

JOHANNA BERNARD
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EDUCATION

University of Pennsylvania	
Ph.D., Education Policy, Graduate School of Education	2026
Dissertation: Understanding the conditions and contexts that shape skill development in childhood	
Committee: A. Brooks Bowden (chair), Sharon Wolf, Jere Behrman	
A.M. Statistics, The Wharton School	2024
Vanderbilt University	
M.Ed. Child Studies, Peabody College, Specialization in Poverty & Intervention	2020
Bowdoin College	
B.A. Psychology; Minor: Gender & Women's Studies	2013

ACADEMIC APPOINTMENTS

Postdoctoral Research Associate	2026-
School of Education and Human Development, University of Virginia	

RESEARCH INTERESTS

Examining intervention effectiveness for children from vulnerable populations • Sustaining long-term effects
• Parental involvement • Behavioral science • School readiness • Integrating developmental science with public policy • Economic evaluation • Causal inference

AWARDS AND FELLOWSHIPS

American Educational Research Association-National Science Foundation Dissertation Grant	2024-2025
Emerging Education Policy Scholar Fellowship through the Thomas B. Fordham Institute and the American Enterprise Institute	2023-2024
Institute of Education Sciences Predoctoral Fellow, University of Pennsylvania	2021-2025
Penn Development Research Initiative Fellow, University of Pennsylvania	2021-2025
M.E.A. Stinner Fellow, University of Pennsylvania	2020-2025
Scholastic Achievement Scholarship, Vanderbilt University	2018-2020

PUBLICATIONS

- Bowden, A. B., Bernard, J., & Davis, R. (2026). Leveraging home reading to strengthen literacy development: Applying principal stratification to explore heterogeneous effects from a randomized trial. *Journal of Research on Educational Effectiveness*, 19(1), 74-102. <https://doi.org/10.1080/19345747.2024.2430583>
- Wolf, S., Bernard, J., Ezeugwu, C.R., Ahmad L., Gurin, K.B. (2025). Impacts of the Preschool Safe Space program on disadvantaged girls in northern Nigeria. *Child Development*, 96(3), 1128-1147. <http://doi.org/10.1111/cdev.14225>

WORKING PAPERS

Bernard, J. & Wolf, S. (in progress). Long-term Effects of Early Childhood Interventions on Student Wellbeing. In Mammadov, S. (Ed.), *The Cambridge Handbook of Student Well-Being*, Cambridge University Press.

Bernard, J. (2024). *Examining pre-k effectiveness by alternative childcare options: Evidence from the Tennessee Voluntary Pre-K study*. Education Policy Department, University of Pennsylvania.

Bernard, J. (2024). *Skill building and sustaining environments: Exploring fadeout in the Zoology One trial*. Education Policy Department, University of Pennsylvania.

Bernard, J., Bowden, A.B., Lee, S., & Behrman, J. (2024). *Reach Up and Learn over time: Variations in cost-effectiveness of a classic parenting intervention*. Education Policy Department, University of Pennsylvania.

Gray, A., Fink, R., Diaz, K., & Bernard, J., Bowden, A.B (2024). *Reimagining achievement: A longitudinal examination of blended social-emotional and academic outcomes in early elementary school*. Consortium for Policy Research in Education, University of Pennsylvania.

Bowden, A.B., Diaz, K., Bernard, J., Gray, A., & Sirinides, P. (2024). *Examining the heterogeneous and longitudinal effects of a comprehensive kindergarten literacy curriculum*. Consortium for Policy Research in Education, University of Pennsylvania.

RESEARCH POSITIONS

University of Pennsylvania Graduate School of Education 2020-Present

Research Assistant; Advisor: A. Brooks Bowden, Ph.D.

Early Childhood NCLDS Data Use Case. PI: Brooks Bowden, PhD. Conducted early-stage data analysis on pilot datasets sourced independently from state databases; preregistered the project on OSF.

Efficacy Evaluation of Zoology One: Kindergarten Research Labs. PI: Brooks Bowden, PhD. Played a key role in several stages of data analysis, from initial hypothesis formation to final interpretation, contributing to the development of research questions that guided the study. Authored key papers on program heterogeneity, longitudinal impacts, and skill development, and impact fadeout, while also producing a policy brief on factors influencing sustained curricular use. Conducted teacher interviews to gain qualitative insights into program implementation

Impacts of Montessori-Based Preschool Spaces in Rural Northern Nigeria on Girls Schooling and Learning Outcomes. PI: Sharon Wolf, Ph.D. Led impact analysis of a matched-pair randomized trial.

Cost-Effectiveness of Early Childhood Interventions Serving Refugee Children. PIs: A. Brooks Bowden, Ph.D. and Jere Behrman, Ph.D. Created parent time use survey; conducted literature review on previous program versions.

North Carolina Office of Early Learning 2022-2023

Policy Research Apprentice; Advisor: Kelley Bendheim

Contributed to the implementation evaluation for the evaluation of the Language Essentials for Teachers in Reading Science program.

MDRC 2022

Research Apprentice; Advisor: Shira Mattera, Ph.D.

Getting Ready Guilford Initiative: Measurement selection for a large-scale early childhood initiative. Wrote briefs on Kindergarten Transition interventions and Pre-K social-emotional learning programs. Co-wrote a cost evaluation plan with Dr. Brooks Bowden.

Variations in Quality Impact (VIQI): Conducted classroom observations using the Global Indicators of Quality tool.

University of Virginia, Curry School of Education 2020

Research Assistant, A Meta-analysis of Within-Study Comparisons; PI: Vivian Wong, Ph.D.

Vanderbilt University, Peabody College 2019-2020

Research Assessor, Assessing the Quality and Alignment of Pre-K to 2nd Grade Classrooms in Tennessee; PI: Caroline Christopher, Ph.D.

Graduate Assistant, Program Evaluation in Higher Education; PIs: Vicki Harris, Ph.D. and Nina Martin, Ed.D.

Research Field Collector, Tennessee Pre-school Development Grant Evaluation; PI: Dale Farran, Ph.D.

Research Assistant, Enhancing Adult-child Interactions in the Children's Hospital Clinic; PI: David Dickinson, Ed.D.

RESEARCH FUNDING

Society for Research on Child Development Student and Early Career Fellowship 2024-2025

Received honorable mention status; denied.
NAEd/Spencer Dissertation Fellowship
Awarded semifinalist status; denied after second round.

2024

EVALUATION REPORTS

Bowden, A. B., Lee, S., Behrman, J. R., Yoshikawa, H., Bernard, J., Hoyer, K., & Zahra, F. (2022). *Phone-based Reach Up and Learn cost-effectiveness report*. Center for Benefit-Cost Studies in Education at University of Pennsylvania. <https://www.rescue.org/report/reach-and-learn-cost-effectiveness-report>

Boice, K., Harris, V.A., Clemens, J.D., Martin, N.C., Bernard, J. (2021). *Finding the right tools for the job: Using utilization-focused evaluation to collect meaningful student data in graduate education*.

MEASUREMENT SCALES

Farran, D.C., Kasul, R.A., Bernard, J., & Meador, D.M. (2019). *Narrative Revised Manual* (2019 ed.). Peabody Research Office, Vanderbilt University. [Early childhood observation measure].

INVITED SEMINARS (Bold text indicates presenting author)

Bernard, J., Lipsey, M., Durkin, K. (2025, January). *Examining pre-k effectiveness by alternative childcare options: Evidence from the Tennessee Voluntary Pre-K study* [Seminar presentation]. UC Irvine School of Education, Irvine, CA, United States.

Bernard, J. & Lee, S. (2021, December). *Economic evaluation in practice: Examining the cost-effectiveness of early childhood programs for Syrian refugee children in Jordan* [Seminar presentation]. Penn Development Research Initiative Seminar Series, Philadelphia, PA.

CONFERENCE PRESENTATIONS (Bold text indicates presenting author)

Bernard, J., Lipsey, M., Durkin, K. (2026, April 8-12). *Examining pre-k effectiveness by alternative childcare options: Evidence from the Tennessee Voluntary Pre-K study* [Poster presentation]. AERA 2026 Biennial Meeting, Los Angeles, CA, United States.

Bernard, J., Lipsey, M., Durkin, K. (2025, May 1-3). *Examining pre-k effectiveness by alternative childcare options: Evidence from the Tennessee Voluntary Pre-K study* [Paper presentation]. SRCD 2025 Biennial Meeting, Minneapolis, MN, United States.

Bowden, B., Lee, S., Bernard, J., Alam, A., Pullom, K., Lee, H. (2024, November 21-23). *Using state longitudinal data systems to improve cross-sector policy in early childhood* [Paper presentation]. APPAM 2024 Conference, National Harbor, MD.

Bowden, B., Diaz, K., Bernard, J., Gray, A., Sirinides, P. (2024, September 18-21). *Sustaining early literacy skills through fourth grade: Medium-term effects from a randomized trial of Zoology One, a kindergarten literacy curriculum* [Paper presentation]. SREE 2024 Conference, Baltimore, MD, United States.

Bernard, J., Lipsey, M., Durkin, K. (2024, September 18-21). *Examining pre-k effectiveness by alternative childcare options: Evidence from the Tennessee Voluntary Pre-K study* [Paper presentation]. SREE 2024 Conference, Baltimore, MD, United States.

Wolf, S., Bernard, J., Ezeugwu, C., Ahmad, L., & Bello Gurin, K. (2024, June 10-11). *Impacts of the Ci Gaba preschool program on disadvantaged girls in Northern Nigeria* [Paper presentation]. West African Research Association (WARA) West Coast Regional Virtual Conference.

Bernard, J., Lipsey, M., Durkin, K. (2024, March 14-16). *Exploring variation in impact of the Tennessee Pre-K study: Decomposing treatment effects by alternative childcare options* [Paper presentation]. AEFPP 2024 Conference, Baltimore, MD, United States.

Bernard, J., Bowden, A.B., Lee, S., & Behrman, J. (2023, November 9-11). Reach Up and Learn *over time: Variations in cost-effectiveness of a classic parenting intervention* [Paper presentation]. APPAM 2023 Conference, Atlanta, GA, United States.

Bowden, A.B., **Bernard, J.,** Lee, S., & Behrman, J. (2023, September 27-30). *Examining the costs of a parenting intervention for refugee families in Jordan: A case study of Reach Up and Learn* [Poster presentation]. SREE 2023 Conference, Arlington, VA, United States.

Bernard, J., Pullom, K., & Bowden, A.B. (2023, September 27-30). *Piloting an integrated data system to examine patterns of access and participation in early childhood services among kindergarteners in North Carolina* [Poster presentation]. SREE 2023 Conference, Arlington, VA, United States.

Bowden, A.B., Davis, R., & Bernard, J. (2022, March 27-29). *Leveraging home reading to strengthen literacy development* [Paper presentation]. APPAM 2021 Conference, Austin, TX, United States.

Bowden, A.B., Davis, R., & Bernard, J. (2021, September 26-29). *Leveraging home reading to strengthen literacy development* [Paper presentation]. SREE 2021 Conference, Virtual.

TEACHING POSITIONS

Methods of Economic Evaluation in Education, University of Pennsylvania	2023, 2024
<i>Teaching Assistant</i> for Professor A. Brooks Bowden	
Introduction to Policy Analysis in Education, University of Pennsylvania	2023
<i>Instructor</i> with Dr. Sangyoo Lee	
Education Policy Practicum, University of Pennsylvania	2021
<i>Teaching Assistant</i> for Professor Stefanie Levin, Katie Barghaus, and Haisheng Yang	
Developmental Psychology, Vanderbilt University	2018
<i>Teaching Assistant</i> for Professor Meg Saylor	

FIELD SERVICE

Conference Reviewer for SREE (2023, 2024), NRCEC (2022, 2023); APPAM Session chair (March 2022, November 2023)

UNIVERSITY SERVICE

Student Representative, Education Policy Department at University of Pennsylvania	2023-2024
Student Letter Writer (2x), Tenure Review Committee at University of Pennsylvania	2022-2023
Student Liaison, Tenure Review Committee at University of Pennsylvania	2023

PROFESSIONAL AFFILIATIONS

Association for Education Finance and Policy; American Educational Research Association; Association for Public Policy Analysis and Management; Society for Research on Child Development; Society for Research on Educational Effectiveness

OTHER EMPLOYMENT EXPERIENCE

Vanderbilt University Medical Center, Nashville, TN, Graduate Assistant	2018-2019
Girls on the Run of the Bay Area, San Francisco, CA, Program Coordinator	2016-2017
Reading Partners, Oakland, CA, Recruiting Coordinator	2015-2016
The Representation Project, San Francisco, CA, Education Intern	2015