman, H., & Olds, D. L. (2016). The prevention of child maltreatment through the Nurse Family Partnership Program: Mediating effects in a long-term follow-up study. *Child Maltreatment*, 1-8. doi:10.1177/1077559516685185.

Received *Best Paper of the Year Award 2017* by the *Child Maltreatment Journal.*

*Harding, J.F.*, Morris, P.A., & Hill, J. (2016). Understanding associations between low income mothers’ participation in education and parenting. *Journal of Research on Educational Effectiveness, 10* (1) 704-731*.* doi: 10.1080/19345747.2016.1266536

*McCoy, D. C.,* Morris, P. A., *Connors, M. C*., Gomez, C. J., & Yoshikawa, H. (2016). Differential effectiveness of Head Start in urban and rural communities. *Journal of Applied Developmental Psychology, 43,* 29-42. doi:10.1016/j.appdev.2015.12.007

Morris, P.A, & Halkitis, P. N. (2015). The influence of context on health. *Behavioral Medicine, 41*, 77-79. doi: 10.1080/08964289.2015.1063869

*Connors, M. C.,* & Morris, P. A. (2015). Comparing state policy approaches to early care and education quality: A multidimensional assessment of quality rating and improvement systems and child care licensing regulations. *Early Childhood Research Quarterly, 30*, 266-279. doi:10.1016/j.ecresq.2014.05.006

Gennetian, L. A., *Wolf, S.,* Hill, H. D., & Morris, P. A. (2015). Intrayear household income dynamics and adolescent school behavior. *Demography, 52*(2), 455-483. doi: 10.1007/s13524-015-0370-9

*Harding, J.F.*, Morris, P.A., & Hughes, D.L. (2015). The relationship between maternal education and

children’s academic outcomes: A theoretical framework.*Journal of Marriage and Family, 77,* 60-76. doi:10.1111/jomf.12156

*McCoy, D. C., Connors, M. C.*, Morris, P. A., Yoshikawa, H., & *Friedman-Krauss, A. H*. (2015). Neighborhood economic disadvantage and children's cognitive and social-emotional development: Exploring Head Start classroom quality as a mediating mechanism. *Early Childhood Research Quarterly, 32* (0), 150-159. doi.org/10.1016/j.ecresq.2015.04.003

*Wolf, S.,* Aber, J. L. & Morris, P. M. (2015). Patterns of time use among low-income minority adolescents and associations with academic outcomes and problem behaviors. *Journal of Youth and Adolescence, 44*(6),1208-1225.

*Friedman-Krauss, A. H*., Raver, C. C., Morris, P. A., & Jones, S. M. (2014). The role of classroom-level child behavior problems in predicting preschool teacher stress and classroom emotional climate. *Early Education and Development*, *25*(4), 530-552.

Lloyd, C., Morris, P.A., & Portilla, X. M. (2014). Implementing the Foundations of Learning Project: Consideration for preschool intervention research. *Journal of Prevention and Intervention in the Community*, *42*(4), 282-299.

Willner, C. J., Morris, P. A., *McCoy, D. C*., & Adam, E. K. (2014). Diurnal cortisol rhythms in youth from risky families: Effects of cumulative risk exposure and variation in the serotonin transporter gene-linked polymorphic region (5-HTTLPR). *Development and Psychopathology, 26*(4), 999-1019. doi: 10.1017/S0954579414000558

*Wolf, S*., Gennetian, L. A., Morris, P. A., & Hill, H. D. (2014). Patterns of income instability among low- and middle-income households with children. *Family Relations, 63*(3), 397-410.

Morris, P.A. Millenky, M., Raver, C.C., & Jones, S. (2013). Does a preschool social-emotional intervention pay off for classroom instruction and children’s behavior and academic skills? Evidence from the Foundations of Learning Project. *Early Education and Development: Special Issue on SEL programs, 24*(7), 1020-1042*.*

*Berg, J. K.*, Morris, P.A., & Aber, J. L. (2013). Two-year impacts of a comprehensive family financial rewards program on children’s academic outcomes: Moderation by likelihood of earning rewards. *Journal of Research on Educational Effectiveness, 6*, 295-338.

Hill, H.D., Gennetian, L.A., Morris, P.A., *Wolf, S.,* & *Tubbs, C.* (2013). On the consequences of income instability for child well-being. *Child Development Perspectives, 7*(2), 85-90.

*Wolf, S.*, Aber, J.L., & Morris, P.A. (2013). Drawing on psychological theory to understand and improve antipoverty policies: The case of conditional cash transfers. *Psychology, Public Policy & Law, 19*(1), 3-14*.*

Snell, E.K., Castells, N., Duncan, G., Gennetian, L., Magnuson, K., & Morris, P.A. (2012). Promoting the positive development of boys in high-poverty neighborhoods: Evidence from four anti-poverty experiments. *Journal of Research on Adolescence, 23*(2), 357-374.

Duncan, G., Morris, P.A., & *Rodrigues, C.* (2011). Does money really matter? Estimating impacts of family income on children’s achievement with data from social policy experiments. *Developmental Psychology*, *47* (5), 1263-1279 [alphabetic listing of authors to reflect equal contribution].

Ganzel, B. L. & Morris, P. A., (2011). Allostasis and the developing brain: Explicit consideration of implicit models. *Development and Psychopathology*: *Special issue on Allostasis, Vol 2., 23*(04), 955-974 [lead article].

Hill, H., Morris, P.A., Castells, N., Thornton, J. (2011). Getting a job is only half the battle: Maternal job loss and child classroom behavior in low-income families. *Journal of Policy Analysis and Management,* 30 (2), 310-333.

Yoshikawa, H., Gassman-Pines, A., Morris, P. A., Gennetian, L. A., & Godfrey, E. (2011). Racial/ethnic differences in effects of welfare policies on early school readiness and later achievement. *Applied Developmental Science,* 14 (3), 137-153.

Ganzel, B. L., Morris, P. A., & Wethington, E. (2010). Allostasis and the human brain: Integrating models of stress from the social life sciences. *Psychological Review*, 117 (1), 134-174.

Gennetian, L., Castells, N., & Morris, P. A. (2010). Meeting the basic needs of children: Does income matter? *Children and Youth Services Review*, 32 (9), 1138-1148.

Morris, P.A., & Hendra, R. (2009). Losing the safety net: How a time limited welfare policy affects families at risk of reaching time limits. *Developmental Psychology*, 45 (2), 383–400.

Morris, P. (2008). Welfare program implementation and parents’ and depression. *Social Service Review.* 82 (4), 579-614.

Hill, H., & Morris, P.A. (2008). Welfare reform policies and very young children: Experimental impacts of welfare programs on the cognitive and behavioral development of young preschool children. *Developmental Psychology, 44 (6)*, 1557–1571.

Gennetian, L., Magnuson, K., & Morris, P.A. (2008). From statistical association to causation: What developmentalists can learn from Instrumental Variables techniques coupled with experimental data. *Developmental Psychology, 44* (2), 381-394*.* [alphabetic listing of authors to reflect equal contribution]

Ficano, C., Gennetian, L., & Morris, P.A. (2006). Child care subsidies and employment behavior among very-low-income populations in three states. *Review of Policy Research*, 23 (3), 681-698.

Morris, P.A., Duncan, G., & Clark-Kauffman, E. (2005). Child well-being in an era of welfare-reform: The sensitivity of transitions in development to policy change. *Developmental Psychology, 41* (6), 919-932.

Morris, P.A., Bloom, D., Kemple, J., & Hendra, R. (2003). The effects of a time limited welfare program on children: The moderating role of parents’ risk of welfare dependency. *Child Development, 74*(3), 851-874.

Morris, P.A., & Gennetian, L. (2003). Identifying the effects of income on children's development using experimental data, *Journal of Marriage and Family, 65*, 716-729*.*

Morris, P.A., & Michalopoulos, C. (2003). Findings from the Self Sufficiency Project: Effects on children and adolescents of a program that increased employment and income. *Applied Developmental Psychology, 24*, 201-239.

Clark-Kauffman, E., Duncan, G., & Morris, P.A. (2003). How welfare polices affect child and adolescent achievement. *American Economic Review-Papers and Proceedings*, 93 (2), 299-303.

Gennetian, L., & Morris, P.A. (2003). The effects of time limits and make-work-pay strategies on the well-being of children: Experimental evidence from two welfare reform programs. *Children and Youth Services Review, 25*(1/2), 17-54.

Olds, D., Henderson, C., Cole, R., Eckenrode, J., Kitzman, H., Luckey, D., Pettitt, L., Sidora, K., Morris, P.A., & Powers, J. (1998). Long-term effects of nurse home visitation on children's criminal and antisocial behavior: 15-year follow-up of a randomized trial. *Journal of the American Medical Association, 280,* 1238-1244.

Olds, D., Eckenrode, J., Henderson, C., Kitzman, H., Powers, J., Cole, R., Sidora, K., Morris, P.A., Pettitt, L., & Luckey, D. (1997). Long-term effects of home visitation on maternal life course and child abuse and neglect: 15-year follow-up of a randomized trial. *Journal of the American Medical Association,* 278 (8), 637-643.

**Under Review**

*Cramer, T.,* Morris, P., Cappella, E., Ganimian, A. (under review). Measuring and predicting teachers’ commitment to implement. *Early Childhood Research Quarterly.*

Algarroba, G.N., Griffin, A., Rosas, J., Shaw, D., Mendelsohn, A.L., Morris, P.A., & Bogen, D.L. Use of the Edinburgh Postnatal Depression Scale to Screen for Postnatal Anxiety with a Low-Income Population in Pediatric Primary Care. *Journal of Affective Disorders.*

##### BOOK CHAPTERS, POLICY REPORTS, ESSAYS, OP-EDs, INVITED MANUSCRIPTS

Mattera, S., Jacob, R., Cullen, M. & Morris, P.A (2021). *Long-Term Effects of Enhanced Early Childhood Math Instruction: The Impacts of Making Pre-K Count and High 5s on Third-Grade Outcomes.* New York: MDRC.

Abenavoli, R., *Siegel, J.,* & Morris, P. (2022). Unleashing the power of family engagement to achieve impact and equity, for all. In K. Bierman & S. Sheridan (Eds). *Family-school partnerships during the early school years*. Springer.

Morris, Pamela (2021, March 25). I Don’t Want Another Family to Lose a Child the Way We Did. *New York Times* Op-Ed. Retrieved from https://nyti.ms/3e7ccwd.

Weiland, C., Greenberg, E., Bassok, D., Markowitz, A., Guerrero Rosada, P., Luetmer, G., Abenavoli, R., Gomez, C., Johnson, A., Jones-Harden, B., Maier, M., McCormick, M., Morris, P., Nores, M., Phillips, D., & Snow, C. (2021). *Historic Crisis, Historic Opportunity: Using Evidence to Mitigate the Effects of the Covid-19 Crisis on Young Children and Early Care and Education Programs.* Ann Arbor, MI and Washington, D.C.: University of Michigan and Urban Institute.

Bassok, D. & Morris, P. (2021). Research-Practice Partnerships to Strengthen Early Education. *Future of Children*. Princeton, NJ: The Trustees of Princeton University. [alphabetic listing of authors to reflect equal contribution].

Abenavoli, R., *Rojas, N.,* Unterman, R., Cappella, E., Wallack, J., and Morris, P. (2021). Embedding Causal Research Designs in Pre-K Systems at Scale, *Future of Children*. Princeton, NJ: The Trustees of Princeton University.

Mattera, S., Jacob, R., & Morris, P.A (2018). *Strengthening children's math skills with enhanced instruction: The impacts of Making Pre-K Count and High 5s on Kindergarten outcomes*. New York: MDRC.

Morris, P.A. & *Connors, M.C.* (2017). From the lab to the contexts in which young children live and grow: Historical perspective on the field. In E. Dearing & E. Votruba-Drzal (Eds.), *The handbook of early childhood development programs, practices, and policies: Theory-based and empirically-supported strategies for promoting young children’s growth in the United States.* Hoboken, NJ: Wiley.

Bierman, K.L., Morris, P.A., Abenavoli, R.M. (2017). *Parent engagement practices improve outcomes for preschool children.* Edna Bennett Prevention Research Center, Pennsylvania State University.

Mattera, S.K. & Morris, P.A. (2017). *Counting on early math skills*. New York: MDRC.

*Wolf, S., Berg, J.,* Morris, P. A., & Aber, J. L. (2017). The role of conditional cash transfer programs in promoting early childhood development in the United States. *The handbook of early childhood development programs, practices, and policies: Theory-based and empirically-supported strategies for promoting young children’s growth in the United States.* Hoboken, NJ: Wiley.

Loeb, S., Dynarski, S., McFarland, D., Morris, P, Reardon, S., & Reber, S. (2017). *Descriptive analysis in education: A guide for researchers. NCEE 2017-4023.* Maryland: National Center for Education Evaluation and Regional Assistance.

Morris, P.A., Mattera, S.K., & Maier, M.F. (2016). *Making Pre-K Count: Improving math instruction in New York city.* New York: MDRC.

Ganzel, B.A, Rarick, J., & Morris, P.A. (2016). Stress and emotion: Embodied, in context and across the lifespan. In L. Feldman Barrett, M. Lewis & J. Haviland-Jones (eds.) *Handbook of emotion, 4th Edition.* New York, NY: The Guilford Press.

Ganzel, B.A. & Morris, P.A. (2016). Typical and atypical brain development across the lifespan: Contributions to diathesis-stress models of psychopathology. In D. Cicchetti (ed.), *Handbook of developmental psychopathology.* Hoboken, NJ: Wiley.

Morris, P.A., Hill, H.D., Gennetian, L., Rodrigues, C. & *Wolf, S*. (2015). *Income volatility in U.S. households with children: Another growing disparity between the rich and the poor? IRP Discussion Paper No. 1429-15*. Institute for Research on Poverty.

Gennetian, L.A., Rodrigues, C., Hill, H.D., & Morris, P.A. (2015). *Low and stable income: Comparisons among Hispanic children, from 2004 through the period following the Great Recession.* Publication #2015-49. Bethesda, MD: National Research Center on Hispanic Children & Families.

Gennetian, L.A., Rodrigues, C., Hill, H. D., & Morris, P. A. (2015). *Income instability in the lives of Hispanic children.* Publication #2015-47. Bethesda, MD: National Research Center on Hispanic Children & Families.

Morris, P.A., Mattera, S. K., Castells, N., Bangser, M., Bierman, K., & Raver, C. C. (2014). *Impact findings from the Head Start CARES demonstration: National evaluation of three approaches to improving preschoolers’ social and emotional competence.* New York: MDRC. Available at SSRN 2477974.

Morris, P.A., Aber, J.L., *Wolf, S.,* & *Berg, J.* (2013). Using incentives to change how teenagers spend their time: The effects of New York City’s Conditional Cash Transfer Program. *UNICEF Child poverty insights,* March 2013.

Morris, P.A., Lloyd, C., Millenky, M., Leacock, N., Raver, C., & Bangser, M. (2013). *Using classroom management to improve preschoolers’ social and emotional skills: Final impact and implementation findings from the Foundations of Learning demonstration in Newark and Chicago*. New York: MDRC.

*Connors, M*., Godfrey, E., *Harding, J*., Morris, P.A., Schwartz, A.E., Weinstein, M., & Weitzman, B. (2013). *The College Access and Success Program: A dual-generation educational intervention. Final report on Year 2 implementation.* New York, NY: Institute for Education and Social Policy, New York University.

Morris, P.A., Aber, L., *Wolf, S.*, & *Berg, J.K.* (2012) *Using incentives to change how teenagers spend their time: The effects of New York City’s conditional cash transfer program*. New York: MDRC.

*Harding, J.F*., Morris, P.A., Schwartz, A., Weinstein, M., & Weitzman, B. (2012). *The College Access and Success Program: A dual-generation educational intervention. A report on Year 1 implementation.* New York, NY: Institute for Education and Social Policy, New York University.

Aber, L., Morris, P.A., & Raver, C.C. (2012). Children, families, and poverty: Trends, emerging science and implications for policy. *Social Policy Report, 26*(3), 1-15.

Morris, P.A. Raver, C.C., Millenky, M., Jones, S., & Lloyd, C.M. (2010). *Making preschool more productive: How classroom management training can help teachers*. New York: MDRC.

Kim, S., LeBlanc, A., Morris, P.A., Simon, G., & Walter, J. (2010). *Working toward wellness: Telephone care management for Medicaid recipients with depression, eighteen months after random assignment*. New York: MDRC.

Morris, P.A., Gennetian, L., Duncan, G., & Huston, A. (2009). How welfare policies affect child and adolescent school performance: Investigating pathways of influence with experimental data. In James P. Ziliak (ed.), *Welfare reform and its long-term consequences for America's poor.* Cambridge, UK: Cambridge University Press.

Morris, P.A., Raver, C., Lloyd, C. M., & Millenky, M. (2009). *Can teacher training in classroom management make a difference for children’s experiences in preschool? A preview of findings from the Foundations of Learning demonstration.* New York: MDRC.

Duncan, G., Gennetian, L., & Morris, P.A. (2009). Parental pathways to self-sufficiency and the well-being of younger children. In C. J. Heinrich and J. K. Scholz (Eds.) *Making the work-based safety net work better: Forward-looking policies to help low-income families.* New York: Russell Sage. [alphabetic listing of authors].

Morris, P.A., & Bronfenbrenner, U. (2008). In D. Carr (Ed.) *Encyclopedia of the life course and human development.* Macmillan Reference USA.

Duncan, G., Gennetian, L., & Morris, P.A. (2008). *Effects of welfare and anti-poverty policies on participant’s children*. Focus, 25(2).

Morris, P.A., & Gennetian, L. (2006). Indicators and policy decisions: The important role of experimental studies. In A. Ben-Arieh & R.M. Goerge, Indicators of children's well being: Understanding their role, usage and policy influence (pp. 161-172), Dordrecht, Netherlands: Springer.

Morris, P.A., & Kalil, A. (2006). Out of school time use during middle childhood in a low-income sample: Do combinations of activities affect achievement and behavior? In A. Huston & M. Ripke (Eds.), *Middle childhood: Contexts of development.* New York: Cambridge University Press.

Bronfenbrenner, U., & Morris, P.A. (2006). The bioecological model of human development. In R. M. Lerner and W. Damon (Ed.), *Theoretical models of human development.* Vol. 1 of the *Handbook of child psychology (5th ed.)* (pp. 793-828). New York: Wiley.

Yoshikawa, H., Gassman-Pines, A., Morris, P.A., Gennetian, L., Roy, A., & Godfrey, E. (2006). Effects of welfare and employment policies on academic outcomes: Do they vary by race/ethnicity and if so, how? In A. Huston & M. Ripke (Eds.), *Middle childhood: Contexts of development.* New York: Cambridge University Press.

Morris, P.A., Gennetian, L., & Duncan, G. (2005). Effects of welfare and employment policies on young children: New findings on policy experiments conducted in the early 1990’s. *Social Policy Report,* *19*(2), 3-14.

Morris, P.A., Scott, E., & London, A. (2005). Effects on children of parents transition from welfare to employment: Integrating quantitative and qualitative research. In J. Duerr Berrick & B. Fulller (Eds.), *Good parents or good workers? How policy shapes families' daily lives.* New York: Cambridge University Press.

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Morris, P.A, Knox, V., & Granger, R. (2003). Child well being in the context of welfare reform: What are we learning? In R. Gordon and H. Walberg (Eds.), *Changing Welfare* (pp. 15-36). Kluwer Academic/Plenum Publishers.

Morris, P.A. (2002). The effects of welfare reform policies on children. *Social Policy Report, 16*(1), 4-18.

Morris, P.A., & Duncan, G. (2002). What welfare reforms are best for children? In I. V. Sawhill, R. K. Weaver, R. Haskins, and A. Kane (Eds.) *Welfare* *reform and beyond: The future of the safety net.* Washington, DC: The Brookings Institution.

Morris, P.A., Knox, V., & Gennetian, L. (2002). *Welfare policies matter for children and youth: Lessons for TANF reauthorization*. Next Generation Project Policy Brief. New York: MDRC.

Bloom, D., Scrivener, S., Michalopoulos, C., Morris, P.A., Hendra, R., Adams-Ciardullo, D., & Walter, J. (2002). *Jobs first: Final report on Connecticut’s welfare reform initiative.* New York: MDRC.

Michalopoulos, C., Tattrie, D., Miller, C., Robins, P. K., Morris, P.A., Gyarmati, D., Redcross, C., Foley, K., Ford, R. (2002). *Making work pay: Final report on the Self Sufficiency Project for long-term welfare recipients*. Ottawa: Social Research and Demonstration Corporation (SRDC).

Morris, P.A., Duncan, G., Huston, A., Crosby, D., & Bos, J. (2001). *How welfare and work policies affect children: A synthesis of research*. New York: MDRC.

Morris, P.A., & Michalopoulos (2000). *The Self Sufficiency Project at 36 Months: Effects on children of a program that increased employment and income*. Ottawa: SRDC.

Bloom, D., Kemple, J., Morris, P.A., Scrivener, S., Verma, N., & Hendra, R. (2000). *The Family Transition Program: Final report on Florida’s initial time-limited welfare program.* New York: MDRC.

Bronfenbrenner, U., & Morris, P.A. (1998). The ecology of developmental processes. In R. M. Lerner (Ed.), *Theoretical Models of Human Development.* Vol. 1 of the *Handbook of child psychology (5th ed.)* (pp. 993-1028). Editor-in-chief: William Damon. New York: Wiley.

Morris, P.A., Hembrooke, H., Gelbwasser, A., & Bronfenbrenner, U. (1996). American families: Today and tomorrow. In U. Bronfenbrenner, P. McClelland, E. Wethington, P. Moen, & S. Ceci, *The state of Americans: This generation and the next.* New York: Free Press.

Hembrooke, H., Morris, P.A., & Bronfenbrenner, U. (1996). Poverty and the next generation. In U. Bronfenbrenner, P. McClelland, E. Wethington, P. Moen, & S. Ceci, *The state of Americans: This generation and the next.* New York: Free Press.

##### SELECTED MENTIONS IN POPULAR PRESS

De La Hoz, F. (2018, March 19). UPK was a big success. 3K for All won’t be so easy: De Blasio’s expansion needs funding, and is heading into unchartered waters. City & State New York. Retrieved from https://www.cityandstateny.com/articles/policy/education/upk-was-big-success-3k-all-wont-be-so-easy.html

Veiga, C. (2017, September 11). New York City wants to know: How effective is its training for pre-K teachers? *Chalkbeat*. Retrieved from <https://chalkbeat.org/posts/ny/2017/09/11/new-york-city-wants-to-know-how-effective-is-its-training-for-pre-k-teachers/>

Morris, P.A. (2017, August 14). Strengthening School Readiness in New York City's Pre-K for All. *Education Week*. Retrieved from http://blogs.edweek.org/edweek/urban\_education\_reform /2017/08/strengthening\_school\_readiness\_in\_new\_york\_citys\_pre-k\_for\_all.html.

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Maxwell, M. (2015, February 23). Mom's education makes a difference. *Deseret News*. Retrieved from http://national.deseretnews.com/article/3617/moms-education-makes-a-difference.html.

Grella, S. (2014, November 13). Research Program Examines Universal Pre-K. *Washington Square News.* Retrieved from http://www.nyunews.com/2014/11/13/pre-k/.

Taub, M. (2014, November 13). De Blasio Touts Pre-K Enrollment of More than 53,000. *Brooklyn Eagle.* Retrieved from http://www.brooklyneagle.com/articles/2014/11/13/de-blasio-touts-pre-k-enrollment-more-53000.

Harrison, R. (2014, November 7). NYU to Support Pre-K for All in NYC. *NYU News*. Retrieved from http://www.nyu.edu/about/news-publications/news/2014/11/07/nyu-to-support-pre-k-for-all-in-nyc.html.

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Shulman, R. (2014, October 30). Assessors Take the Pulse of New York’s Pre-K Expansion. *WNYC.* Retrieved from http://www.wnyc.org/story/assessors-take-pulse-pre-k-expansion/#.

Kamenetz, A. (2014, July 14). Teaching 4-Year-Olds to Feel Better. *NPR*. Retrieved from http://www.npr.org/blogs/ed/2014/07/14/330761945/teaching-four-year-olds-to-feel-better.

Taylor, K. (2014, March 12). A Study Seeks to Determine What Makes Prekindergarten Successful. Th*e New York Times.* Retrieved from <http://www.nytimes.com/2014/03/13/nyregion/a-study-seeks-to-determine-what-makes-prekindergarten-successful.html>.

##### INVITED LECTURES

2022 *Partnering for Pre-K: Looking back for a possible future.* Research for Racial Equity in Education, Spencer Foundation Conference for 50th Anniversary. Fairmont Chicago, Millennium Park, Chicago, IL.

2021 *Suicide Prevention 101.* Parent Webinar for the New York Psychotherapy & Counseling Center (NYPCC) as part of a monthly Parent Cafe, Virtual.

2021 *Suicide Prevention 101.* Parent Webinar for the Archdiocese of NY as part of a newly launched youth suicide prevention initiative, Virtual.

2018 *Developing and testing a tiered model for promoting parenting and early school readiness in pediatrics: The Smart Beginnings Project.* Strengthening Society through Stronger Parenting. University of Maryland, Baltimore, MD.

2016 *The State of Science on Interventions: Early Childhood/Preschool*. The Future of Children Social-Emotional Learning, Princeton University, Princeton, NJ.

2015 *Leveraging prevention science to support early learning in the context of NYC universal Pre-K*, Department of Population Health Research Seminars, New York University School of Medicine, New York, NY.

2015 *Pre-K for All Evaluation Study Briefing (April)*, New York City Mayor’s Office, City Hall, New York, NY.

2015 *Pre-K for All Scientific Advisory Council Meeting* and *Pre-K for All Evaluation Study Briefing (February)*, New York City Mayor’s Office, City Hall, New York, NY.

2015 *Integrating prevention science, policy and practice to support high quality universal Pre-K,* , Society for Prevention Research 23rd Annual Meeting, Washington, D.C.

2015 *The contributions of Bronfenbrenner’s Bio-Ecological Model: Looking back and looking forward,* Society for Research in Child Development Biennial Meeting, Philadelphia, PA.

2015 *Future directions in research on social-emotional preschool interventions*, Society for Research on Educational Effectiveness Spring Conference, Washington D.C.

2015 *Improving social-emotional development through scaling up preschool,* Society for Research in Child Development Biennial Meeting, Philadelphia, PA.

2014 AGDERprosjekt: Norwegian Agderprosjekt Workshop, University of Chicago & University of Stanger, Chicago, IL.

2014 *Cumulative Risk Panel*, Board on Children, Youth and Families: Fall Board Meeting, Washington, D.C.

2014 *Conceptual overview: How program participation, site characteristics, and neighborhood context can inform our understanding of what works*, Office of Planning and Research, Innovative Methods Meeting, Washington, D.C.

2014 *Infant and toddler early learning services: Identifying what works and advancing model development*, Office of Planning and Research Advisory Group, Washington, D.C.

2014 *Economic inequality: Patterns, consequences and solutions*, Head Start 12th National Research Conference on Early Childhood, Office of Planning, Research and Evaluation, Washington, D.C.

2014 *Findings from the Secondary Analysis of Variation in Impacts of Head Start Center*, Administration for Children and Families, Washington, D.C.

2013 *Reducing poverty-related disparities: Innovative approaches for a way forward,* IES Training Program, University of Virginia, Charlottesville, VA.

2013 *Income volatility: Trends and implications for families and children,* Center for Advanced Social Science Research, New York University, New York, NY.

2012 *Reducing Poverty-Related Disparities: Science and Policy a la Bronfenbrenner*, Cornell University, Ithaca, NY.

2012 *Bridging the early years to the early grades*, Board on Children, Youth, and Families Institute of Medicine / National Research Council, Washington, D.C.

2012 *Income volatility: Trends and implications for families and children: A review of preliminary findings*, Stanford University, Palo Alto, CA.

2011 *Opportunity NYC-Family Rewards: An embedded child & family study of conditional cash transfers*, The Harris School of Public Policy Studies, University of Chicago, Chicago, IL.

2010 *Implications of behavioral research for social welfare research and policy*, Administration for Children and Families , Washington, D.C.

2010 *Workshop on understanding food insecurity and obesity*, Institute of Medicine of the National Academies, Washington, D.C.

2010 *The Foundations of Learning Project: Can teacher training in classroom management make a difference for children's*

*experiences in preschool?* United States Department of Health and Human Services (HHS), Washington, D.C.

2009 *Designing a national place-based trial to inform science and policy: Head Start CARES.* Stanford University, Palo Alto, CA.

2009 *An experimental examination of the effects of depression on children and youth.* Penn State University, State College, PA.

2008 *An experimental examination of the effects of depression on children and youth.* Yale University Zigler Lecture Series, New Haven, CT.

2007 *Program implementation and methodological challenges in large-scale school-based intervention research.* Presentation for the School Reform & Beyond project design meeting, Ann Arbor, MI.

2007 *Family Well-Being and Children’s Development Policy Area Research.* OMB and Congressional briefings. Washington, D.C.

2007 *The Foundations of Learning Project: Behavioral adjustment as a pathway to school readiness.* Harvard Graduate School of Education: Harvard University.

2006 *Constructing instrumental Variables: Assumptions and opportunities.* Methodological Workshop. NYU Wagner Graduate School. New York, NY.

2005 *Does money really matter? How welfare and work policies affect children and adolescents.* Current Works in Developmental Psychology Seminar Series. Yale University, New Haven, CT.

2004 *Does money really matter: The effects of welfare and work policies on children and adolescents.* Child Policy Speaker Series, Georgia State University, Atlanta, GA.

2004 *Does money really matter: Estimating impacts of family income on children’s achievement.* Center for Policy Research Seminar Series, Syracuse University, New York, NY.

2003 *The role of controlled experiments in the link between indicators and policy decisions.* Exploring Methods for Studying the Impact of Indicators of Children’s Well-Being on Policies and Services: An International Experts Workshop, National Center for Children in Poverty, New York, NY.

2002 *How welfare and work policies affect children and adolescents: Integrating experimental and nonexperimental findings.* Policy Analysis and Management Series, Cornell University, Ithaca, NY.

2002 *Welfare policies matter for children and youth.* Joint Center for Poverty Research Congressional Briefing, Washington, D.C.

2002 *Research on welfare and work policies: Conducting policy research to inform development.* Colloquium in Applied Developmental Psychology, Fordham University, New York, NY.

2002 *How welfare and work policies affect children and adolescents.* Putting Children First seminar series, Teachers College, Columbia University, New York, NY.

2001 *Synthesizing the effects of welfare and antipoverty programs on children*. Center for Law and Social Policy Audio Conference, “Work/welfare programs: What is the payoff for families”.

2001 *How welfare and work policies affect children: A synthesis of research.* Social Policy Seminar, Duke University, Durham,NC.

2001 *Emerging findings from the Next Generation Project.* Briefings aimed at government agencies, public interest groups, House and Senate staff, Washington, DC.

2001 *How welfare and work policies affect children: A synthesis of research. I*ntervention/Prevention Seminar Series, Yale University, New Haven, CT.

2000 *The Next Generation Project: Understanding the effects of employment, income and child care on children’s well-being*. National 0Center for Children in Poverty Roundtable series, Columbia University, New York, NY.

2000 *The Next Generation Project.* Putting Children First seminar series, Teachers College, Columbia University, New York, NY.

##### CONFERENCE PRESENTATIONS

Roby, E., Canfield, C., Miller, M., Seery, A., Rojas, J., Shaw, D., Morris, P.A., Mendelsohn A. (2019, April).

*Contributions of Reading and Play During Infancy to Later Social-Emotional Competence.* Paper presented at Pediatric Academic Societies Meeting, Baltimore, MD.

Mendelsohn, A., Morris, P.A., Shaw, D., Bogen, B., Miller, E.B, Canfield, C., Gill, A., *Whipps, M.D.M.*,

Rosas, J., Honoroff, J., Roby, E., Cates, C., Weisleder, A., Seery, A. (2019, April). *Integration of primary and secondary prevention through pediatric care and home visiting to reduce school readiness disparities: A two-site RCT of* Smart Beginnings. Paper presented at Pediatric Academic Societies Meeting, Baltimore, MD.

Abenavoli, R., Miller, E. B., Morris, P. A., & Rodrigues, C. (2019, March). *Choice in a mixed-delivery*

*system: The role of program setting in families’ decisions about prek.* Paper presented at the Spring Conference of the Society for Research on Educational Effectiveness, Washington, DC.

Canfield, C., Seery, A., Custode, A., Roby, E., O’Connell, L., Hanna-Attisha, M., Miller, E.B, Morris, P.A.,

Shaw, D., Mendelsohn, A.(2019, March). *Implementing Parenting Programs with Diverse Families and Populations in Pediatric Care: the Video Interaction Project.* Symposium for Society for Research in Child Development 2019 Biennial Meeting, Baltimore, MD.

Miller, E.B, Canfield, C., Morris, P.A., Shaw, D., Brockmeyer Cates, C., Mendelsohn, A. (2019, March). Understanding Par*ental Engagement in Tiered Prevention in Primary Care: Predictors of Participation in Smart Beginnings.* Symposium for Society for Research in Child Development 2019 Biennial Meeting, Baltimore, MD.

Miller, E. B., Canfield, C. F., Gill, A. M., Mendelsohn, A. L., Morris, P. A., & Shaw, D. S. (2019, March). *Initial impacts of the Smart Beginnings intervention on parental language and cognitive stimulation.*

Invited poster presented at the Bridging the Word Gap Research Network’s Taking on the challenge: Re-evaluating the word gap and examining promising interventions for promoting young children’s language. Biennial Meeting of the Society for Research in Child Development, Baltimore, MD.

Shaw, D., Miller, E.B., Canfield, C., Taraban, L., Roby, E., *Whipps, M.DM.*, Honoroff, J., Gill, A., Mendelsohn, A., Morris, P.A. (2019, March). *Initial Impacts of the Smart Beginnings Project Linking Pediatric Primary Care and Home Visiting.* Symposium for Society for Research in Child Development 2019 Biennial Meeting, Baltimore, MD.

*Whipps, M.D.M*., Miller, E.B., Bogen, D., Mendelsohn, A., Morris, P.A., Shaw, D., Gross, R. (2019, March). *Breastfeeding Behaviors and Maternal Interaction Quality in a Low-Income, Ethnic Minority Population*. Poster presented at the Society for Research in Child Development 2019 Biennial Meeting, Baltimore, MD.

*Whipps, M.D.M*., Miller, E.B, Gross, R., Bogen, D., Mendelsohn, A., Morris, P.A., Shaw, D.(2019, March). *Collateral Benefits from a School-Readiness Intervention on Breastfeeding.* Poster presented at the Society for Research in Child Development 2019 Biennial Meeting, Baltimore, MD

Canfield, C. F., Miller, E. B., Cates, C. B., Roby, E., Gill, A., Seery, A., … Morris, P.A., Mendelsohn, A. L.

(2018, March). *Beyond academics: Positive impacts of reading aloud on parent-child bonding among stressed low-income mothers*. Paper presented at the Regional Meeting of the Academic Pediatric Association, Philadelphia, PA.

Canfield, C. F., Miller, E. B., Cates, C. B., Roby, E., Gill, A., Seery, A., … Morris, P.A., Mendelsohn, A. L.

(2018, May)*. Beyond academics: Positive impacts of reading aloud on parent-child bonding among stressed low-income mothers*. Paper presented at Pediatric Academic Societies Annual Meeting, Toronto, Canada.

Miller, E. B., Canfield, C. F., Mendelsohn, A. M., Morris, P. A., Shaw, D. S., Bogen, D. L., … *Whipps, M. D.*

M. (2018, March). *Predictors of participation in SMART Beginnings: A randomized, tiered model of intervention*. Paper presented at the Spring Conference of the Society for Research on Educational Effectiveness, Washington, DC.

Mendelsohn, A. L., Shaw, D. S., Canfield, C. F., Miller, E. B., Gill, A., & Morris, P. A. (2018, October).

*Prevention of school readiness disparities through a population-scalable, tiered, healthcare-based model for promotion of parenting: SMART Beginnings.* Paper presented at the Fourth Annual NYU Langone Health Disparities Symposium, New York, NY.

Algarroba, G. N., Mendelsohn, A. L., Morris, P.A., Shaw, D., & Bogen, D. L. (2017, May). *Postpartum anxiety:*

*Screening tools and timing.* Paper presented at the Pediatric Academic Societies Meeting, San Francisco.

Shaw, D. S., Mendelsohn, A. L., & Morris, P. (2017, May). *Smart Beginnings: Integration of Video Interaction*

*Project and the Family Check-Up to promote school readiness with low-income families.* Paper presented at the Society for Prevention Research Annual Meeting, Washington, D.C. Francisco, CA.

Morris, P.A., Pappas, S., & Raver, C. (2016*). Improving the effectiveness of collaboration between practitioners and*

*researchers*. Symposium at Society for Research in Educational Effectiveness, Washington DC.

Mattera, S., Morris, P.A., & Maier, M. (2016). *Making Pre-K Count: Impacts from a large-scale RCT of a preschool math curriculum.* Panel Paper. The Role of Research in Making Government More Effective, 38th Annual Fall Research Conference, Washington D.C.

Morris, P.A. (2015). *Preschool program fadeout: Examining three common hypotheses and providing new directions for policy*. Discussant, Society for Research on Educational Effectiveness Spring Conference, Washington D.C.

Morris, P.A. (2015). *Integrating Prevention Science, Policy and Practice to Support High Quality Universal Pre-K.* Invited Symposium, Society for Prevention Research, 23rd Annual Meeting, Washington D.C.

*Harding, J.* & Morris, P.A. (2015) *Understanding how participation in education changes mothers' parenting practices.* Paper presented at the Society for Research on Educational Effectiveness Spring Conference, Washington D.C.

*Connors, M.*, Morris, P.A., & *Friedman-Kruass, A.H.* (2015) *Does access to high quality early education vary by state policy context?* Paper presented at the Society for Research on Educational Effectiveness Spring Conference, Washington D.C.

Morris, P.A., Mattera, S., Castells, N., & Bangser, M. (2014). *Improving children’s social and emotional development in Head Start: The Head Start CARES demonstration*. Paper presented at the Head Start National Research Conference on Early Childhood, Washington, D.C.

*Connors, M*., Morris, P.A., Yoshikawa, H., *McCoy, D.C.*, & Gomez, C. (2014). *Alternative child care options and variation in Head Start impacts: The role of the counterfactual*. Paper presented at the Head Start National Research Conference on Early Childhood, Washington, D.C.

*McCoy, D.C*., Morris, P.A., Yoshikawa, H., *Connors, M.*, & Gomez, C. (2014). *Neighborhood characteristics as predictors of differential effectiveness of Head Start*. Paper presented at the Head Start National Research Conference on Early Childhood, Washington, D.C.

*Friedman-Krauss, A*., *Connors, M*., Morris, P.A., Feller, A., & Page, L. (2014). *Impacts of Head Start on children’s access to high quality ECE*. Paper presented at Society for Research on Educational Effectiveness Spring Conference, Washington, D.C.

*Connors, M.*, Morris., P., *McCoy, D.C.*, Yoshikawa, H., & Gomez, C. (2014). *Do Head Start impacts vary by neighborhood context?* Paper presented at Society for Research on Educational Effectiveness Spring Conference, Washington, D.C.

*Friedman-Krauss, A. H.*, *Connors, M. C.*, & Morris, P. A. (2014). *Is more time in Head Start always better for children? The moderating role of classroom quality.* Poster presentation at the Society for Research on Educational Effectiveness Conference, Washington, D.C.

*Wolf, S*., Aber, J. L. & Morris, P. A. (2014). *School quality moderates impacts of a conditional cash transfer program: Evidence from an experimental evaluation*. Poster presented at the Welfare Research and Evaluation Conference Emerging Scholars Session. Washington, D.C.

Morris, P.A., *Connors, M., McCoy, D.C.*, Yoshikawa, H., *Gomez, C.*, & Aber., J.L. (2013). *Do Head Start impacts vary by neighborhood context?* Paper presented at the Association for Public Policy Analysis and Management Fall Research Conference, Washington, D.C.

*Connors, M*., *Friedman-Krauss, A*., Jones, S., Morris, P.A., & Yudron, M. (2013). *Refining early measures of early childhood classroom quality*. Paper presented at the Association for Public Policy Analysis and Management Fall Research Conference, Washington, D.C.

*Friedman-Krauss, A.*, *Connors, M*., & Morris, P. (2013). *When is more time in preschool better for children? The role of classroom quality*. Paper presented at the Association for Public Policy Analysis and Management Fall Research Conference, Washington, D.C.

*McCoy, D.C.*, *Connors, M.*, Morris, P.A., Yoshikawa, H., *Friedman-Krauss, A*., & Aber, J.L. (2013). *Neighborhood economic disadvantage and children's academic, socioemotional, and behavioral development: Exploring head start quality as a mediating mechanism*. Paper presented at the Association for Public Policy Analysis and Management Fall Research Conference, Washington, D.C.

Mattera, S., Lloyd, C.M., Fishman, M., & Morris, P. (2013). *Getting inside the black box of implementation: The Head Start Cares trial*. Paper presented at the Association for Public Policy Analysis and Management Fall Research Conference, Washington, D.C.

Morris, P. (2013). *Instability in the home and children’s development: Trends, triggers and implications on outcomes*. Paper presented at the Society for Research in Child Development Biennial Meeting, Seattle, WA.

Morris, P.A., *McCoy, D.C.*, *Connors, M.C.*, Aber, J.L., Yoshikawa, H. (2013). *Do Head Start impacts vary by neighborhood context? A study of the Secondary Analysis of Variation in Impacts Head Start Center.* Paper presented at the Society for Research in Child Development Biennial Meeting, Seattle, WA.

Morris, P.A., Fishman, M., Lloyd, C. & Mattera, S. (2013). *Professional development and changes in teacher practice: The Head Start CARES trial.* Paper presented at the Society for Research in Child Development Biennial Meeting, Seattle, WA.

*Wolf, S.*, Aber, J.L., & Morris, P.M. (2013). *Understanding impact variation for adolescents in family rewards: The role of schools and neighborhoods.* Poster presented at the Society for Research on Child Development Biennial Conference. Seattle, WA.

**Morris, P. & Jones, S. (2013). *Targeting executive function and self-regulation: New findings from pre-K and elementary school interventions*.** Paper presented at the Society for Research in Child Development Biennial Meeting, Seattle, WA.

*Connors, M.C.,* *Friedman, A.H.*, *McCoy, D.C.*, Yudron, M., & Morris, P. (2013). *From measure to construct: Making better use of the ECERS-R and Arnett CIS in the Head Start Impact Study.*Poster presented at the Society for Research in Child Development Biennial Meeting, Seattle, WA.

*Wolf, S*., Aber, L. & Morris, P. (2013). *Understanding impact variation for adolescents in family rewards: The role of schools and neighborhoods*. Poster presented at the Society for Research in Child Development Biennial Meeting, Seattle, WA.

*Harding, J.F.* & Morris, P. (2013). *Using propensity score analysis to assess the effects of increases in maternal education on children’s cognitive and behavioral outcomes*.Poster presented at the Society for Research in Child Development Biennial Meeting, Seattle, WA.

*Willner, C.J.*, Morris, P.A., *McCoy, D.C.* & Adam, E.K. (2013). *Cumulative risk exposure and diurnal cortisol rhythms: Moderation by 5-HTTLPR genotype.* Poster presented at the Society for Research in Child Development Biennial Meeting, Seattle, WA.

Friedman-Krauss, A.H., *Connors, M.C.*, & Morris, P.A. (2013).*Estimating impacts of treatment random assignment on classroom quality in the Head Start Impact Study: The problem of missing data.*Poster presented at the Society for Research on Educational Effectiveness Spring Conference, Washington, DC.

Greenberg, D., Morris, P. & Blackburn-Dwyer, A. (2012). *The impact of Conditional Cash Transfers on family well-being and children’s development*. Paper presented at ACD/OPRE 15th Annual Welfare Research and Evaluation Conference, Washington, D.C.

Morris, P.A., Gennetian, L., Hill, H., *Tubbs, C.* & *Wolf, S.* (2012). *Income volatility: Trends and implications for families and children.* Paper presented at the Stanford University Conference for Income, Inequality, and Educational Success: New Evidence about Socioeconomic Status and Educational Outcomes, Stanford, CA.

Morris, P. (2012). *Secondary Analysis of Variation in Impacts of Head Start (SAVI): Informing the Head Start of the future*. Paper presented at the 11th Annual Head Start Research Conference, Washington, D.C.

*Wolf, S.*, Morris, P.A., & Aber, J.L. (2012). *The opportunity NYC-family rewards intervention: Comparing program impacts using variable-centered and person-centered approaches.* Poster presented at the Society for Research on Child Development Themed Meeting: Developmental Methodology, Tampa, FL.

*Connors, M.C.* & Morris, P.A. (2012). *State policy approaches to achieving high quality early care and education.* Poster presented at the Association for Public Policy Analysis and Management Fall Research Conference, Baltimore, MD.

*Wolf, S.*,Gennetian, L., Morris, P.A., & Hill, H. (2012). *How income volatility affects adolescents' school outcomes.* Symposium presented at the annual conference of the Society for Adolescent Research, Vancouver, British Columbia.

*Friedman, A.H.*, Raver, C.C., Morris, P.A., Jones, S., & *McCoy, D.C.* (2011). *Peer composition, teacher stress, and the preschool classroom environment.* Poster presented at Society for Prevention Research, Washington, D.C.

Morris, P.A. (2011). *Implementing innovative designs of human development and behavioral change.* Chair of panel at the 33rd annual conference for the Association for Public Policy & Management, Washington, D.C.

*Wolf, S.*, Gennetian, L., Morris, P.A, & Hill, H. (2011). *Conceptualizing and measuring income volatility using the Survey of Income and Program Participation (SIPP)*. Paper presented at the 33rd annual conference for the Association for Public Policy & Management, Washington, D.C.

Aber, L., Morris, P.A., *Wolf, S.*, & *Berg, J.K.* (2011) *Opportunity NYC-Family Rewards: An embedded child and family study of Conditional Cash Transfers.* Paper presented at the 33rd annual conference for the Association for Public Policy & Management, Washington, D.C.

*Berg, J.K..*, Morris, P.A., & Aber, L. (2011). *Opportunity NYC: Two year impacts by families' likelihood of earning rewards*. Paper presented at the 33rd annual conference for the Association for Public Policy & Management, Washington, D.C.

Morris, P.A. (2011). *Leveraging multicelled designs to test for mediating mechanisms: The Head Start CARES trial.* Paper presented at the 33rd annual conference for the Association for Public Policy & Management, Washington, D.C.

Aber, L., Morris, P.A., *Wolf, S.* & *Berg, J.K.* (2011). *Opportunity NYC-family rewards: An embedded child and family study of conditional cash transfers*. Symposium presented at the biennial meeting of the Society for Research on Educational Effectiveness, Washington, D.C.

*Berg, J.K.*, Morris, P.A., & Aber, L. (2011). *Two-year impacts of opportunity NYC by families' likelihood of earning rewards.* Paper presented at the biennial meeting of the Society for Research in Child Development, Montreal, Canada.

Morris, P.A., Aber, J. L., *Berg, J.K.*, & *Wolf, S.* (2011). *The impact of Conditional Cash Transfers on children's health, education and development.* Symposium presented at the annual conference of the Society for Research on Child Development, Montreal, Quebec.

Lloyd, C., Millenky, M. Raver, C.C., Morris, P.A., & Jones, S. (2010). *The Foundations of Learning Project: Classroom management as a pathway to improved preschool experiences.* Paper presented at the 32nd annual conference of Association for Public Policy & Management, Boston, MA.

Morris, P.A., Hill, H. & Gennetian, L.A. (2010). *Monthly income volatility and child development*. Paper presented at the 32nd annual conference of the Association for Public Policy & Management, Boston, MA.

Morris, P.A., & Lloyd, C. (2010). *The Head Start CARES trial: Technical assistance and implementation research in the context of a large scale study of preschool program enhancements.* Roundtable presented at the 10th National Head Start Research Conference, Washington, D.C.

Morris, P.A., Portilla, X., & *Willner, C.* (2010). Youth Mental Health and Parents’ Depression: Examining Associations in the Context of a Randomized Trial. Paper presented at the biennial meeting of the Society for Prevention Research, Denver, CO.

Morris, P.A. (2009). *Meeting the basic needs of children: Does income matter?* Paper presented at the fall research conference of the Association for Public Policy & Management, Washington, D.C.

Morris, P.A. (2009). *The Foundations of Learning Project: Can teacher training in classroom management make a difference for children's experiences in preschool?* Paper presented at New York University, Robert F. Wagner School of Public Service, New York, NY.

Morris, P.A., Portilla, X., & *Willner, C.* (2009). *Youth mental health and parents’ depression: Examining associations in the context of a randomized trial.* Paper presented at the biennial meeting of the Society for Research in Child Development, Denver, CO.

Morris, P.A. (2008). *Head Start CARES*. Paper presented at the annual meeting of the Society for Prevention Research, San Francisco, CA.

Morris, P.A., Raver, C., & Jones, S. (2008). *Experiences and issues in scaling up: From Chicago School Readiness to Foundations of Learning*. Paper presented at the annual meeting of the Society for Prevention Research, San Francisco, CA.

Morris, P.A. (2008). *The Head Start CARES Project.* Paper presented at the annual meeting of the Head Start Research Conference, Washington, D.C.

Morris, P.A. (2007). *An experimental examination of the effects of maternal depression on children and youth*. Paper presented at the annual meeting of the W. T. Grant scholars awardees, Snowbird, Utah.

Duncan, G., Gennetian, L., & Morris, P.A. (2007). *Parental pathways to self-sufficiency and the well-being of younger children.* Prepared for the IRP Working Conference on “Pathways to Self-Sufficiency: Getting Ahead in an Era Beyond Welfare Reform” September 6-7, University of Wisconsin-Madison.

Morris, P.A. (2006). *From Policy to Practice: How front-line practice shapes how welfare programs affect parents’ depression*. Paper presented at the annual meeting of the Association for Public Policy and Management, Madison, WI.

Morris, P.A., Duncan, G., & Rodrigues, C. (2005). *Does money really matter? Estimating impacts of family income on children’s achievement with data from social policy experiments*. Paper presented at the biennial meeting of the Society for Research in Child Development, Atlanta, GA.

Morris, P.A., Duncan, G., & Rodrigues, C. (2004). *Does money really matter? Estimating impacts of family income on children’s achievement with data from social policy experiments*. Paper presented at the annual meeting of the Population Association of America, Boston, MA.

Morris, P.A., Duncan, G., & Rodrigues, C. (2003). *Does money really matter? Estimating impacts of family income on children’s achievement with data from social policy experiments.* Paper presented at the annual meeting of the Association for Public Policy and Management, Washington, DC.

Morris, P.A., Duncan, G., & Clark-Kauffman, E. (2003). *Child well-being in an era of welfare-reform: The sensitivity of transitions in development to policy change*. Paper presented at the annual meeting of the Association for Public Policy and Management, Washington, DC.

Morris, P.A. & Gennetian, L. (2003). *Using instrumental variables to learn more from social policy experiments*. Paper presented at the annual meeting of the Administration for Children and Families Welfare Reform Evaluation Conference, Washington, D.C.

Morris, P.A., Duncan, G., & Clark-Kauffman, E. (2003). *Child well-being in an era of welfare-reform: The sensitivity of transitions in development to policy change*. Paper presented at the biennial meeting of the Society for Research in Child Development, Tampa, FL.

Morris, P.A., & Bloom, D. (2002). *The effects of time limited welfare on parents and their children in Connecticut.* Paper presented at the annual meeting of the Association for Public Policy and Management, Dallas, TX.

Morris, P.A., Gennetian, L., Yoshikawa, H., & Gassman-Pines, A. (2002). *The effects of welfare and antipoverty programs on children: Differences by race/ethnicity.* Paper presented at the annual meeting of the Association for Public Policy and Management, Dallas, TX.

Hendra, R., & Morris, P.A. (2002). *Using propensity score analysis to identify the effects of a welfare reform policy on those most likely to reach the time limit*. Paper presented at the annual meeting of the Association for Public Policy and Management, Dallas, TX.

Morris, P.A., Knox, V., & Gennetian, L. (2002). *Child well-being and TANF reauthorization.* Paper presented at the Advocates and Researchers Conference, National Center for Children in Poverty, Rensselaerville, NY.

Morris, P.A., Knox, V., & Gennetian, L. (2002). *The effects of welfare and work policies on children and adolescents: New findings.* Paper presented at the Workshop on Children and Welfare Reform, Board on Children, Youth and Families, Institute of Medicine/National Research Council, The National Academies, Washington, D.C.

Morris, P.A., Duncan, G., Huston, A., Crosby, D., & Bos, J. (2001). *How welfare and work policies affect children: A synthesis of research.* Paper presented at The Children’s Roundtable, Brookings Institution, Washington, D.C.

Morris, P.A., Knox, V., & Granger, R. (2001). *Child well-being in the context of welfare reform: What are we learning?* Paper presented at the *Changing Welfare* book conference, University of Illinois at Chicago, Chicago, IL.

Morris, P.A., Scott, E., & London, A. (2001). *The impacts of incentives, time limits and work requirements on families and children: Numbers and stories from the field.* Paper presented at the annual meeting of the Association for Public Policy and Management, Washington, D.C.

Morris, P.A., & Bloom, D. (2001). *The effects of time limited welfare on parents and children.* Paper presented at the annual meeting of the Association for Public Policy and Management, Washington, D.C.

Morris, P.A., Duncan, G., Huston, A., Crosby, D., & Bos, J. (2001). *How welfare and work policies affect children: A synthesis of research.* Paper presented at the Administration for Children and Families’ (ACF) Welfare Reform Evaluation Conference, Washington, D.C.

Morris, P.A., & Gennetian, L. (2001). *Identifying the effects of income on children’s development: Integrating an instrument variables analytic method with an experimental design*. Paper presented at the biennial meeting of the Society for Research in Child Development, Minneapolis, MN.

Morris, P.A., Duncan, G., Huston, A., Crosby, D., & Bos, J. (2001). *How welfare and work policies affect children: A synthesis of research.* Paper presented at the biennial meeting of the Society for Research in Child Development, Minneapolis, MN.

Morris, P.A., & Gennetian, L. (2001). *The effects of increasing income on children’s development: Findings from three experimental antipoverty programs.* Paper presented at the annual meeting of the Population Association of America, Washington, D.C.

Morris, P.A., Duncan, G., Huston, A., Crosby, D., & Bos, J. (2001). *How welfare and work policies affect children: A synthesis of research*. Paper presented at the annual meeting of the Population Association of America, Washington, D.C.

Morris, P.A., & Gennetian, L. (2000). *The effects of two financial incentive programs on children in low-income families*. Paper presented at the annual meeting of the Association for Public Policy and Management, Washington, D.C.

Morris, P.A., Duncan, G., Huston, A., Crosby, D., & Bos, J. (2000). *How welfare and work policies affect children: A synthesis of research*. Paper presented at the Joint Center for Poverty Research Conference, “Economic Incentives”, Washington, D.C.

Morris, P.A., & Gennetian, L. (2000). S*ynthesizing the effects of welfare and employment programs on children.* Paper presented at Head Start’s National Research Conference, Washington, D.C.

Morris, P.A., Duncan, G., Huston, A., Crosby, D., & Bos, J. (2000). *A synthesis of the effects of programs and policies on family and child well-being*. Paper presented at the annual meeting of the Association for Public Policy and Management, Washington, D.C.

Morris, P.A., & Bos, H. (1999). *Mediators of a welfare-to-work program: Parenting and stress in the New Chance Demonstration*. Poster presented at the biennial meeting of the Society for Research in Child Development, Albuquerque, NM.

Morris, P.A. (1999). *The effects of a welfare intervention on children: Understanding the intervening mechanisms*. Paper presented at the annual meeting of the Association for Public Policy and Management, Washington, D.C.

Raver, C. C., & Morris, P.A. (1997). *Relations between secure base behavior and preschoolers' later competent regulation with peers.* Paper presented at the biennial meeting of the Society for Research in Child Development, Washington, D.C.

Morris, P.A. (1996). *Welfare programs and repeat childbearing: Effects on teenage mothers and their preschool children*. Poster presented at Head Start's National Research Conference, Washington, D.C.

Morris, P.A., Bronfenbrenner, U., & Gelbwasser, A. (1996). *The ecology of low birth weight in life course perspective: A bio-ecological model*. Paper presented at the biennial meeting of the Society for Research on Adolescence, Boston, MA.

Morris, P.A., Powers, J., Eckenrode, J., & Bolger, K. (1996). *Parenting behavior and adolescent functioning: Preliminary findings from the Prenatal/Early Infancy Project.* Poster presented at the biennial meeting of the Society for Research on Adolescence, Boston, MA.

Morris, P.A. (1995). *Welfare programs and teenage motherhood: Some unintended effects.* Paper presented at the annual meeting of the National Association for Research on Welfare Statistics, Jackson Hole, WY.

Morris, P.A., & Jones, S. (1995). *Parental contributions to school readiness: The role of family context.* Poster presented at the biennial meeting of the Society for Research in Child Development, Indianapolis, IN.

Morris, P.A., & Michael, A. (1993). *Maternal antecedents of symbolic play and school readiness in high-risk preschool children*. Poster presented at the biennial meeting of the Society for Research in Child Development, New Orleans, LA.

##### TEACHING EXPERIENCE

2021 Professor, Risk and Resilience

Department of Applied Psychology, Steinhardt School of Culture, Education, and Human Development, New York University

2021 Professor, Social Intervention in Schools and Communities

Department of Applied Psychology, Steinhardt School of Culture, Education, and Human Development, New York University

2010-2014 Professor, Theories of Change in Applied Psychology

Department of Applied Psychology, Steinhardt School of Culture, Education, and Human Development, New York University

2009-2012 Professor, Community Psychology

Department of Applied Psychology, Steinhardt School of Culture, Education, and Human Development, New York University

2009-2014 Professor, IES Seminar

Department of Applied Psychology, Steinhardt School of Culture, Education, and Human Development, New York University

2010 Professor, Intervention and Prevention in Early Childhood Contexts

Department of Applied Psychology, Steinhardt School of Culture, Education, and Human Development, New York University

2008, 2009 Adjunct Professor, Program Development and Evaluation

Department of Applied Psychology, Steinhardt School of Culture, Education, and Human Development, New York University

1999, 2004 Adjunct Professor, Research and Field Work in Developmental Psychology I

Psychology Department, Barnard College, Columbia University

2000, 2005 Adjunct Professor, Research and Field Work in Developmental Psychology II

Psychology Department, Barnard College, Columbia University

1997 Co-Teacher, Psychology of Women

Department of Human Development, Cornell University

##### PROFESSIONAL SERVICE

Member, NYS Suicide Prevention Council, Suicide Prevention Center of New York (SPC-NY), Office of Mental Health (Fall 2021-pres)

Member, NYS Schools and Youth Workgroup, Suicide Prevention Center of New York (SPC-NY), Office of Mental Health (Spring 2021-pres)

Member, JED High School Advisory Board (Fall, 2020-pres)

Co-chair, ad-hoc listserv committee, American Association of Suicidology (2020-2021)

Editor, Theory, Contexts, & Mechanisms, *Journal of Research on Educational Effectiveness* (2017-2019)

Member, Consortium on Pre-k fade out, NIH funded grant, *Factors in Persistence vs. Fadeout of Early Childhood Intervention Impacts* (Dodge, Jenkins, Watts; 2019-2022).

Advisory Board, IES funded grant, *Exploring the Role of Access to School-based Pre-Kindergarten: Enrollment and Academic Outcomes under Decentralized and Centralized Enrollment Policies* (Connors, Ehrlich, & Stein; 2019-2020).

Reviewer Panel Member, Early Childhood Panel, Institute of Education Sciences (2011-2018, 2021)

Chair, Society for Research on Educational Effectiveness (SREE) Annual meeting (2014-2015)

Chair, Social Policy Awards Committee, Society for Research on Adolescence (2013-2014)

Member, Board on Children, Youth, and Families, The National Academies (2009-2015)

Member, Welfare and Family Self-Sufficiency Research Technical Working Group (TWG) for the Administration for Children and Families (ACF), Office of Planning, Research, and Evaluation (OPRE)

Member, Horizons Research Advisory Board (2013, 2018)

Reviewer Panel Member, National Institute for Child Health and Human Development (2012)

Reviewer: *Developmental Psychology, Child Development, Journal of Public Policy and Management, Social Service Review, Journal of Educational Psychology, American Journal of Evaluation*

Proposal Reviewer: William T. Grant Foundation, Spencer Foundation, Russell Sage Foundation

##### PROFESSIONAL MEMBERSHIPS

American Association of Suicidology

Youth Suicide Research Consortium

Society for Research in Child Development

Society for Prevention Research

Society for Research on Educational Effectiveness

Association for Public Policy and Management

American Educational Research Association